



Harrogate Grammar School SEN Information Report

Date September 2018

SEN Policy (please view on the HGS web-site located in 'Our School/Policies')

This is what we provide in our school	The Red Kite Learning Trust's minimum expectations of good practice
<p>1 What kinds of SEN are provided for in your school?</p> <p>There is a diverse range of SEN found within the school and we use our best endeavours not only to meet the needs of every student but to unlock their potential. The 2014 SEND Code of Practice outlines four broad areas of need:</p> <p>Communication and Interaction The school receives excellent support from the Autism Outreach Service and referrals can be made to a Speech and Language Therapist from Harrogate Healthcare Trust. A broad range of interventions and strategies have been developed.</p> <p>Cognition and Learning The school has invested considerably in the development of quality teaching with a focus on dyslexia friendly classroom strategies and a range of differentiation techniques for students with weak literacy skills. Wave 2 and Wave 3 literacy and numeracy interventions are in place.</p> <p>Social Emotional and Mental Health Needs Support provided by our Pastoral teams has been recognised as being of the highest quality. Well-defined routes for referral are in place to support students with more complex needs. Involvement of a wide range of services enables the school to be proactive.</p>	<p>Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a student with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.</p>

Sensory and/or Physical Needs

We work very closely with specialists from the Sensory and Physical needs support service to ensure that we are continuously up-dated on best practice for supporting students with physical or sensory needs. Learning walks are undertaken to ensure maximum access. Our Accessibility Plan, which is available on the school web-site is up-dated annually.

Specific examples of SEND at Harrogate Grammar are as follows: severe dyslexia, dyspraxia, hearing impairments, visual impairments, students on the autistic spectrum and physical conditions such as cerebral palsy, amongst others. We operate an inclusive mainstream model of provision.

2 What policies do you have for identifying children and young people with SEN? How do you assess their needs? What is the SENCo's name and how can I contact them?

It is a priority that SEND are identified as early as possible so that appropriate assessment, advice and provision can be implemented without delay. Identification of Special Educational Needs is made through:

- liaison with feeder primaries;
- receipt of transition information from the Local Authority;
- liaison with parents;
- monitoring of progress data every six weeks via whole school tracking processes;
- monitoring through vulnerable learner meetings;
- regular liaison with Year Managers, Heads of School; Form Tutors, Faculty Leaders and feedback from teaching assistants; regular liaison with outside agencies and support services.
- the Learning Support Faculty uses a range of standardised assessments to identify and clarify needs across learning, social and emotional domains.

We take into account a wide variety of factors before putting any student on the SEN Support Record, however, if a student is making inadequate progress because of SEN, the student is placed on the SEN Support Record with full involvement of parents/carers. Young people who have a disability are recorded on the Disability List.

The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual learner passport. This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most students will benefit from SEN support, but some students who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

All teachers and key staff are informed of the needs of individual students via the SEN Support Record and Monitoring List and are involved in their progress reviews as part of whole school monitoring.

It is important to note that students may receive additional support and interventions as part of whole school provision. However, this alone would not place them on the SEN Support Record.

Most but not all of our learners have their SEND identified at primary school therefore we ensure that we have robust transition procedures in place so that as a secondary school we are aware of learners needs at an early stage in this process.

For some learners', subject teachers or support staff may be the first to notice a difficulty with learning. At Harrogate Grammar School we ensure that assessment of educational needs, directly involves the learner, their parents/carer and of course their teachers. The Special Educational Needs Co-ordinator (SENCo) will also support with the identification of barriers to learning and we have a range of assessment tools available.

Key Contacts

SEN Governor

Mr Ian Sugarman

Faculty Leader Learning Support/SENCO

Mrs Viv Bednarczyk

Assistant SENCO

Mrs Eileen Boag

Deputy SENCO

Miss Nicola Watson

Senior Teaching & Learning Assistants

I/c Key Stage 3 & Y6 Transition (SEN) Years 6, 7, 8 & 9

Mrs Jane Guillard

I/c Key Stage 4 & 5 & 6th Form Link (SEN) Years 10, 11, 12 & 13

Mr Pete Robertson

Social Inclusion Manager

Miss Hannah Donaghy

SEND Administrative Support

Miss Emma Wishart

Staff can be contacted via telephone: 01423 535219 or via email:
ekw@harrogategrammar.co.uk

