



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL

SEN/D Information Report 2018-19

This document outlines the school's provision for pupils with SEN/D and how the school will implement its SEN/D policy. It is submitted to the governing board annually alongside the SEN/D policy.

It has been produced with regard to the Bradford 'Local offer' (a link to this is published on the school website) which sets out what all schools in the local authority should provide, as well as the [SEN and Disability \(SEND\) Code of Practice](#) and [advice from the Department for Education](#).

Please see Appendix 1 for further information about how the SEN/D Policy, the SEN/D Information Report and the 'Local Offer' fit together.

This document is intended to be a practical, user-friendly guide to how we identify need, implement and review our provision for students with SEN/D at Ilkley Grammar School.

This document has been produced by Mrs R Parsons (SEN/D Co, Director of Inclusive Learning) and Mr J.A. Gutch (AHT: Groups, Inclusion & Intervention)

July 2018

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Appendix 1: Summary of how the SEN/D policy, the Information report and the 'Local Offer' fit together

Appendix 2: List of support and Intervention in place at IGS 2018-19

1. Key named contacts within the school and what to do if you have a question or a concern

If you have any questions about provision please use the email below which is checked regularly.

Inclusivelearning@ilkleygs.co.uk

Please address your email to one of the following colleagues within the Inclusive Learning Department

- Our Special Educational Needs Co-ordinator (SEN/D Co) is Mrs Rachel Parsons
- Years 7 and 8 and primary SEN/D transition - Mrs Wendy Swann
- Year 9, KS4 SEN/D and SEN/D transition from KS4-5 (including to College settings) – Mrs Jude Iliff
- The member of the Leadership Team with Line Management responsibility for Learning Support is Mr J. Gutch (Assistant Headteacher, Groups, Inclusion & Intervention)
- The SEN/D Governor is Mrs Lindsey Wharmby.

We endeavour to resolve all concerns and complaints informally but should you wish to make a complaint please refer to our complaints policy which is published on our website. In more complex cases we will always benchmark the quality of our provision by taking external advice from the Local Authority and through consulting with partner schools in the Red Kite Alliance.

2. Our approach to teaching Pupils with SEN/D

Welcome to our Special Educational Needs and Disability (SEN/D) information pages. They are intended to provide you with key information about the variety of ways we can support your child to reach their full potential. We are an inclusive school and believe that all children should be valued and treated with respect. As a school community, we endeavour to ensure that the provision for **all** our students is of the highest possible standard, whilst acknowledging that we will always need to continue to improve our practice. We are committed to narrowing the attainment gap between children with SEN/D and their non-SEN/D peers and are working to achieve this in a variety of different ways.

a. Inclusion Statement

At Ilkley Grammar School we believe that:

- All students are entitled to be valued equally, be respected as individuals and be included regardless of abilities, needs and behaviours
- All students are entitled to a broad, balanced and enriching curriculum which is adapted as appropriate to meet the individual needs of students
- All of our teachers are teachers of children with special educational needs.
- All of our students are able to make progress and learn
- Effective assessment and provision for children with SEN/D will be secured in partnership with parents/carers, students, Local Authority and other partners
- Maintaining young people's safety and wellbeing is central to their development

Staff have high expectations of SEN/D students, providing appropriate learning and teaching activities within a supportive pastoral framework. We aspire to nurture in our students high expectations, self-confidence and ambition which allow them to achieve and attain. In partnership with families and the wider community we aim to celebrate their successes and to foster their development so they are independent learners and responsible citizens.

b. What is meant by a 'graduated approach' when meeting the needs of students?

Following the SEN/D Code of Practice, Ilkley Grammar School uses a graduated approach to meet the needs of students with SEN/D. Up to 20% of children and young people have SEN/D at some stage in their time in school; only around 2% have SEN/D which are of a severe and complex nature. For many children, simple changes to the way that the curriculum is delivered can make a significant impact and help to remove the barriers to their learning. With these changes in place they are soon able to catch up with their peers and make the expected levels of progress. We call this '*differentiating the curriculum*'. Your child's subject teachers will be doing this on a daily basis through what is known as '*Quality First, Wave 1 Teaching*' in order to ensure that all the students in the class can make the most of the learning experiences presented.

c. What does a 'graduated response' look like at Ilkley Grammar School?

Each teacher has the responsibility to meet the needs of all the pupils in their class, with the Head of Department / Curriculum Leader having overall responsibility for all the pupils in the school in their subject area.

