Special Educational Need and Disabilty (SEND) Information Report

June 2020

ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST SCHOOL

SEND Information Report

June 20

This document outlines the school's provision for students with SEND and how the school will implement its SEND policy. It is submitted to the governing board annually alongside the SEND 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 SEND Policy, the SEND 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 SEND at Ilkley Grammar School.

This document has been produced by Mr A Calvert (AHT and Acting SENCO)

June 2020

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Appendix 1: Summary of how the SEND 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

- Assistant Headteacher and SENDCo is Mr Daniel Keane
- Deputy SENDCo is Laura Malkinson
- School Resourced Provision Manager is Mr Alun Morgan
- Inclusive learning coordinator – Mrs Jude Iliff
- SEND and Exam Access Administrator is Mrs Carolyn Knight
- Specialist literacy LSA – Mrs Broadbent
- Specialist numeracy LSA – Mrs Stevenson-Lowe
- Inclusive Learning Hub Manager– Mrs Wendy Swann
- The member of the Leadership Team with Line Management responsibility for Inclusive Learning (from Sept 2020) is Mr Jamie Gutch (Deputy Headteacher)
- The SEND Governor is Mrs Lindsey Wharmby (TBC for 2020-21).

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 Moorlands Learning Trust and the Red Kite Alliance.

2. Our approach to teaching Students with SEND

Welcome to our Special Educational Needs and Disability (SEND) 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 achievement gap between children with SEND and their non-SEND 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 SEND 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 students with additional needs, 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 SEND Code of Practice, Ilkley Grammar School uses a graduated approach to meet the needs of students with SEND. Up to 20% of children and young people have SEND at some stage in their time in school; only around 2% have SEND 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. 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 students in their class, with the Head of Department / Curriculum Leader having overall responsibility for all the students 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 SEND 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. SEND provision at IGS

a. What is a Special Educational Need?

'A child or young person has SEND 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 SEND 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 students moving between phases of education and preparing for adulthood

a. How does the school support transition for children with SEND?

In partnership with primary schools, prior to entry in Year 7, students with SEND and those requiring additional intervention are identified. For some students this process may begin in Year 5. The Director of Inclusive Learning (SENDCo) initially makes contact with the primary school and confirms the incoming student's SEND status. This is then followed up by 'triangulation meetings' incorporating a member of the SEND team, the Head of Year and the pastoral manager. The SENDCo will also attend annual review meetings (for students with EHCPs) in the final year of primary school and other meetings as appropriate.

The school 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 school's "open evening" in October. For students who require further transition at Ilkley Grammar school before the September start, we run the 'Ambassador' programme which provides additional opportunities for visits to IGS.

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 SEND. The Inclusive Learning team also work closely with Curriculum Leaders and the school Careers Lead at IGS.

The Careers Lead 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 SEND

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 SEND, the team are vigilant about other students who may present with transitional or newly arriving SEND 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. Key stage meetings are

held every 2 weeks to discuss pupil progress and any concerns. All staff (academic and pastoral) can make SEN referrals at any time.

5. Process for identifying students with SEND and assessing their needs

a. How and when would my child be identified as having SEND?

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 3 times a year during data analysis and review meetings. 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 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 difficulties accessing the curriculum or have been informed by school that they have been identified with a need then you should contact the SENDCo for further advice. 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. What are the criteria used for a SEN K code?

We use the following criteria to decide if a student should be formally identified as SEN K

1. The student will require support that is 'additional and different' in one of the 4 main SEN categories

    a. **Communication and interaction** – including speech and language difficulties and autism
    b. **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
    c. **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
    d. **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.

2. The support required will be long term – i.e for the duration of school career and likely beyond.

3. The status will be backed up by a history of need (evidence base) in the form of assessments, round robins and interventions.

4. The identification process is likely to have involved external and/or formal verification e.g testing / ed psych report / CAMHS

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

SEN register

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

Pupil Passport

All students 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. These will be shared with parents and are a working document to be changed as necessary according to need. It is important that all staff know who these students are and take the necessary steps to support their learning through differentiation. The passports are updated at least annually in partnership with the SEND team, the student and parents.