3 What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?	
<p>The school and Learning Support Faculty welcome contact from parents. Senior Teaching & Learning Assistants within the Learning Support Faculty provide an increased opportunity for parents to liaise with a staff member who knows their child well. We actively collaborate with Parents and Children Together (PACT) and host a twice yearly parent support group - SENSE.</p> <p>Parents are invited to participate in termly review meetings where students have a Statement of Educational Need or Education, Health and Care Plan. Formal consultations take place annually in line with the Code of Practice.</p> <p>The school recognises that the knowledge and understanding that parents/carers have of their child's needs is essential in supporting the school in making the best provision. We value and take account of the views of the parents/carers about their child's hopes, personal goals and interests. We aim to work in partnership to ensure the best outcomes for the student, involving parents/carers in discussions about their child's progress and impact of any interventions on outcomes. These may take place during consultation evenings or during additional reviews.</p> <p>At times some students may have a home/school book to enable staff to keep parents/carers informed of how their child is doing on a daily basis. In addition to scheduled parents evenings and reviews; parents/carers will have the opportunity to meet with teachers and staff from Learning Support upon request.</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For students with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • more regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home.
4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?	
<p>Students are consulted using the Learning Support Student Council forum, student voice consultation booklet and by contributing to the Individual Learning Passport. Students are invited to attend meetings as appropriate where their progress is being discussed. Students who have a Statement of Educational Need or an Education, Health and Care Plan are formally consulted annually.</p>	<p>School will obtain the views of all children (student voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>

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5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review

The review of progress for students on the SEN Support Record is not in isolation but monitored across the curriculum and in line with whole school monitoring and reporting systems. In addition, data such as whole school literacy testing, SEN assessments, reports from outside agencies, reports from teachers and key staff are taken into consideration.

The school follows the Assess, Plan, Do, Review cycle as advised in the SEN Code of Practice as part of a continuous cycle of monitoring outcomes.

All students with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum.

Many schools use inclusion passports. This is a document that summarises the support that has been given to a student over a period of time, and the difference that this support has made. You may like to ask your child's school whether an inclusion passport would be useful for you and your child. Your child may well have their own version which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society

There is clear evidence that students with SEND find transition particularly challenging so additional bespoke arrangements are overseen by the Learning Support Faculty.

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher, or moving on to another school, training provider or moving into employment. Harrogate Grammar has well-established programmes of support for all students at each of the transition points and is committed to working in partnership with students, families and other providers to ensure positive transitions occur.

Your SENCo should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the student or student, often accompanied by a well-known member of staff. The student should receive as much transition work as they feel necessary.

Y6 to Y7

At secondary school we are aware of learners needs at an early stage in the transition process. Primary Headteachers are asked to provide information about any Y6 student with SEND who has gained a place at HGS. Visits are then made to all Y6 SEND students' feeder primary schools by Viv Bednarczyk (SENCo) and members of the Learning Support Transition Team, under the direction of the Head of Lower School, Tim Milburn. This includes attending Y6 Statement or EHCP Annual Reviews. Additional visits and a more personalised transition programme are arranged for students with more complex SEND or for those who are more vulnerable. This may include a bespoke transition day for a group of students or individual visits which are tailored specifically to a student's needs. Our SEND Y6-7 Transition Handbook has been very well received.

KS3 to KS4

Great care is taken to guide students through the Options process and additional meetings are held by the Learning Support Faculty to give parents of students with SEND more time to discuss their concerns. Parents are able to discuss the appropriateness of aspects of the Key Stage 4 curriculum in relation to their child's specific needs.

Post 16/18

When students with SEND are moving to a post-16/18 placement, the Learning Support Faculty liaises closely with careers professionals and post-16/18 providers to make the transition as smooth as possible.

Moving schools

Harrogate Grammar School is committed to working in partnership with children, families and other providers to ensure positive transitions occur. We use a feedback sheet to monitor parental confidence levels in our transition arrangements for students with SEND who move schools.

7. What is your School's approach to teaching children and young people with SEN?

Students with SEND are highly valued at Harrogate Grammar School where our aim is to empower students and develop the confidence they need to create and manage a life of their choosing. We are committed to ensuring the success of our young people who have SEND.

High quality support for learning within mainstream lessons is the most important factor in helping students with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this

Through carefully tailored and closely monitored provision, we aim to support and enhance the inspirational teaching and learning that is characteristic of the school in its quest to ensure 'excellence for all'.