For some students 'differentiating the curriculum' through effective lesson planning may not be enough to enable them to make adequate progress. They may require interventions which are '*additional to and different from*' that which is normally provided for all students. If a student requires this kind of support the school will monitor them according to the SEN/D Code of Practice. You will be kept informed of any additional support your child is receiving. Where strategies used by teachers and subject leaders are not having an impact on your child's progress, your child will receive further small group interventions alongside other students with similar needs. Any interventions will be carefully targeted to address the student's needs and progress will be closely monitored and evaluated. These are described in more detail in section 7 of this document.

3. SEN/D provision at IGS

a. What is a Special Educational Need?

'A child or young person has SEN/D if they have a learning difficulty or disability which calls for additional educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Act)' (Draft SEN/D Code of Practice 2013, 1.8)

b. What is a disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A physical or mental impairment includes: learning difficulties such as dyslexia; speech, language and communication impairments; sensory impairments such as visual or hearing impairments; autistic spectrum disorder; Asperger's syndrome and medical conditions including epilepsy, diabetes and more severe forms of asthma and eczema. If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

c. What are the broad areas of Educational Need?

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs-** including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

4. Arrangements for supporting pupils moving between phases of education and preparing for adulthood

a. How does the school support transition for children with SEN/D?

In partnership with feeder schools, prior to entry in Year 7, students with SEN/D and those requiring additional intervention are identified. For some students this process may begin in Year 5. The Head of Inclusive Learning (SEN/D Co) initially makes contact with the Primary School and parents and confirms the incoming student's SEN/D status. This is then followed up with visits, attendance at Early Help meetings and other meetings as appropriate. The

school also carries out reading tests at the end of year 6 to ensure additional needs are identified upon transition if they haven't been identified up to that point. Initial contact will often be made after the schools "open evening" in October. For pupils who require further transition at Ilkley Grammar school before the September start, we run the 'Ambassador' programme.

b. How does the school support transition into Key Stage 4, Post 16 and beyond?

The Inclusive Learning team work closely with the pastoral HUBs and form tutors to ensure that transition from year to year and between Key Stages is carefully planned for students with SEN/D. The Inclusive Learning team also work closely with Curriculum Leaders and the school Careers Education Information and Guidance advisor (CEIAG) at IGS. The CEIAG advisor also oversees Alternative Provision (e.g. College) for students in Key Stage 4 and supports transition to other post-16 providers including apprenticeships. For students with an EHCP from year 9 onwards, 'preparing for adulthood' is a key focus of the Annual Review ensuring the future of our students is carefully considered and planned for.

c. Will you just be looking out for students already identified as having SEN/D

The Inclusive Learning Team, in conjunction with the Year 7 Transition Team are all involved in the primary to secondary transfer of all students. Although the team focus upon those students already identified as having SEN/D, the team are vigilant about other students who may present with transitional or newly arriving SEN/D as they enter their secondary phase of education. We are aware that SEMH (Social, Emotional and Mental Health) needs can often emerge during transition and the Inclusive Learning department work in partnership with the pastoral teams in this regard. All staff (academic and pastoral) can make SEN referrals at any time.

5. Process for identifying pupils with SEN/D and assessing their needs

a. How and when would my child be identified as having SEN/D?

Learning needs will be identified where possible prior to Year 7 as part of our transition process. The identification of emerging needs will be an ongoing process starting from early in Year 7. The learning need of a student is addressed as early as possible because:

- There will be continuity for the student when intervention continues from the primary school setting
- Appropriate differentiation and intervention will help students cope with the demands of the curriculum
- Barriers to learning need to be overcome so that they do not present problems for the student during further years at the school
- The evidence gathered over time will also constitute a 'history of need' and will enable us to establish a 'normal way of working' for a student. This is required to support applications for Exam Access arrangements in Key Stage 4 and beyond

b. Who can make a referral?

The identification process follows our whole-school assessment calendar when the progress of all students in school is formally reviewed. Teachers and support staff can make a referral about a student at any point should they have any concerns about a student's ability to access the curriculum. In addition students may self-refer and parents may also make a referral by raising a concern to the SEN/DCo.

c. What should I do if I think my child has Special Educational Needs or a disability?

If you feel that your child may have difficulties accessing the curriculum or have been informed by school that they have been identified with a need then you should contact the SEN/DCo for further advice. The school closely monitors all students with SEN/D and would be happy to discuss the strategies in place already and what impact they are having, as well as any other strategies that could remove any barriers to learning.

d. Once an identification has been made, how and when is that information recorded and shared?