Medical information

Medical information on all students is held on SIMS and parents are requested to update this annually. Key information is flagged on Classcharts so that teachers can have regard to relevant medical information when planning lessons, resources, trips and assessments. Students with medical needs that teachers need to be aware of in the classroom will have a Medical Plan accessible to teachers on ClassCharts

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 SEND 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 SENDCo 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 passport (if the SEN K threshold is met) or a behaviour 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 your 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 is 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 SEND Code of Practice. The SENDCo will be able to explain the process and timescales to you or alternatively you would find this in the SEND 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 SEND

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

The Inclusive Learning 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 SEND 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
- Accelerated Learning Groups (ALG) in English, maths, study skills and social skills/behaviour in Y7 and Y8.
- Supported Study groups (Key Stage 4)
- Skills 4 Success Year 9
- Bespoke resources and IT packages as required i.e. Docs Plus, IDL literacy and numeracy
- Personalised timetables
- Extra-curricular homework support sessions
- Support in examinations specific to individual needs (Exam Access Arrangements)
- Target setting for students with EHCPs
- 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 (Place 2 Be) as required
- Consideration for placement in Achievement Centre
- Support from SRP staff
- Consideration for placement in SRP

There are currently around 200 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 some 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 SEND then please speak to the SENDCo.

c. How is support allocated to each student?

Inclusive Learning support, interventions and resources are allocated according to need and 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. The allocation of support is monitored using our Provision Map database. 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) deployed?

We endeavour to tailor support specifically to expertise in order to best support the student. A key focus of all classroom support is to enable our students to become as independent 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 an appropriate curriculum. The curriculum may need to 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 have been working well below age-related expectations during their time at primary school. In each year group, specific tutor groups in specific bands are identified for ALG provision with a maximum of 6 students per 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 Inclusive Learning hub and School Resourced Provision 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 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 SEND. 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. Personal Evacuation and Egress Plans and arrangements will be produced for all students requiring them.

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

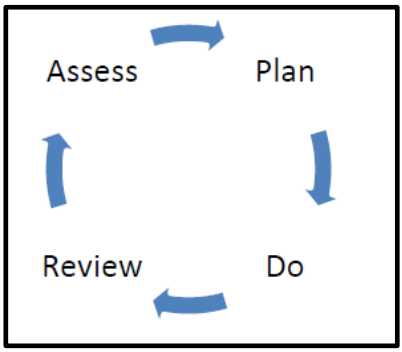
a. How will the progress of my child be assessed?

All students are continuously assessed by their teachers in lessons and attainment data is formally collected three times each year and evaluated in data analysis and review meetings. The progress of SEND students is also monitored by the SENDCo, Prexls, 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 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. 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 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 (SENDCo) to **support and advise teachers** so that your child can learn in the best way for him/her
- Write a pupil passport to be shared with parents and teachers
- **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 SEND Team, Educational Psychology Service and various strands of Bradford Inclusion Services. Relevant specialist information is shared with staff through provision map software and pupil passports 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 SEND 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 SEND 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 SEND. Students are given opportunities to:

- Update pupil passports as and when necessary
- 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 SEND policy and Information report

b. How are parents involved in the process?

We seek the views of parents in the following ways:

- To work with the Inclusive Learning Team to write and update pupil passports
- 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 SEND policy and Information report process
- At Parent Information Evenings with a SEND focus

10. Arrangements for securing staff expertise and for training in supporting and working with children with SEND

a. What training do teachers and support staff receive?

The SEND 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 Inclusive Learning 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

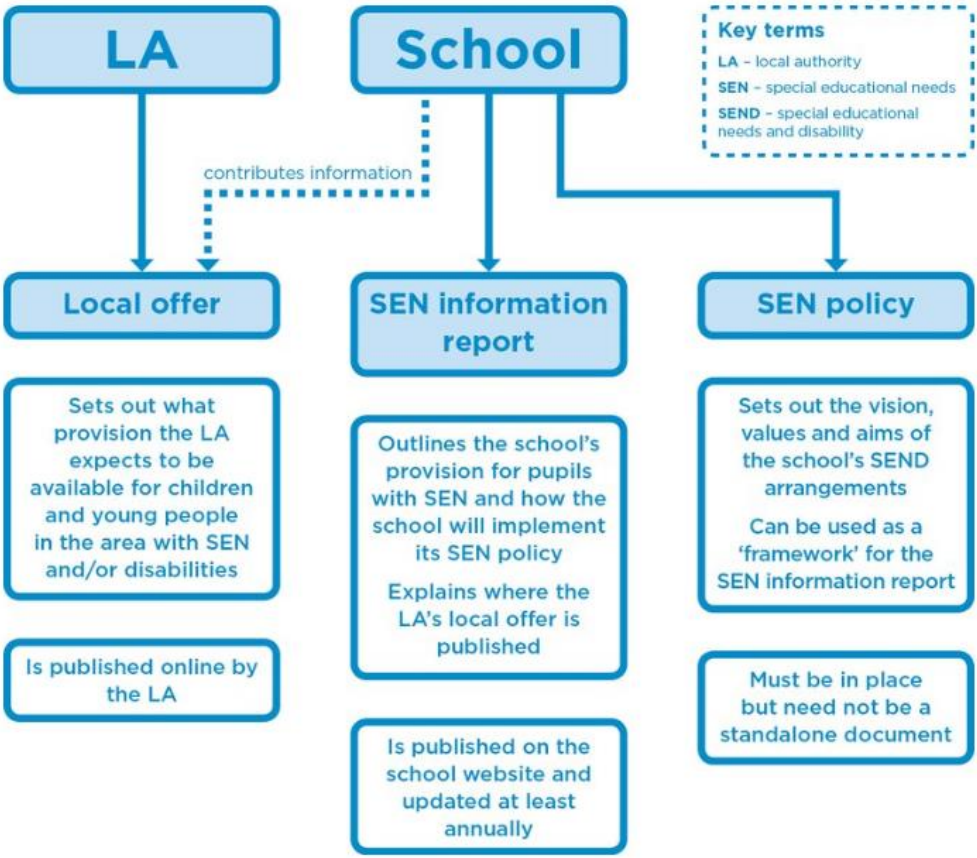
Name of external contact	Area of specialism	Contact details
Louise Heslop	**Home School Intervention Manager**	**Tel: 07801 577325**
Autism Team	**Autistic Spectrum Condition**	**Tel: 01274 439500**
Learning and Cognition Team	**Learning and Cognition**	**Tel: 01274 439500**
Visual Impairment Team	**Visual 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**