The vast majority of students with SEND are taught in mainstream lessons alongside their peers as part of our inclusive philosophy. There is an emphasis on high quality classroom teaching being the first important step to meeting the needs of learners with SEND. To assist teachers, the SEN Support Record contains a list of every student in school identified as having SEND. This means that they require some form of support or adjustment beyond the normal differentiation that teachers are required to make to meet the differing needs of all learners. The SEN Support Record is a working document and is updated regularly as and when the information changes.

Linked to the SEN Support Record are Individual Learner Passports (ILPs) which give a more detailed description of the student's needs along with teaching strategies for those students who have more complex SEND. The ILP is written with students wherever possible and in most cases parents are asked to contribute. Students review their ILP with their key worker. It is an opportunity to discuss their learning needs and any barriers. Key workers act as an advocate for the student by contacting teachers on their behalf and updating ILPs.

In addition, generic Information on specific conditions such as dyslexia, dyspraxia, autism, ADHD, social difficulties, are hyperlinked to the names of specific students so that teachers can refresh their understanding at any time. Some students may require additional support or curricular adaptations but are not on the SEN Support Record, for example if their home language is not English; or a student with a medical condition may need support to help with reintegration after a long period of absence. There is an 'Monitoring List' which contains information for the classroom teacher for such students without a SEND who may need some other provision within the classroom. A further example is that if a student received a diagnosis of mild or moderate dyslexia, they would not automatically be categorised as needing 'SEN Support'. Their needs would be met by the subject teachers' use of dyslexia friendly approaches once they were made aware of the difficulties.

Some examples of additional and different SEN provisions include:

support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons

Schools use a range of evidence based interventions to support students with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

- what interventions your child is receiving and what are the intended learning outcomes;
- when during the week any interventions will be delivered and for how many weeks;
- who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or outside the classroom)
- how the interventions will relate to and support learning in the classroom;
- how they will be monitored closely to make sure they are helping your child to make accelerated progress.

- extra English or Maths tuition,
- a highly personalised timetable including alternative subjects such as horticulture or outdoor pursuits;
- a Time Out arrangement whereby a student has a designated quiet area to sit if needed,
- modified and enlarged resources
- specialised equipment.

We value high quality teaching for all learners and actively monitor teaching and learning in the school. We use a variety of methods to do this including regular lesson observation, work scrutiny and learning walks.

We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners. Staff continually assess progress thus ensuring that learning is taking place.

Our whole school system for monitoring progress includes tracking by subject teachers, form tutors, Faculty Leaders, Year Managers and the SENCo as well as the Assistant Headteachers responsible for student progress and behaviour.

8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?

Every teacher is required to adapt the curriculum to ensure access to learning for all in their class. The Teacher Standards 2012 detail the expectations on all teachers and at Harrogate Grammar School we are proud of our teachers and their development.

Our teachers use various strategies to ensure access to the curriculum including:

- Differentiated learning objectives and resources
- Dyslexia Friendly Classroom
- Direct Activities Related to Texts (DARTS)
- Visual timetables
- Writing frames
- iPads, laptops or other alternative recording devices
- Peer buddy systems
- Positive behaviour reward system

Every effort is made to accommodate students with physical disabilities so that they can have as normal experience of school as possible. Nurture

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies. Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

groups are available at break and lunch time and for students needing home learning support help is available after school 3 days a week in the Learning Support base.

Each learner identified as having SEN, is entitled to support that is 'additional to or different from' the universal differentiated curriculum. The type of support is dependent on the individual learning needs. School uses a range of evidence based interventions to support students with SEN to make better progress. The aim is always for the progress made in intervention to transfer into mainstream lessons:

- All interventions are structured; they demonstrate progression and are time limited.
- Parents/carers are informed in writing if their child is to be offered one of our SEN interventions.
- Parents/carers are invited to discuss the particular intervention with a member of the Learning Support Team.
- Students are regularly assessed to ensure above expected progress is made and that the intervention meets the individual needs of the young person.
- if SEN interventions are timetabled for the student, times and dates are recorded on the student's individual provision plan.
- All interventions are delivered by experienced staff, specifically trained to deliver the programme.
- Where progress is insufficient the student is transferred to another intervention.

Students with Social, Emotional or Mental Health needs have the opportunity to be referred to a specialist intervention - the 'Reach' Programme.

Some interventions may be delivered by external agencies such as autism support or the sensory support service. Where this is the case parents/carers will be included in the planning of the intervention.

