



ILKLEY GRAMMAR SCHOOL

A MOORLANDS LEARNING TRUST ACADEMY

SEND Information Report

July 2026



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Introduction

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 and is published on the school website.

This report has been produced giving consideration to the [Bradford 'Local Offer'](#) (a link is available through the school website) which sets out what all schools in the local authority should provide, as well as the **SEND Code of Practice (2015)**, **Special Educational Needs and Disabilities Regulations (2014)** and the **Equality Act (2010)**.

Please see Appendix I 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 Daniel Keane (Assistant Headteacher: Specialist SENDCO).

July 2026



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1. Key Named contacts in school and what to do if you have a question or a concern.

If you have any questions regarding provision, please use the email below which is monitored daily.

inclusivelearning@igs.mlt.co.uk.

Please address your email for the attention of the following colleagues within the Inclusive Learning Department.

- Mr Daniel Keane: Assistant Headteacher- Specialist SENDCO
- Mrs Laura Malkinson: Key Stage 4/5 SENDCO
- Mr Alex Crisp: Key Stage 3 SENDCO
- Mrs Jessica Clasper: Deputy SENDCO- Onsite Provisions
- Mrs Nicole Lowes: Assistant SENDCO- EHCP
- Mrs Alison Graham: Inclusive Learning Manager
- Mr Alistair Freegard: SEND and Exams Access Administrator
- The member of the Leadership Team with Line Management responsibility for Inclusive Learning is Mrs Lisa Capstick
- The SEND Governor is Mrs Catherine Hannam

2. Policies for identifying children and young people with SEND and assessing their needs.

This SEND Information report should be read in conjunction with the Moorland Learning Trust SEND Policy. Our vision is that whatever their individual need or starting point, all students are enabled and empowered to achieve their personal best.

We believe that this can be achieved through a caring, systematic, personalised and holistic approach to overcome barriers to learning and personal development.

The SEND Code of Practice (2015) states 6.14 All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised- identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

2.1 Definition of a special educational need

'A child or young person has SEND 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.*
- (SEND Code of Practice, 2015, xiii-xiv).*

2.2 Definition of 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.



2.3 The four broad areas of educational needs

- **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, developmental coordination disorder, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

2.4 How we assess for child/young person's special educational needs.

2.4.1. 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 scaffolding 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.

2.4.2. 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 2 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 Inclusive Learning Department or SENDCo.

2.4.3. What should I do if I feel that my child has a special educational need or 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 Inclusive Learning Department for further advice. The school 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.

2.4.5. What are the criteria used for an SEN Support (K code)?

Our starting position when identifying students with an SEN K will be from the Bradford Matrix of need. This document outlines detailed criteria for that define SEND within each of the four broad areas of SEND. A student formally identified as having a special educational need will require support that is 'additional to and different from' their peers in at least one of the four areas of SEND:

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



- The status will be backed up by a history of need (evidence base) in the form of assessments, round robins and interventions.
- The identification process is likely to have involved external and/or formal verification e.g. testing / Educational Psychology report / CAMHS / SALT.

2.4.6. Once an identification has been made, how and when is the information shared?

SEN Record of Need

The **SEN Record of Need** (coded as a **K** (for **SEN Support**) or **E** (for **EHCP**) on **Arbor**) is a flag that informs relevant stakeholders that a given individual has educational needs which need to be met in school. Students on this register are receiving **additional and different** provision to support their development, and they will have a OnePlan available to staff and parents via our Edulink and Arbor systems.

OnePlan

All students on the SEN Record of Need will have a 'OnePlan' written with a member of the Inclusive Learning Department which summarises on one page how a student's needs may be met in school. This will be shared with parents/carers and is 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 in class adaptations, the IGS Fundamentals and adaptive teaching. The OnePlans are updated at least annually in partnership with the Inclusive Learning Department, the student and parents.

Medical information

Medical information on all students is held on Arbor and parents are requested to update this annually. Key information is flagged on EduLink and Arbor 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 through Arbor.