SEN register

The **SEN Register (coded as a K or E on SIMs)** details each individual's particular learning needs and how they can best be met in the classroom. Pupils on this register are receiving **additional and different** provision to support their development and they will have an entry on Provision Map (linked to SIMS and Classcharts) to be found by teachers under the SEN Tab on Classcharts.

Pupil Passport

All pupils on the SEN register will have a 'Pupil Passport' written with a member of the Inclusive Learning team which summarises on one page how a student's needs may be met in school. It is important that all staff know who these students are and take the necessary steps to support their learning through differentiation.

Medical information

Medical information on all students is held on SIMS and parents are requested to update this annually. The information carries across to Classcharts so that teachers can have regard to relevant medical information when planning lessons, resources, trips and assessments.

Parents have every right to expect teachers to know their child's needs (whether SEN or medical) and to act on the advice given to ensure that each individual has these met in the classroom. We assure them this is the case.

6. How the school involves other bodies and external agencies in meeting a pupil's SEN/D and supporting their families

a. Why would the school involve external agencies to help?

Sometimes we decide to involve external professionals or agencies to provide more specialist advice and guidance in order to support us in removing the barriers to your child's learning. This external support might be from an Educational Psychologist; Speech and Language Therapist; Occupational / Physiotherapist; Specialist Advisory Teacher; or a medical professional. If your child's needs are wide ranging or more complex, then it may involve several of these people who will need to work in a co-ordinated way.

As more people become involved in helping Ilkley Grammar School to meet your child's needs, the key staff working to support your child, the SEN/D Co or Head of Year may talk to you about holding an Early Help Assessment (EHA). This meeting will help Ilkley Grammar School to organise *Team Around the Child Meetings (TAC)* where everyone involved (including yourself) can sit down together and discuss the best way forward to help your child to make progress.

Ilkley Grammar School may decide to draw up a more personalised learning plan. This will record the additional, specialist strategies and interventions that will be required to help remove the barriers to your child's learning. In addition, some or all staff may undertake specific training in order to help ensure that the environment and strategies used are appropriate to meet a student's needs and staff have the relevant skills to allow our child to make progress. You will be kept informed all the way through the process and will be able to make suggestions as to how you can help at home to ensure all round support for your child.

b. What if more support was needed after this?

Only a very small percentage of children require support of an additional nature beyond this. If this is the case, then the SEN/D Co may discuss with you the possibility of asking the Local Authority to undertake a **statutory assessment** of your child's needs. If this is considered appropriate, Ilkley Grammar School will collect together all your child's information and evidence of all the carefully evaluated additional strategies and interventions that have been put place. Then, with your permission it will be sent off to the Local Authority for them to consider the information at a panel meeting and make a decision whether or not to carry out a statutory assessment of your child's needs. Whilst this is taking place Ilkley Grammar School will continue to meet your child's needs with the support that is already in place.

c. What is a 'Statutory Assessment'?

Once the Local Authority receives a request to consider whether to make a statutory assessment or not, a legal timescale begins. The process of statutory assessment is carefully bound by the legislation and guidance within the SEN/D Code of Practice. The SEN/D Co will be able to explain the process and timescales to you or alternatively you would find this in the SEN/D Code of Practice. If the decision is made to go ahead with a statutory assessment then the Local Authority will signpost you to guidance and support that will assist you through the process.

7. Curriculum modification, classroom adaptations and interventions for children with SEN/D

a. What kinds of strategies are used to support children with SEN/D at Ilkley Grammar School?

The Inclusion team is continually developing expertise to deliver a variety of intervention approaches which respond to the needs of each individual and cohort both inside and outside the classroom. A wide variety of strategies are used to provide SEN/D support for students in various areas of the curriculum. The following interventions and methods are currently in use:

- Quality First, Wave 1 teaching (differentiation of lessons). This is done by differentiating input, tasks and outcomes
- In-class support dependent on the student's needs (HLTAs and LSAs).
- Accelerated Learning Groups (ALG) in English, Maths, study skills and social skills/behaviour in Y7 and Y8.
- Bespoke resources and IT packages as required
- Personalised timetables
- Extra-curricular homework support sessions
- Support in examinations specific to individual needs (Exam Access Arrangements)
- Target setting for students with EHCPs or statements
- Regular monitoring and review meetings with identified key staff
- Secure external support from specialists
- Wider vocational offer for KS3 and 4
- Medical support
- Mentoring and counselling support as required

There are currently around 100 different types of support and intervention in place at IGS operating between range 1-4 to meet both academic and pastoral needs. Please see appendix 3 for a summary of these provisions.

b. How can I support my child to access homework?

