

Graham School SEN information report September 2023



Code of Practice 6.79

'The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer'.

The North Yorkshire local offer can be found at:
<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Hope Sentamu Learning Trust SEN Policy: <https://gra.hslt.academy/our-policies/>

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1. What kinds of SEN are provided for in your school?

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.' SEND Code of Practice 2015.

Graham School is an inclusive school that provides for the full range of SEND needs. This includes:

Communication and interaction which includes students with speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD),

Cognition and learning which includes students with moderate learning difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia.

Social Emotional and Mental Health needs (SEMH) Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs which includes students with Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD)

If the local authority requests for a student with an EHCP to be enrolled at Graham School, their plan is reviewed and carefully considered upon individual need. We would welcome a tour of the school by the student with an EHCP and their parents or carers prior to a request coming to us, this helps both the school and the families break down any potential barriers and allows important interactions to take place.

2. What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

For questions regarding SEN you should contact the learning support department or your child's head of year.

- The SENCO is Mr Daniel Brown
- The Assistant SENCO is Miss Laura Umpleby

Students who join the school in year 7 usually have SEN information passed on during our KS2 transition meetings with primary SENCOs, Year 6 teachers, and external agencies.

For students transferring to the school at other times; parents, external agencies, information and assessments from previous schools will be used to identify possible SEND. If you suspect your child to have SEND, please provide us with as much detail as possible; including a contact at their previous school to help a smooth transition to us.

The progress of all students is closely monitored by their teachers and other key staff throughout their time at Graham School. Most students make good progress and respond well to quality first teaching and differentiated learning opportunities in their main classroom.

The school follows a staged and graduated approach to identifying and assessing needs, using the Assess, Plan, Do, Review model. All students on the SEN register have a Learning Passport (LP) containing strategies for supporting students in lessons, which is shared with the student's teachers. The Learning Passport is created by the SEN department using information gathered from teachers, students, parents, and outside agencies. It is a working document that can be adjusted at any time.

Students who have a significant level of complex needs may need to be referred for an Education, Health and Care Plan (EHCP). EHCPs can be applied for by school, outside agencies, or parents. It is recommended that discussions take place in school prior to parents making a self-referral to ensure a full picture of need is presented to the Local Authority.

The SEN register is reviewed termly. Parents will be informed by letter if their child is being added to or taken off the register.

3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?

The Graham School website provides information for parents regarding school events, policies and procedures.

The school reports on the progress of all students twice a year and parents are also invited to meet with teachers, the SENCO at parent consultation evenings.

The school recognises that the knowledge and understanding parents/carers have of their child's needs is essential in supporting the school in making the best provision for students with SEND. The school values and takes account of the views of the parent/carer along with the hopes, personal goals, interests and strengths of the student. We value the support and advice from all parents/carers and aim to work in partnership to ensure the best outcomes for their child.

All students have a student planner which gives parents the opportunity to communicate with school. At times some students with SEND may have a home/school book to enable staff to keep parents/carers informed of how their child is doing on a daily basis.

In addition to scheduled parent's evenings and reviews; parents/carers will have the opportunity to meet with teachers and staff from Learning Support upon request.

The views of parents of students with SEND form a key part in reviews.

The parents/carers of students with an EHCP will also be invited to a formal Annual Review which is a statutory requirement.

It is the responsibility of the parents/carers to keep school informed of any up-to-date medical investigations and, where appropriate, school will support with these processes.

In order to ensure students files are up-to-date, please note that it is the parent's/carers responsibility to provide school with medical letters, reports and relevant information.

4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?

The views of all students are highly valued at Graham School and feedback from students, including those with SEND, is an essential part in influencing teaching and learning.

Students with SEND have regular check-ins and discussions with key workers to ensure that they have an opportunity to discuss any issues about their learning and well-being. The keyworker passes on any concerns on behalf of the student to teachers or relevant adults.

Students with SEND and other vulnerable learners also have strategies to help them with their learning recorded on a Learning Passport (LP).

The school has the Student Council which is chosen through an inclusive application process, those with SEN who wish to be involved will be supported in their application.

5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review.

All students should make at least expected progress, in line with their peers. If students do not make expected progress in a specific subject the subject department will plan a period of intervention.

At Graham School the progress of all students, in all subjects, is the responsibility of the subject teacher and is reported to parents in line with the school assessment and reporting policies.