Parents have every right to expect teachers to know their child's needs (whether SEND 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.

3. Working with others to support children and young people with SEND.

We recognise that navigating the SEND systems can be complex and, in many cases, can result in a lengthy process. It is important to us therefore that we build strong relationships with our students and their parents/carers.

We are committed to working in partnership with all stakeholders to ensure that students can access the right support, in the right place and at the right time. We invite stakeholders to discuss individual cases with us to enable us to take a solution focussed approach to responding to an individual's needs. There is no one sized model, and, in many cases, we will need to adopt a responsive approach to a child/young person's provision.

We welcome parent/carers contributions to updating OnePlans, planned meetings, reviews and addressing concerns. We will acknowledge your communication within 2 full working days and provide you with a timely response to any required actions.



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3.1 Arrangements for consulting young people with SEND and involving their parents/carers in their education.

3.1.1. How can the students themselves be involved in the 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 OnePlans 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.

3.1.2. How are parents/carers involved in the process?

We seek the views of parents in the following ways:

- Working with the Inclusive Learning Department to write and update OnePlans.
- Through questionnaires.
- 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.

4. Our approach to teaching students with SEND.

Ilkley Grammar School is 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.

4.1 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 ambitious 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 maintain high aspirations 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



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wider community we aim to celebrate their successes and to foster their development, so they are independent learners and responsible citizens.

4.2. What is meant by the 'graduated approach' when meeting the needs of the 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.

4.3. What does the '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, adaptations to 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.

Parents will be kept informed of any additional support their child is receiving. Where strategies used by teachers and subject leaders are not having an impact on a child's progress, the 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.

5. How adaptations are made to our curriculum and learning environment to support students with SEND.

Through adaptive teaching, our teachers will create an inclusive environment that enables all students to be able to access the curriculum.

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

The Inclusive Learning Department 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 inclusive teaching- IGS Fundamentals (Clear routines, Scaffolding, Clear Instructions, Processing time, Backgrounds/Fonts).
- In-class support dependent on the student's needs.
- Learning Support groups (key stage 4).
- Preparation for Adulthood (year 9).
- Bespoke resources and IT packages as required such as the use of assistive technology and accessibility features on devices.
- Personalised timetables.
- Extra-curricular homework support sessions.
- Support in examinations specific to individual needs (Exam Access Arrangements).
- Target grouping 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 (as required).
- Outreach support from SRP staff.
- Consideration for placement in SRP through official consultation processes.

There is currently a very wide range of different types of provision, support and intervention in place at IGS to meet both academic and pastoral needs.

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

Ilkley Grammar School will set appropriate homework to support student's development; however, we will expect parental support in ensuring that students are able to access these opportunities to embed the new skills they have been taught. For advice regarding appropriate support that parents/carers can offer at home if their child has SEND please contact inclusivelearning@igs.mlt.co.uk.

5.3. How are Learning Support Assistant deployed?

We deploy our LSAs in response to need. Where an individual or group require enhanced adult support, we look to deploy colleagues into these areas. The role of the LSA is to supplement and not substitute the role of the teacher therefore, we look at methods to support the students in the classroom as part of our first wave of support which is in line with the Education Endowment Foundation's best practices to support our students to develop their independence. Our approaches include:

- Deploying LSAs in ways that enable all learners to access high-quality teaching.
- Deploy LSAs to scaffold learning and develop pupils' independence.
- Prepare and train staff around effective deployment.
- Engage all staff in the process of implementing effective TA deployment.

As part of our statutory requirements, we will deploy LSAs as outlined in Section F of a child/young person's Education, Health and Care Plan (EHCP).

5.4. How do you modify the curriculum to meet the needs of the 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 adapted to take account of each student's particular needs and will be modified to suit each student'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 which are time-bound and quantifiable.

In year 7 and 8, our intention is to identify students who require additional intervention and support through targeted interventions that are delivered by staff within the Inclusive Learning Department. Identification of the student's needs will be discussed initially between Primary School and the Inclusive Learning Department as part of transition meetings. This information will also be used to align students with an appropriate tutor group and band where further additional adult support may be provided.