Ilkley Grammar School will set appropriate homework to support your child's development, however, we will expect your support in ensuring that students are able to access these opportunities to embed the new skills they have been taught. If you would like advice regarding appropriate support that you can offer at home if your child has SEN/D then please speak to the SEN/D Co.

c. How is support allocated to each student?

Learning support and resources are allocated according to need and for students with an EHCP, will match the funding allocated to each student. The nature and need for support is discussed by the SEN/D Co with young people and parents/carers at annual reviews for students on an EHCP. The distribution of Range funding, including allocated support, is monitored using our digital Provision Mapping system. The impact of provision on progress is analysed formally at each data point and decisions will be made at that point whether to maintain, replace, increase or remove a given provision.

d. How are Learning Support Assistants (LSAs) / Higher Level Teaching Assistants (HLTAs) deployed?

Learning support is organised departmentally to maximise staff expertise and collaborative practice. We endeavour to tailor support specifically to subject expertise in order to best support the student. We are unable to allocate personal LSAs / HLTAs to individual students due to the degree of subject specialism required and the constraints of day to day deployment within a secondary setting, but we endeavour to ensure that our practice is consistent across the team. A key focus of all classroom support is to enable our students to become as independent room as possible.

e. How do you modify your curriculum to meet the needs of students?

The school is committed to students accessing mainstream learning wherever this is right and appropriate. All students are entitled to have full access to the curriculum. The curriculum will therefore be differentiated to take account of each child's particular needs and will be modified to suit each child's academic and personal development. The overarching priority is that students make at least good progress and are engaged with their learning and so for specific learning needs, such as those related to literacy and numeracy, students may be withdrawn from lessons to participate in small group or one-to-one interventions.

The school runs an Accelerated Learning Group (ALG) in Year 7 and 8, which is a group for students who are identified

in collaboration with the primary school upon transition and in a small number of cases in Year 7. These students have access to small group literacy, numeracy and social skills intervention in order to support the development of their core skills. These students often have a range of needs and may have not met *age related expectations* during their time at primary school. This provision is for a maximum of 12 students in each year group.

In Year 9, literacy and numeracy remains central, but a range of realistic, practical and achievable option choices are available. The vocational options in Year 9 allow for progression on to a range of appropriate Key Stage 4 courses, with the addition of opportunities for students to work with external partners and providers to follow accredited courses. During Year 9 students then complete the options process for their GCSE options in year 10 and 11 where there are a range of academic and vocational options which can be tailored to best suit the needs of the child.

In Key Stage 4 some students are encouraged to opt for 'Supported Study' which is in effect a managed reduction of the GCSE offer, during which time students will be able to access literacy and numeracy support as well as appropriate mentoring and support with other subjects as required.

Our SEN/D HUB is a fully staffed space to meet the needs of our students when required throughout the day.

f. What provision do you have to enable children with SEN/D to participate in extra-curricular activities and trips

Students with SEN/D are encouraged to participate in all aspects of school life and there is an expectation that reasonable adjustments are made to ensure that all curricular and extracurricular activities are accessible to students with SEN/D. The Learning Support Team facilitates this.

g. What provision is there to make the IGS site accessible for students with physical disabilities?

The school's 'Accessibility Plan' can be found on the school website. Although the site is not often an easy site for students with physical disabilities to negotiate, the school works hard to facilitate access. Timetables and rooming are adjusted where possible to meet student need and students have access to lifts, toilets and staff doors as required with relevant passes provided. There are disabled toileting facilities on site and staff are trained in Evac procedures. Building plans in 2018-19 will ensure that the site is much easier to access for students with physical disabilities.

8. Arrangements for assessing and reviewing progress including how young people will be included in the process

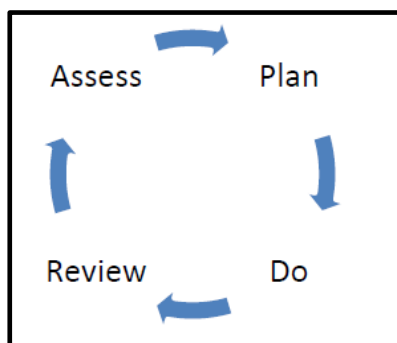
a. How will the progress of my child be assessed?

All students are continuously assessed by their teachers and attainment data is collected three times each year. The progress of SEN/D students is also monitored by the SEN/D Co, Heads of Years and the Leadership Team. This information is used when advising teachers about possible teaching & learning strategies and in progress discussions with students during their annual reviews (EHCPs). Students' annual review targets are monitored and updated as required throughout the year in discussion with the SEN/D Co.