All students on the SEN register will have a Learning Passport (LP):

- The Learning Passport sets out strategies to help the student make progress in school and is shared electronically with all teachers and staff.
- Students, parents, and teachers can recommend amendments to a Learning Passport at any point in the school year to ensure they are up-to-date and bespoke to the students' needs.

LPs and student voice form an integral part of the transition process. Information from primary school will be used to help students make a successful transition to secondary school.

It is important to note that students may receive additional support and interventions as part of the whole school provision, however, this alone would not place them on the SEN register.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society?

'All children and young people are entitled to an education that enables them to make progress so they: achieve their best, become confident individuals living fulfilling lives and make successful transition into adulthood, whether into employment, further education or higher education or training.' SEND Code of Practice 2015.

The school has well established programmes of support for each point of transition and parents are fully involved at each stage:

KS2 to KS3:

- Key staff from the SEN department attend KS2 transition reviews to share expertise and offer advice to parents and staff.
- Staff from learning support liaise with class teachers and SENCOS, as well as outside agencies, as appropriate, to gather information.

- Students identified by their primary school are offered additional visits to ease transition.

KS3 to KS4:

- All students and parents/carers are invited to an option evening to meet with staff and discuss appropriate pathways to meet the individual needs of students.
- All students are given opportunities to 'meet the professional' and have other opportunities to discuss careers

KS4 to KS5:

- All students, including students with SEND, have supported careers appointments where their parents/carers or keyworker are invited to attend.
- Appropriate agencies and staff from post sixteen provisions are invited to KS4 transition reviews.
- Additional visits and supported transition programmes are available for students in preparation for post 16 placements.
- SEN and exam access information is forwarded to the SENCO at the post 16 provision, upon request.
- Where necessary the school actively engages with agencies to work alongside students in their post 16 placement.

7. What is your School's approach to teaching children and young people with SEN?

Graham School is highly inclusive with all staff having high expectations for all students, regardless of their ability. The school believes that students make most progress when they are taught alongside their peers in mainstream classes. The majority of SEND students will have their needs met in the mainstream classroom with good quality first teaching and targeted support.

At times students with SEN may require additional adult support. Where teaching assistants work in class, both the teacher and teaching assistant will target specific groups who have been identified by the SENCO and class teacher as needing additional support. All students will, however, remain the responsibility of the subject teacher. The teacher will share learning objectives and outcomes with the teaching assistant, and the teachers will direct the teaching assistants within the classroom to work in a way which ensures all students become independent learners.

However, for some students it may be necessary to provide additional interventions away from the classroom for a set period of time. Where this is the case a range of evidence-based interventions are used to support students with SEND to make accelerated progress. The aim is always for the progress made in intervention to transfer into mainstream lessons:

- All interventions are structured; they are evidence based, demonstrate progression and are time limited, usually equivalent to 10 weeks.
- Parents/carers are consulted if their child is to be placed on one of our SEN interventions.
- Parents/carers are welcome to discuss the particular intervention with a member of the Learning Support Team should they request this.
- Regular assessments are carried out to ensure good progress and that the intervention meets the individual needs of the student.
- SEN interventions are timetabled; times and dates are recorded on the student's individual timetable in their planner.
- All interventions are delivered by staff with specialist training. Where progress is insufficient the student may be transferred to another or an additional intervention.

Students with Social and Emotional and Mental Health needs may be referred to a mentor by their Director of Progress, have enhanced behaviour support from the BSOs or our SEMH specialist, this could include specific interventions such as Zones of Regulation.

Some interventions may be delivered by external agencies and the NYCC Hubs. Where this is the case parents/carers and keyworkers will be included in the planning of the intervention and progress will be carefully monitored.

Some students may require special exam arrangements for internal and external examinations. In KS4, requests for access arrangements, in consultation with both students and parents, are submitted to the relevant examination board. Access

arrangements assessments are available for any student with a history of need within school, they do not have to be on the SEN register at the time of assessment.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?



At Graham School, the curriculum is broad and balanced and all students have the opportunity to choose a wide range of options. The school has a Universal Provision Map which sets out Quality First Teaching and adaptations in lessons.

Some students with SEND who struggle to cope with the full range of options will be recommended to study a supported pathway.