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 student.



In Key Stage 4, some students are encouraged to opt for a 'supported pathway' 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 identified students when required throughout the day. Our Learning Inclusion & Nurture Centre (LINC) is an additional multi-functional on-site provision that provides support to students who may have difficulty accessing learning within our mainstream provision. Students may access this provision for short term interventions to support them to reengage with the curriculum.

5.5. 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 Inclusive Learning Department supports in the facilitation of this.

5.6. 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 accessible toilet 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.

6. Arrangements for supporting students moving between phases of education and preparing for adulthood.

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

In partnership with primary schools, prior to entry into year 7, students with SEND and those requiring additional intervention are identified. For some students, this may begin earlier than others. The AHT: Specialist SENDCO or a member of the Inclusive Learning Department will initially contact the primary school and confirm the incoming student's SEND status. This is then followed up by 'triangulation meetings' incorporating a member of the Inclusive Learning Department, the Head of Year and the Assistant Head of Year. The Assistant Headteacher- Specialist SENDCO, Key Stage 3 SENDCO or Assistant SENDCO- EHCP will also attend annual review meetings (for students with EHCPs) in the final year of primary school and other meetings where possible.

Initial contact will often be made after the school's open evening in October. For students who require further transition to Ilkley Grammar School before the September start, we run an enhanced transition programme which provides additional opportunities for visits to IGS.

6.2. How does the school support transition into key stages 4, Post 16 and beyond?

The Inclusive Learning Department work closely with the pastoral teams 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 Department also work closely with Curriculum Leaders and the school Careers Lead.

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



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onwards, 'preparing for adulthood' is a key focus of the Annual Review ensuring the future of our students is carefully considered and planned for.

6.3. Will you just be looking out for students already identified as having SEND?

The Inclusive Learning Department, in conjunction with the Year 7 Transition Team are all involved in the primary to secondary transfer for all students. Although the team focus on those already identified as having a SEND, the team are vigilant about other students who may present with transitional or newly emerging SEND as they enter their secondary phase of education. We are aware that Social, Emotional and Mental Health (SEMH) needs can often emerge during this period and the Inclusive Learning Department work in partnership with the pastoral teams in this regard. Pastoral meetings are held and provide a platform to discuss pupil progress and any concerns. All staff (academic or pastoral) can make SEND referrals at any time.

7. How the school involves other bodies and external agencies in meeting a student's SEND and supporting their families.

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

Sometimes we may 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; SCIL team services; 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 AHT: Specialist SENDCO, Key Stage SENDCOs 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 create a OnePlan (if the SEN K threshold is met) a behaviour plan or in some cases introduce a 'My Support 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.

7.2. 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 consent it will be submitted to the Local Authority for them to consider the information at a panel meeting and decide 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 provide our best endeavours to meet your child's needs with the support that is already in place.

7.3. 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 AHT: Specialist SENDCO or Key Stage SENDCOs will be able to



explain the process and timescales to you or alternatively you would find this in the SEND Code of Practice (2015). 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.

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

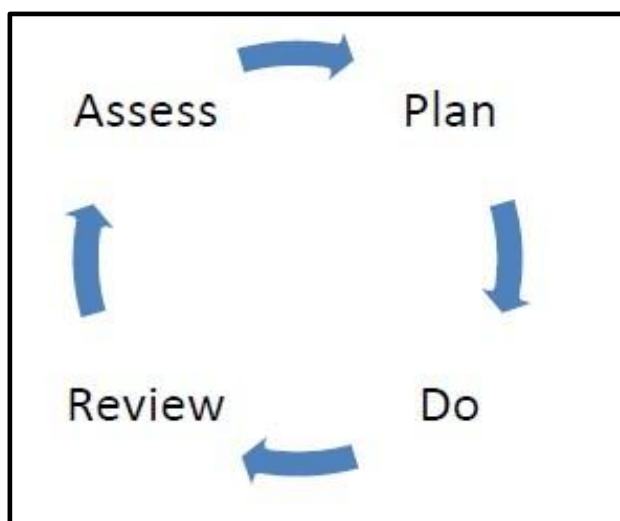
8.1. How will the progress of my child be assessed?