Teachers and support staff can make a referral about a student at any point should they have any concerns about a student's ability to access the curriculum. In addition, students may self-refer and parents may also make a referral by raising a concern to the SEN/D Co. This will in effect trigger a review of progress by the Learning Support team.

b. How does assessment and review fit into the 'bigger picture'?

This whole process will follow the **Assess – Plan – Do - Review** model which is used across the school.



c. What will you do if you think that my child has a special need or disability following an assessment or review?

- **Talk to you** about your child's difficulties in learning or disability so we can understand their needs
- **Make an assessment** of your child's learning so we know which skills they need to learn next
- Ask the Special Educational Needs Coordinator (SEN/D Co) to **support and advise teachers** so that your child can learn in the best way for him/her
- **Implement a range of programmes** to help children who need extra support to read, write, learn maths or manage their behaviour
- **Regularly check and inform you** about progress
- **Ask for advice** from an educational psychologist, advisory teacher, speech and language therapist or health colleague if we are unsure how to help your child make progress
- **Tell you how to get in touch with SENDIAS** who can offer advice and support and inform you about how to make a complaint if you are not happy with the support we are offering your child
- **Talk to you** if we think we need to consider asking the local authority for an early review of your child's needs because more advice/resources are needed to help your child to make progress

d. How do you benchmark and review your provision?

The school works closely with the Bradford Educational Psychology Service and various strands of Bradford Inclusion Services. Relevant specialist information is shared with staff through a secure electronic SEN/D register and information on student plans which are updated as required. We also collaborate with the Learning Support Departments of a range of schools as part of our work with the Red Kite Alliance.

The SEN/D Policy and Information Report are reviewed annually by the school and governors as part of the normal policy review calendar.

9. Arrangements for consulting young people with SEN/D and involving their parents/carers in their education

a. How can students themselves be involved in the whole process?

Students' views are very important to us and feed directly into all policies, procedures and daily teaching of children with SEN/D. Students are given regular opportunities to:

- Provide feedback through the whole-school student voice process
- Self-assess in class
- Attend review and other meetings as appropriate
- Suggest possible targets to achieve
- Suggest how school can better provide for their needs
- Be part of the school council
- Contribute to the annual review of the SEN/D policy and Information report
- Contribute to their 'Pupil Passport' entry on Classcharts

b. How are parents involved in the process?

We seek the views of parents in the following ways:

- Through questionnaires at parents evenings
- Through opportunities to meet members of the Inclusive Learning department at parents evenings and Open Evenings
- At annual review meetings
- As part of the annual review of the SEN/D policy and Information report process
- At Parent Information Evenings with a SEN/D focus

10. Arrangements for securing staff expertise and for training in supporting and working with children with SEN/D

a. What training do teachers and support staff receive?

The SEN/D policy recognises that all teachers and relevant support staff must be provided with the necessary information and training on an ongoing basis to ensure that the students they teach are able to flourish. Information and training will be provided at a variety of levels as needs arise including at whole-school, curriculum and individual level.

It is also recognised that in some cases collaboration with external agencies may be required in order to access specialised support, but where possible expertise will be developed in school.

In the classroom our core principle is that we are committed to providing 'Quality First, Wave 1 Teaching' for all students which places effective differentiation at the heart of our teaching practice and we will hold ourselves to account in this regard through the whole-school Quality Assurance and Appraisal processes using the National Teacher Standards and the Professional Standards for Teaching Assistants (June 2016) as our guide.

b. Who works in the Learning Support Department and what areas of specialism are there?

Please see the table on the next page.