For those few students, where more help is needed than is usually available through the school's notional SEN budget, school, parents and outside agencies may decide that it is necessary to request an Education Health and Care Plan (EHCP). Where this is the case school will work in partnership with parents and agencies to focus on what provision is needed to secure positive outcomes for the child both short term and long term.

Opportunities for young people, including those with SEND, are provided for throughout their time at Graham School. We like to encourage attendance to fully immersive and inclusive educational opportunities, such as Ranger School.

All students, including those with SEND, are welcome to attend extra-curricular activities to further enhance their experiences at Graham School.

9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?

The SENCo is a qualified teacher and holds the National Award for Special Educational Needs Coordination (NASENCO). Graham School have also opened up the NASENCO qualification to all teaching staff, who want to qualify in this area as part of their CPD. This will allow more staff to have a fuller and broader understanding of the SEN and how their approaches within the classroom could be adapted further.

Being part of Hope Learning Trust allows our school to access expertise from other schools within our Trust family to benefit the students within our care.

Teachers and teaching assistants have regular training and specific training to meet individual needs as necessary. For students who have more specific needs the school seeks the support of specialist services to provide personalised training. Students with Social, Emotional and Mental Health needs may work with our specialist Learning

Mentor to build resilience and emotional regulation skills to help them become well-rounded and independent young people.

10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?

The progress and attainment of all students, including those with SEND, is carefully monitored and reported to parents.

Internal monitoring systems are robust and all staff are held to account for the progress of all students which is a key factor in the staff appraisal process and line management.

In addition, data such as whole school literacy testing, CAT tests, SEN assessments, reports from outside agencies, feedback from teachers and key workers is taken into consideration when monitoring the progress of students.

All teachers and key staff are informed of the individual needs of students with SEND and are involved in their progress reviews.

Some students who need additional and different provision may be placed on a targeted intervention. All SEND interventions are time limited and evidenced based.

Those students who have SEND intervention have progress reports sent home to parents. In addition, parents/carers are invited to discuss their child's progress at SEND reviews and parent consultation evenings. Where insufficient progress is made, the intervention is reviewed and students may be moved to a different intervention, if appropriate.

Interventions available 2023/24	
Homework club	Step Up English
Breakfast club	Girls autism group
Break club	Zones of Regulation
Lunch club	5 point scales
Form time check ins	Think Good/Feel Good (CBT)
Lego Therapy	Accelerated Reader
Learning Village	Talkabout for Teenagers/children
Numicon	Socially Speaking
Literacy	Accelerated Reader
RWI	Numeracy
Read, Write Inc	Reading Plus

11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?

Graham School is fully inclusive. All staff have a part to play in ensuring that students with SEND are not disadvantaged in their access to learning or the school community.

All students are invited to attend extra-curricular activities, school trips and take part in student voice sessions.

Graham School is fully accessible. The school has specialist food and art rooms on the ground floor. Nurture groups at break and lunch time are available for vulnerable students.

12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

Students with SEND have opportunities to meet with key workers on a regular basis to support their emotional and social development. Teaching assistants may at times support students in form groups and encourage social inclusion. The school has Behaviour Support Officers (BSOs) attached to each year group.

13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?

Some students may require more specialist support to meet their needs. Graham School works in partnership with a number of specialist support and outreach services to support students with SEND.

Parents/carers are always consulted and asked to sign a consent form before a referral is made to specialist services.

Other services school can refer to include: Early Help, COMPASS, Speech and Language Therapy, the Health Care Team, the Learning Disability team and Occupational Therapy.

14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?

All complaints follow the normal school complaints procedures:

In the first instance it is advisable to contact your child's form tutor, Head of Year, Director of Learning, the Learning Support Department.

The Chair of Governors, Alan Richards, is currently acting SEND Governor.

In addition, you may wish to contact a member of the Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS), NYCC, available on the NYCC website. Staff from SENDIASS can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups.

Useful Acronyms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BSO	Behaviour Support Officer
CAMHS	Child and Adolescent Mental Health Service
CoP	Code of Practice
EHCP	Education Health Care Plan
EP/EdPsych	Educational Psychologist
LP	Learning Passport
PP	Pupil Premium
SEND	Special Educational Needs and Disabilities
SENCo	Special Educational Needs Co-ordinator
SaLT	Speech and Language Therapist
SpLD	Specific Learning Difficulty
TA	Teaching Assistant