All students are continuously assessed by their teachers in lessons and attainment data is formally collected twice per year and evaluated in data analysis and review meetings. The progress of SEND students is also monitored by the AHT: Specialist SENDCO, Key Stage SENDCOs, PrExLs (Progress and Experience Leaders), Heads of Years and the Leadership Team. This information is used when advising teachers about possible teaching and 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 AHT: Specialist SENDCO / Key Stage SENDCOs.

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 Key Stage SENDCO or a member of the Inclusive Learning Department. This will in effect trigger a review of progress by the Learning Support Department.

8.2. How does the 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.



8.3. What things might you do if you think that my child has a special educational 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.
- **Assess** 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 OnePlan 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 SENDIASS** 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.

8.4. 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 EduLink & Arbor and OnePlans which are updated as required. We also collaborate with the Learning Support Departments of Trust schools as part of our work with the Moorlands Learning Trust and 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 securing staff expertise and for training in supporting and working with children with SEND.

9.1. 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, Inclusive Teaching' for all students which places our Fundamentals and responsive teaching at the heart of our 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.

9.2. Who works in the Inclusive Learning Department and where areas of specialism are there?

Teaching Staff		
Teacher	Position	Qualifications
Daniel Keane	Assistant Headteacher-Specialist 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	Key Stage 4/5 SENDCO	BA (Honours) Social Sciences/Criminology PGCE secondary Religious Studies NASENCO
Alex Crisp	Key Stage 3 SENDCO	BSc Biology PGCE Secondary Science Certificate in Psychometric Testing, Assessment and Access Arrangements (CPT3A) NPQ SENCO (Ongoing)



Jessica Clasper	Deputy SENDCO- Onsite Provision	BSc (Hons) Psychology PGCE Secondary NASENCO
Nicole Lowes	Assistant SENDCO	NASENCO (Ongoing) PGCE in Secondary Design Technology Ba (Hons) Art & Design
Support Staff		
Learning Support Assistants	Department / Key Stage Link	
Alison Graham	Inclusive Learning Manager	
Alistair Freegard	SEND and Exams Administrator	
Krista Gardiner	Literacy Intervention Worker	
Carol Lidstone	Numeracy Intervention Worker	
Adam Birks	SRP Assistant Manager	
Erin Wellens-Rooley	LSA	
Emily Carter	LSA	
Cath Chamberlain	LSA (afternoons)	
Peter Mastrantuono	LSA	
Emma Home	LSA	
Felicity Tomblin	LSA	
Joanna White	LSA	
Mary North	LSA	
Emily Hannaford	LSA	
Ronan Stirk	LSA	
Noah Markham	LSA	
Sarah Hewitt	Foundation Learning Lead	
Sarah Jones	Senior iLSA (SRP)	
Frederick Taylor	iLSA (SRP)	
Madiha Walker	iLSA (SRP)	
Jessica Aspinall	iLSA (SRP)	
Farkhanda Chaudhry	iLSA (SRP)	
Juwairiyah Shakil	iLSA (SRP)	

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

Further information on the provision across the Bradford District can be found through the [Bradford Local Offer](#).