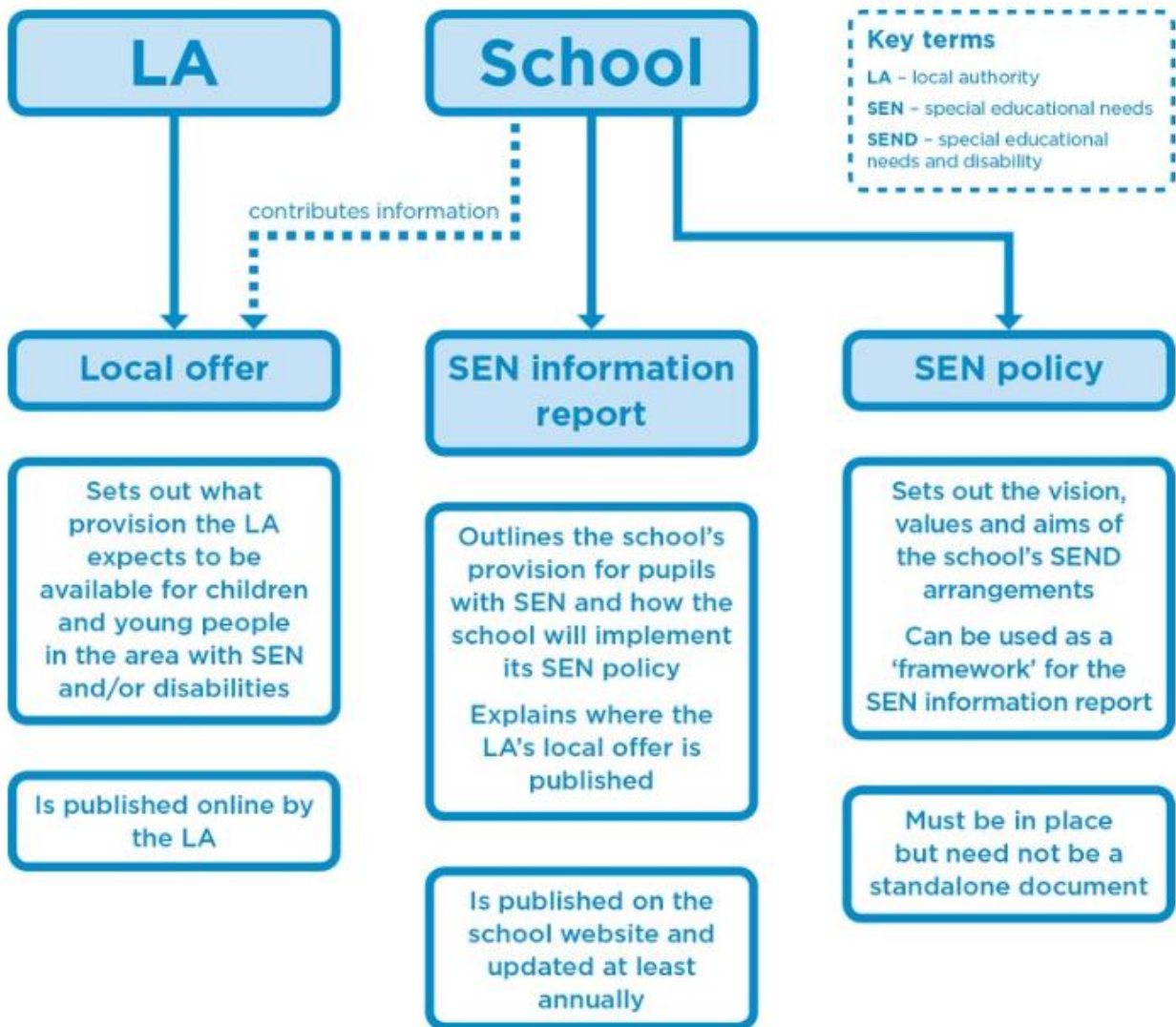
c. Who are my key contacts at the Local Authority and for other external agencies commonly used by IGS

Name of external contact	Area of specialism	Contact details
Louise Heslop	Home School Intervention Manager	Tel: 07801 577325
Autism Team	Autistic Spectrum Condition	Tel: 01274 439500
Learning and Cognition Team	Learning and Cognition	Tel: 01274 439500
Visual Impairment Team	Visual Impairments	Tel: 01274 439266
Hearing Impairment Team	Hearing Impairments	Tel: 01274 439500
Physical and Medical Team	Physical and Medical Needs	Tel: 01274 439500
Behaviour Support Team	Behaviour	Tel: 01274 439500
Educational Psychology	Educational Psychology	Tel: 01274 439444
School Nursing Team	School Nurse – Health Care	Coronation Hospital, Ilkley. Tel: 01943 609666
CAMHS	Child and Adolescent Mental Health	Tel: 01535 661531
Children's Social Care	Social Care	Tel: 01274 435600

Colleagues working in the Learning Support Department at IGS 2018-19

Teaching Staff		
Teacher	Position	Qualifications
Rachel Parsons	SENDCo Associate Assistant Head – Director of Inclusive Learning.	Qualified Teacher Status Post Graduate Diploma Psychology M Ed Educational Psychology The National Award for Special Educational Needs Co-ordination (Post Graduate Certificate) National Professional Qualification for Senior Leadership (NPQSL)
Support Staff		
Learning Support Assistants	Department / Key Stage Link	
Wendy Swann	KS3 Learning Support Co-ordinator	
Judith Iliff	KS4 Learning Support Co-ordinator	
Carolyn Knight	SEND Administrator and SEND exam arrangements	
Tracey Lowe	Numeracy specialist	
Lorraine Broadbent	Literacy specialist	
Elaine Mitchell	LSA / Teacher of Travel and Tourism	
Sarah Twelves	LSA	
Chantal Heeley	LSA	
Kate Broughton	LSA	
Catherine Chamberlain	LSA	
Lesley Jamieson	LSA	
Katie Smithson	LSA	
Evolve mentor	Externally funded SEMH and behaviour specialist (3 days/week)	

