



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities (SEND)
At Ilkley Grammar School “At a glance guide to SEN provision at IGS”

Strands of SEN we work with	Specific Needs we support	In the Classroom at IGS Provision, Statutory Information and links	Beyond the Classroom at IGS
Communication and Interaction Needs:	Autistic Spectrum Disorders	<ul style="list-style-type: none"> We have a wide range of SEN provision at IGS and work closely with colleagues to identify and support students with SEN through transition and in our classroom. Staff are provided with our How Needs May be Met document which is live on SIMS and in ibooks to ensure we identify and support long term or transitional SEN Training for SEND every year and part of our ongoing weekly CPD sessions. Coaching and Mentoring for staff regarding best ways to support SEN students Screening and Assessment on entry to the school. Tracking and monitoring of progress is embedded in the department and the school. Student Ambassador scheme and well - established transition programme from primary schools. Head of Learning Support has undergone specific training as a SENCO (MA)and is a specialist teacher of SEN Support staff effectively deployed and QA'd Front line parent support and engagement Use of IPADs to break down barriers to learning 	<ul style="list-style-type: none"> Small group interventions – our ALG (Accelerated learning Group) and Supported Study Groups support all needs and ages. Lunchtime groups, (eg games club, lunch group) homework support. EAL tuition, Literacy Catch Up classes, Maths workshops. SEN base that students can “drop into”. Exam access arrangements Dyslexia screening using dyslexia portfolio by trained IGS staff Dedicated leads for KS3 and 4/5 students in the SEN team who are aware of transition and the importance of long term plans Ongoing quality academic and pastoral support from a well –established and very experienced team. A behaviour system based on the positive and achievements School pastoral teams, which marry pastoral, home, SEN and academic support across the curriculum Intervention approaches based upon positive relationships
	Speech, Language and Communication Needs		
Cognition and Learning Needs:	Moderate Learning Needs		
	Specific Learning Difficulties		
Behavioural, Emotional and Social Development:	Behavioural Needs		
	Emotional and mental wellbeing		
	Social Needs		

		<ul style="list-style-type: none"> • Students have always had a voice at IGS and • their views regarding SEN provision are sought and used to develop policies. <p><i>Please see our “Handbook For Inclusion” document on the website that gives more detail our SEN philosophy at IGS</i></p> <p><i>Please see our local offer range model on the website that gives details of the offer at IGS/ what you can expect for your child.</i></p>	<ul style="list-style-type: none"> • External providers (Counselling, Bradford Specialist teaching Team, Mentoring, through boxing • Alternative learning plans that inc: bespoke work placements, college provision. • Students with SEN are actively included in our extra curricular provision. Our annual drama production and residential is wholly inclusive and students with SEN are encouraged and supported to participate in trips, field work, celebration week. All reasonable adjustments are made to accommodate all students regardless of their disability
Sensory and Physical Needs:	Hearing Impairment	<p><i>As above plus:</i></p> <p><i>Bespoke timetables and individual plans based on the nature of need.</i></p> <p><i>Students at the lower end of the range are mostly able to have their needs met and we can/ do meet the needs of some students with complex sensory and physical needs but each individual case needs to be discussed. Please contact the Head of Learning Support if you would like to discuss your child.</i></p>	<ul style="list-style-type: none"> • Transition arrangements both pre and post 16 are very secure. We have our own sixth form and links with a variety of college providers in the area. There is a team of dedicated members of staff who oversee this transition • Ed Psych, school Nurse, SENCO led CAF meetings, health care professionals (diabetes nurse, VI team, Autism Team etc – we work very closely with many support teams in Bradford)
	Visual Impairment		
	Multi-Sensory Impairment		
	Physical		
	Medical		

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SENCO