



ILKLEY GRAMMAR SCHOOL

AN ACADEMY TRUST

## **SEN/D Information Report 2016-17**

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. Appendix 2 contains a single page summary of the provision outlined in this document.

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

This document has been produced by Miss B.S. Donkin (SENDCo) and Mr J.A. Gutch (AHT: Groups, Inclusion & Intervention)

June 2017

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## 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.

[learningsupport@ilkleygs.co.uk](mailto:learningsupport@ilkleygs.co.uk)

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

- Our Special Educational Needs Co-ordinator (SENDCo) is Miss Bethany Donkin
- KS3 SEN/D and primary SEN/D transition - Mrs Wendy Swann
- 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 as outlined in our 'Local Offer' below.

### 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.

## 3. The kinds of SEN/D that are provided for 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 special 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 the school identifies, prior to entry in year 7, those students with SEN and those requiring additional intervention. For some students this process may begin in Year 5. The Head of

Learning Support (SENDCo) makes contact with parents and confirms a child'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 CAT 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.

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

The Learning Support 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 Learning Support team also work closely with Curriculum Leaders and the school Careers Education Information and Guidance advisor (CEIAG). 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 transition to post-16 will be a focus of the Annual Review which will be timed to ensure that transition questions can be considered and planned for.

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

The Learning Support Team, in conjunction with the Year 7 Transition Team are all involved in 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 Learning Support department works in partnership with the pastoral teams in this regard. The 'Ambassadors Programme' offers key students the opportunity to make additional visits in the summer term.

**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 processes. 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 and formal requests for referrals will come from the SENDCo following these assessment points but 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 or demonstrate their learning. In addition students may self-refer and parents may also make a referral by raising a concern to the SENDCo.

**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 SEND or have been informed by school that they have been identified with a need then you should speak to the Head of Year responsible for their year group in the first instance and they will liaise with Learning Support as appropriate. The school closely monitors all students with SEND 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?**

There are two registers maintained at IGS the **SEN Register** and the **Register of Additional Need**

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.

Students with an E code have an Education, Health and Care Plan (EHCP) and additional information can be found on the individual's 'pupil passport' which summarises on one page the expectations and provision as set out in their statutory plan. It is important that all staff know who these students are and take the necessary steps to support their learning through differentiation.

K codes are graduated as follows

- K1 - Student is receiving support either from an external agency or from Learning Support
- K2 - Student is receiving significant support from external agencies and Learning Support
- K3 - Learning support is making an application for an Education, Health and Care Plan

The **Register of Additional Need (coded as an R in SIMs)** will contain information about students that it is important for teachers to know and may require action at some point (e.g. medical information).

Both the SEN Register and the Register of Additional Need are sent out as a file by yeargroup which can be saved into iBooks - this will be for initial reference only as details will be regularly updated throughout the year. Live registers are maintained centrally on a spreadsheet and on SIMS and will be accessible to staff. Colleagues will receive updates by email as and when new identifications of SEN/D are made in year or if a new student with SEN/D arrives in school. Teachers are expected to use this information when planning lessons, resources, trips and assessments and to amend their teacher notes on students they teach following these alerts.

Parents have every right to expect teachers to know their child's needs 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 some 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 SENDCo, Head of Year or Director of Key Stage may talk to you about holding a Common Assessment Framework (CAF) meeting or 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 SENDCo 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 SENDCo 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)
- Small group/individual intensive support sessions in English, Maths and social skills/behaviour
- Bespoke resources and IT packages as required
- 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
- Medical support
- Mentoring and counselling support as required

### **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 SENDCo.

### **c. How is support allocated to each student?**

Learning support and resources are allocated according to need and for students on an EHCP will match the funding allocated to each student. The nature and need for support is discussed by the SENDCo with young people and parents/carers at annual reviews for students on an EHCP or in meetings with students and parents. The distribution of Range funding, including allocated support, is monitored on individual spreadsheets for each student with a statement of SEN/D (to be phased out by 2019) or an Education, Health and Care Plan (EHCP).

### **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 and 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, that information is shared appropriately and we will do our best to reduce the number of colleagues working with an individual child to a minimum.

### **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 and numeracy 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. There is also an additional literacy option for selected students to support the development of their literacy prior to entering Key Stage Four. During Year 9 students then complete the options process for their GCSE options 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.

**f. What provision do you have to enable children with SEND to participate in extra-curricular activities and trips**

Students with SEND 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.

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

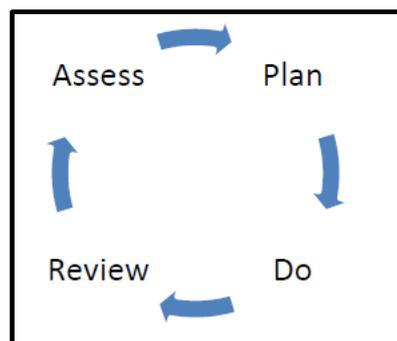
**a. How will the progress of my child be assessed?**

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

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 or demonstrate their learning. In addition, students may self-refer and parents may also make a referral by raising a concern to the SENDCo. 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 widely used.



**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 (SENDCo) 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 Parent Partnership Services** 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 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

#### **b. How are parents involved in the process?**

We seek the views of parents in the following ways:

- Through questionnaires at parents 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 (when they occur)

### **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**

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

**Colleagues working in the Learning Support Department at IGS 2016-17**

<b>Teaching Staff</b>		
<b>Teacher</b>	<b>Position</b>	<b>Qualifications</b>
Bethany Donkin	SENDCo	The National Award for Special Educational Needs Co-ordination (Post Graduate Certificate) Postgraduate Diploma in Educational Leadership British Psychological Society Test Users Educational Qualification
<b>Support Staff</b>		
<b>Learning Support Assistants</b>	<b>Department / Key Stage Link</b>	
Wendy Swann	KS3 Learning Support Co-ordinator	
Judith Iliff	KS4 Learning Support Co-ordinator	
Carolyn Knight		
Lynda Zajicek		
Elaine Mitchell		
Lorraine Broadbent		
Ros Jones		
Sarah Twelves		
Susie White		
Chantal Heeley		
Kate Broughton		
Catherine Chamberlain		
Lesley Jamieson		
Katie Smithson		

**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**