Appendix 1: Visual summary of how the IGS SEN/D Policy, SEN/D Report, School Offer and Local Offer fit together. Taken from 'The Key' June 2017



Appendix 2: Summary of Interventions by Range 2018-19

Interventions (Range)	Type (Pastoral / Academic / external)	Range	Responsibility for data entry/review on Provision Map	Category
Academic Learning Walk (cohort focus) (3)	Academic	2	Learning Support	Investigation
After School Intervention Session (subject)	Academic	2	JAG	Progress and Effort
Clicker Docs Plus (2)	Academic	2	Learning Support	Cognition and Learning
CPD activity (Group focus)	Academic	2	JAG	Curriculum Access
English Intervention Group (CSI/PE Extraction)	Academic	2	JAG	Curriculum Access
Homework Club (2)	Academic	2	Learning Support	Integration and Engagement
IDL Literacy Intervention (2)	Academic	2	Learning Support	Cognition and Learning
Keighley College Provision Y10 (2)	Academic	2	JAG	Curriculum Access
Keighley College Provision Y11 (2)	Academic	2	JAG	Curriculum Access
Library (after school)	Academic	2	JAG	Integration and Engagement
LSA support (general classroom) (2)	Academic	2	Learning Support	Curriculum Access
Lunchtime Club (2)	Academic	2	Learning Support	Integration and engagement
Maths Intervention (CSI/PE extraction) (2)	Academic	2	JAG	Curriculum Access
PrExL Investigation (2)	Academic	2	HUB	Investigation
PrExL Mentoring (morning reg) (2)	Academic	2	HUB	Integration and Engagement
Provision of revision materials / guides (2)	Academic	2	JAG	Integration and Engagement
Small teaching group / set / nurture group	Academic	2	Learning Support	Curriculum Access
Subject Easter revision session (insert subject) (2)	Academic	2	JAG	Curriculum Access
Subject intervention session (lunchtime) (insert subject) (2)	Academic	2	JAG	Curriculum Access
Attendance Challenge (2)	Pastoral	2	HUB	Integration and Engagement
Attendance letter (2)	Pastoral	2	HUB	Integration and Engagement
Extra-curricular activity (leader) (2)	Pastoral	2	Jess Watson	Integration and Engagement
Extra-curricular activity (participant) (2)	Pastoral	2	Jess Watson	Integration and Engagement
HOY Mentoring (2)	Pastoral	2	HUB	SEMH
Parental Meeting (2)	Pastoral	2	HUB/Learning Support	Investigation
Pastoral CPD activity (student focus) (2)	Pastoral	2	HUB	Integration and Engagement

Pastoral Learning Walk (cohort focus) (2)	Pastoral	2	HUB	Investigation
Student buddy (2)	Pastoral	2	HUB	Integration and Engagement
This is me	Pastoral	2	JAG	Integration and Engagement
Time Out/in Card (2)	Pastoral	2	HUB	SEMH
Academic Learning Walk (student focus) (3)	Academic	3	Learning Support	Investigation
Access Arrangements (+25%) (3)	Academic	3	Learning Support	Cognition and Learning
Access Arrangements (prompt) (3)	Academic	3	Learning Support	Cognition and Learning
Access Arrangements (reader) (3)	Academic	3	Learning Support	Cognition and Learning
Access Arrangements (scribe) (3)	Academic	3	Learning Support	Cognition and Learning
Access Arrangements (separate room) (3)	Academic	3	Learning Support	Cognition and Learning
Assertive mentoring (Y10) (3)	Academic	3	JAG	Progress and Effort
Assertive mentoring (Y11) (3)	Academic	3	JAG	Progress and Effort
College Catchup (Y10) (3)	Academic	3	JAG	Curriculum Access
College Catchup (Y11) (3)	Academic	3	JAG	Curriculum Access
EAL Learning Village (3)	Academic	3	Learning Support	Communication and Interaction
Financial support to access Curriculum Trips/visits (3)	Academic	3	JAG	Integration and Engagement
Lego therapy (3)	Academic	3	Learning Support	Communication and Interaction
LSA support (1:1 classroom) (3)	Academic	3	Learning Support	Curriculum Access
LSA support (small group withdrawal) (3)	Academic	3	Learning Support	Curriculum Access
Personalised Learning Group (PLG) (3)	Academic	3	Learning Support	Curriculum Access
Read Write Fresh Literacy (3)	Academic	3	Learning Support	Cognition and Learning
Skills for Success cohort (2)	Academic	3	JAG	Curriculum Access
Student Observation (academic) (3)	Academic	3	Learning Support	Investigation
Study Leave Support Group	Academic	3	JAG	Progress and Effort
Supported Study (English/Maths/Science) (3)	Academic	3	JAG	Curriculum Access
Ed Psych Assessment (3)	Academic (external)	3	Learning Support	Investigation
CPD activity (Student focus)	Academic	3	JAG	Curriculum Access
Behaviour, Attendance and Outreach Support (BAO) (3)	Pastoral	3	HUB	Integration and Engagement
Breakfast Club (3)	Pastoral	3	Learning Support	Integration and Engagement
C&C week financial support (3)	Pastoral	3	JAG	Integration and Engagement