Name of external contact	Areas of Specialism	Contact Details
Bradford SEND	SEND Children's Services	01274 435750
Education Psychology	Educational Psychology	01274 439444
Cognition & Learning Team	Learning & cognition needs	01274 439500 SCILTeam@bradford.gov.uk
Autism	Autism	01274 439500 SCILTeam@bradford.gov.uk



Visual Impairment Team	Visual Impairment needs	01274 439500 SCILTeam@bradford.gov.uk
Hearing Impairment Team	Hearing Impairments needs	01274 439500 SCILTeam@bradford.gov.uk
Physical Impairment Team	Physical / Medical needs	01274 439500 SCILTeam@bradford.gov.uk
Bradford CAMHS	Child and Adolescent Mental Health	01274 723241
Children's Social Care	Social Care	
Airedale Speech & Language	Speech & Language Needs	01535 292821

10. How students with SEND enabled to engage as part of our whole school community.

We encourage all of our students to engage with all opportunities that are extended to them. We offer a range of extra-curricular and enrichment experiences both in school and outside of school including our Challenge & Celebration week and we consider how we can enable students with additional needs to be able to access these.

The student's Personal Development experiences are captured through a survey on at least one occasion during the school year. This information is analysed to enable us to ensure that all students are able to access a full range of academic and enrichment opportunities which are available.

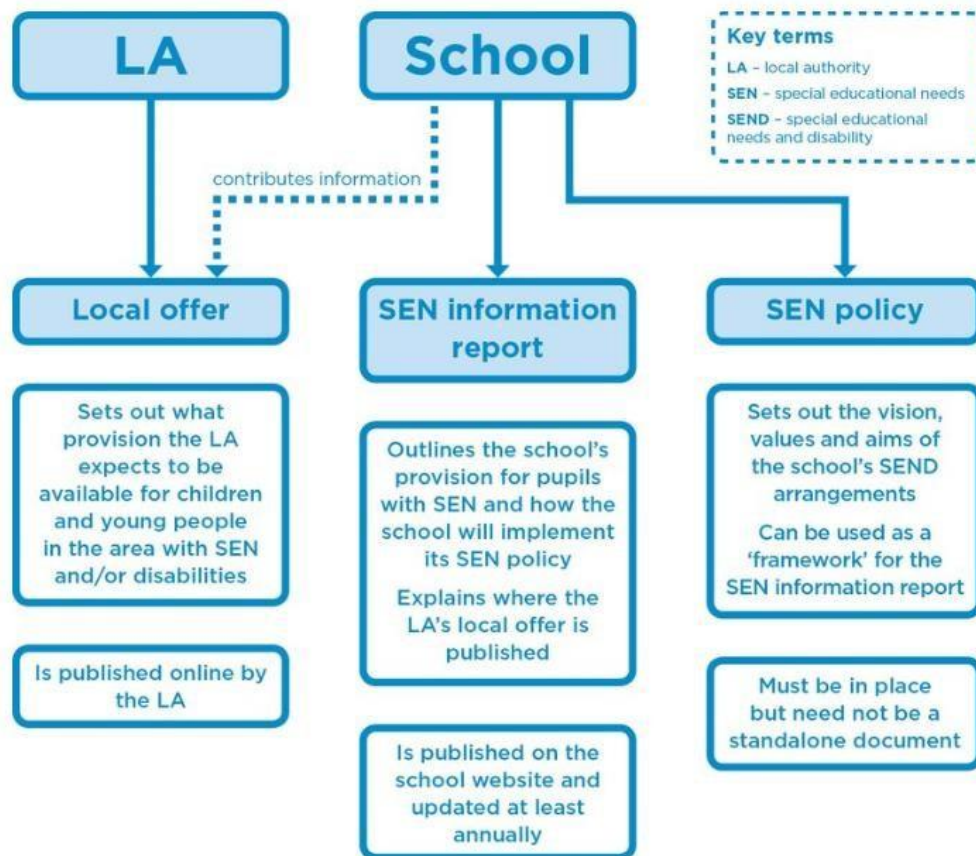
11. Managing complaints regarding the SEND provision at Ilkley Grammar School

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 the Trust website (this is accessible via the IGS 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 Moorlands Learning Trust and the Red Kite Alliance.

Appendix I: Visual Summary of how the IGS SEND Policy, SEND Report, School Offer and Local Offer fit together. Taken from 'The Key'





PRIDE



RESPECT



COURAGE



RESPONSIBILITY



KINDNESS



RESILIENCE