The Inclusive Learning Team at IGS 2012021

Teaching Staff		
Teacher	**Position**	**Qualifications**
Daniel Keane	Assistant Headteacher and SENDCo	-BA (Honours) Secondary Physical Education (QTS) -Post Graduate Certificate for Special Educational Needs Co-Ordination -Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A)
Laura Malkinson	Deputy SENDco	BA (Honours) Social Sciences/Criminolgy PGCE secondary Religious Studies
Alun Morgan	School Resourced Provision Manager	BA (Honours) Literary Studies PGCE Secondary English
Support Staff		
Learning Support Assistants	**Department / Key Stage Link**	
Judith Iliff	Inclusive Learning Co-ordinator	
Carolyn Knight	SEND Administrator and SEND exam arrangements	
Tracey Lowe	Numeracy specialist	
Lorraine Broadbent	Literacy specialist	
Wendy Swann	Inclusive Learning hub coordinator	
Elaine Mitchell	LSA / Teacher of Travel and Tourism	
Sarah Twelves	LSA	
Chantal Heeley	LSA	
Linda Dudley	LSA	
Emily Carter	LSA	
Cath Chamberlain	LSA	
Lesley Jamieson	LSA	
Katie Smithson	LSA	
Alison White	LSA	
Alice Dale	LSA	

Trevor Lund	LSA
Adam Catlin	LSA
Arron Grant	LSA
Frances North	LSA
Adam Birks	iLSA (SRP)
Frederick Taylor	iLSA (SRP)
Hilary Cole	iLSA (SRP)

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



Appendix 2: Summary of Interventions by Range 2020-21

Interventions (Range)	Type	Range	Category
Academic Learning Walk (cohort focus) (3)	Academic	2	Investigation
After School Intervention Session (subject)	Academic	2	Progress and Effort
Clicker Docs Plus (2)	Academic	2	Cognition and Learning
CPD activity (Group focus)	Academic	2	Curriculum Access
English Intervention Group (CSI/PE Extraction)	Academic	2	Curriculum Access
Homework Club (2)	Academic	2	Integration and Engagement
IDL Literacy Intervention (2)	Academic	2	Cognition and Learning
Library (after school)	Academic	2	Integration and Engagement
LSA support (general classroom) (2)	Academic	2	Curriculum Access
Lunchtime Club (2)	Academic	2	Integration and engagement
Maths Intervention (CSI/PE extraction) (2)	Academic	2	Curriculum Access
PrExL Investigation (2)	Academic	2	Investigation
PrExL Mentoring (morning reg) (2)	Academic	2	Integration and Engagement
Provision of revision materials / guides (2)	Academic	2	Integration and Engagement
Small teaching group / set / nurture group	Academic	2	Curriculum Access
Subject Easter revision session (insert subject) (2)	Academic	2	Curriculum Access
Subject intervention session (lunchtime) (insert subject) (2)	Academic	2	Curriculum Access
Attendance Challenge (2)	Pastoral	2	Integration and Engagement