Careers mentoring (1:1) (3)	Pastoral	3	JAG	Integration and Engagement
CIN (Child in Need) Meeting (3)	Pastoral	3	HUB	Investigation
Early Help Meeting (3)	Pastoral	3	HUB	Investigation
Enrichment Allocation (Adopted and LAC only) (3)	Pastoral	3	JAG	Integration and Engagement
Evolve leadership mentoring programme (3)	Pastoral	3	Jess Watson	Integration and Engagement
Gardening Club (3)	Pastoral	3	Learning Support	Integration and Engagement
Home visit (3)	Pastoral	3	HUB	Investigation
HOY Contract (3)	Pastoral	3	HUB	Progress and Effort
Inclusion/Isolation mentoring (3)	Pastoral	3	Learning Support	Integration and Engagement
Pastoral Learning Walk (student focus) (3)	Pastoral	3	HUB	Investigation
Provision of school uniform and equipment (3)	Pastoral	3	HUB	Integration and Engagement
School Nurse referral (3)	Pastoral	3	HUB	Investigation
SEN support (SEMH) (3)	Pastoral	3	Learning Support	SEMH
Skills For Success mentoring (Y9) (3)	Pastoral	3	JAG	SEMH
SSTM Mentoring (3)	Pastoral	3	HUB	SEMH
Student Observation (pastoral) (3)	Pastoral	3	Learning Support	Investigation
Counselling buddy (CAMHS) (3)	Pastoral (external)	3	HUB	SEMH
Drug and Alcohol Team referral and meeting (DAT) (3)	Pastoral (external)	3	HUB	Integration and Engagement
ESW referral and meeting (attendance) (3)	Pastoral (external)	3	HUB	Integration and Engagement
Families First involvement (3)	Pastoral (external)	3	HUB	Integration and Engagement
Safer Schools Interview (3)	Pastoral (external)	3	HUB	Integration and Engagement
Specialist Teacher Assessment (e.g. Bradford) (3)	Pastoral (external)	3	Learning Support	Investigation
Counselling group (Place 2 Talk)	Pastoral	4	HUB	SEMH
1 :1 Tutoring e.g. Kirstie Eccles (4)	Academic	4i	JAG	Curriculum Access
DSP place small group / 1:1 (4)	Academic	4i	Learning Support	Communication and Interaction
Leadership Contract (4)	Academic	4i	HUB	Progress and Effort
LSA support (1:1 withdrawal) (4)	Academic	4i	Learning Support	Curriculum Access
Pipeline (4)	Academic (external)	4i	Learning Support	Curriculum Access
TRACKS Education Service (4)	Academic (external)	4i	Learning Support	Curriculum Access
TRACKS Home Education Service (4)	Academic (external)	4i	Learning Support	Curriculum Access
Counselling 1 :1 (Shed Central) (4)	Pastoral	4i	HUB	SEMH
Adoption Support (e.g. PAC-UK) (4)	Pastoral (external)	4i	JAG	SEMH

Bereavement Counselling (external e.g. CRUSE) (4)	Pastoral (external)	4i	HUB	SEMH
Children's Social Care referral (4)	Pastoral (external)	4i	HUB	Investigation
Counselling 1:1 (CAMHS) (4)	Pastoral (external)	4i	HUB	SEMH
Counselling 1:1 (Place2Be) (4)	Pastoral (external)	4i	HUB	SEMH
Counselling 1:1 External (e.g. Jenby's) (4)	Pastoral (external)	4i	HUB	SEMH