Attendance letter (2)	Pastoral	2	Integration and Engagement
Extra-curricular activity (leader) (2)	Pastoral	2	Integration and Engagement
Extra-curricular activity (participant) (2)	Pastoral	2	Integration and Engagement
HOY Mentoring (2)	Pastoral	2	SEMH
Parental Meeting (2)	Pastoral	2	Investigation
Pastoral CPD activity (student focus) (2)	Pastoral	2	Integration and Engagement
Pastoral Learning Walk (cohort focus) (2)	Pastoral	2	Investigation
Student buddy (2)	Pastoral	2	Integration and Engagement
This is me	Pastoral	2	Integration and Engagement
Time Out/in Card (2)	Pastoral	2	SEMH
Academic Learning Walk (student focus) (3)	Academic	3	Investigation
Access Arrangements (+25%) (3)	Academic	3	Cognition and Learning
Access Arrangements (prompt) (3)	Academic	3	Cognition and Learning
Access Arrangements (reader) (3)	Academic	3	Cognition and Learning
Access Arrangements (scribe) (3)	Academic	3	Cognition and Learning
Access Arrangements (separate room) (3)	Academic	3	Cognition and Learning
Assertive mentoring (Y10) (3)	Academic	3	Progress and Effort
Assertive mentoring (Y11) (3)	Academic	3	Progress and Effort
College Catchup (Y10) (3)	Academic	3	Curriculum Access
College Catchup (Y11) (3)	Academic	3	Curriculum Access
EAL Learning Village (3)	Academic	3	Communication and Interaction

Financial support to access Curriculum Trips/visits (3)	Academic	3	Integration and Engagement
Lego therapy (3)	Academic	3	Communication and Interaction
LSA support (1:1 classroom) (3)	Academic	3	Curriculum Access
LSA support (small group withdrawal) (3)	Academic	3	Curriculum Access
Read Write Fresh Literacy (3)	Academic	3	Cognition and Learning
Skills for Success cohort (2)	Academic	3	Curriculum Access
Student Observation (academic) (3)	Academic	3	Investigation
Study Leave Support Group	Academic	3	Progress and Effort
Supported Study (English/Maths/Science) (3)	Academic	3	Curriculum Access
Ed Psych Assessment (3)	Academic (external)	3	Investigation
CPD activity (Student focus)	Academic	3	Curriculum Access
Behaviour, Attendance and Outreach Support (BAO) (3)	Pastoral	3	Integration and Engagement
Breakfast Club (3)	Pastoral	3	Integration and Engagement
C&C week financial support (3)	Pastoral	3	Integration and Engagement
Careers mentoring (1:1) (3)	Pastoral	3	Integration and Engagement
CIN (Child in Need) Meeting (3)	Pastoral	3	investigation
Early Help Meeting (3)	Pastoral	3	Investigation
Enrichment Allocation (Adopted and LAC only) (3)	Pastoral	3	Integration and Engagement
Gardening Club (3)	Pastoral	3	Integration and Engagement
Home visit (3)	Pastoral	3	Investigation
HOY Contract (3)	Pastoral	3	Progress and Effort

Pastoral Learning Walk (student focus) (3)	Pastoral	3	Investigation
Provision of school uniform and equipment (3)	Pastoral	3	Integration and Engagement
School Nurse referral (3)	Pastoral	3	Investigation
SEN support (SEMH) (3)	Pastoral	3	SEMH
Skills For Success mentoring (Y9) (3)	Pastoral	3	SEMH
SSTM Mentoring (3)	Pastoral	3	SEMH
Student Observation (pastoral) (3)	Pastoral	3	Investigation
Counselling buddy (CAMHS) (3)	Pastoral (external)	3	SEMH
ESW referral and meeting (attendance) (3)	Pastoral (external)	3	Integration and Engagement
Families First involvement (3)	Pastoral (external)	3	Integration and Engagement
Safer Schools Interview (3)	Pastoral (external)	3	Integration and Engagement
Specialist Teacher Assessment (e.g. Bradford) (3)	Pastoral (external)	3	Investigation
Counselling group (Place 2 Talk)	Pastoral	4	SEMH
1 :1 Tutoring (4)	Academic	4i	Curriculum Access
DSP place small group / 1:1 (4)	Academic	4i	Communication and Interaction
Leadership Contract (4)	Academic	4i	Progress and Effort
LSA support (1:1 withdrawal) (4)	Academic	4i	Curriculum Access
Pipeline (4)	Academic (external)	4i	Curriculum Access

TRACKS Education Service (4)	Academic (external)	4i	Curriculum Access
TRACKS Home Education Service (4)	Academic (external)	4i	Curriculum Access
Counselling 1 :1 (Shed Central) (4)	Pastoral	4i	SEMH
Adoption Support (e.g. PAC-UK) (4)	Pastoral (external)	4i	SEMH
Bereavement Counselling (external e.g. CRUSE) (4)	Pastoral (external)	4i	SEMH
Children's Social Care referral (4)	Pastoral (external)	4i	Investigation
Counselling 1:1 (CAMHS) (4)	Pastoral (external)	4i	SEMH
Counselling 1:1 (Place2Be) (4)	Pastoral (external)	4i	SEMH
Counselling 1:1 External (e.g. Jenby's) (4)	Pastoral (external)	4i	SEMH