Some students with SEND require special exam arrangements for internal and external examinations.

The range of actions and interventions we offer to support learners with SEND are described on provision maps. We modify the provision maps regularly, and they change every year, as our learners and their needs change.

<p>The Learning Support Team At times students with SEN may require additional adult support to make better progress and develop independence. We employ a team of highly qualified Teaching and Learning Assistants (TLAs).who, as well as providing in-class support and staffing within the Learning Support Base, provide personalised learning programmes and evidence based interventions under the direction of the SENCo.</p> <p>Where teaching assistants work in class they will target specific groups who have been identified by the SENCO and class teacher as needing additional support to make progress. The class teacher will share learning objectives and outcomes with the teaching assistant and direct them to work in a way which ensures all students become independent learners.</p> <p>For those few students, where more help is needed than is usually available through the school's notional SEN budget, school, parents and outside agencies may decide that it is necessary to request an Education Health and Care Plan (EHCP). Where this is the case school will work in partnership with parents and agencies to focus on what provision is needed to secure positive outcomes for the student both short term and long term.</p>	
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	
<p>As a teaching school continuous professional learning is integral to our culture and ethos.</p> <p>The Learning Support Faculty has a high level of expertise and specialist training. The SENCO & Assistant SENCO have a range of qualifications including B.Ed, M.Ed, & Post-graduate Diploma (SEN); both are qualified to assess for exam access arrangements.</p> <p>Most TLAs are qualified to degree level and two hold the Higher Level TA accreditation. Most have undertaken specialist training in areas such as dyslexia, autism, adolescence and mental health, counselling, sensory needs and Down Syndrome. Most members of the Learning Support Faculty are qualified and experienced to deliver in- house training on a range of special educational needs to teaching and support staff.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a student has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>

<p>Any additional specialist expertise is sought and secured from the wider North Yorkshire Specialist Network of services and increasingly the voluntary sector.</p>	
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>Monitoring progress is an integral part of teaching and leadership within Harrogate Grammar School. The progress of all students, including those with SEN, is evaluated every 6 weeks thorough rigorous data monitoring. The effectiveness of SEN Support is evaluated by staff, students and parents using the 'assess, plan, do, review' cycle to ensure a graduated approach. Before any additional provision is selected to help a student, the SENCO, teacher, parent/carer and learner, agree what they expect to be different following this intervention. A baseline will also be recorded, which can be used to compare the impact of any intervention.</p> <p>If a learner has a Statement or Education Health and Care Plan (EHC plan,) the same termly review conversations take place, but the EHC plan will also be formally reviewed annually.</p> <p>The SENCO collates the impact data of interventions, to ensure that we are only using interventions that work.</p> <p>Progress data of all learners is collated by the whole school and monitored by teachers, teaching & learning assistant's, Senior Leaders and Governors. Our school data is also monitored by Ofsted.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track student progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. Many schools use Individual Provision Maps (IPMs) to capture this information, which is written during your meeting. This meeting with you and your child is often described as a 'learning conversation'.</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	
<p>Other opportunities for learning</p> <p>All extra activities are open to all students. Where activities are provided for students with SEN, students without SEN are welcome to attend in the majority of cases.</p> <p>As part of our commitment to making reasonable adjustments to maximise participation for all, a number of additional clubs and extra- curricular activities are available for students who find large groups overwhelming.</p>	<p>The school's policies should all state how all students are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Students with SEN should be equally represented in positions of responsibility e.g. the school council.</p>

<p>For further information please see our Equality Policy available on the school web-site.</p>	
<p>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p>	
<p>The school invests in a wide range of pastoral roles including an Education Welfare Officer and a Senior Teaching & Learning Assistant within the Learning Support Faculty whose remit has a focus on social and personal development.</p> <p>SEN awareness and anti-bullying are incorporated into the whole school PHSCEE programme. The counselling charity 'Just B' provides regular support for students with emotional difficulties.</p> <p>The Learning Support Faculty operates a Quiet Room for vulnerable students at break and lunchtime. Support staff are available every break and lunchtime to meet with students.</p> <p>Students with SEN are invited to join the Learning Support School Council group where issues concerning and relating to students with SEN can be shared and discussed.</p> <p>Students may be offered a mentor with whom they can meet on a regular basis.</p> <p>Assemblies which have an anti-bullying message and focus on celebrating individuals' differences are delivered by senior staff.</p> <p>Students participate throughout the year in fund raising activities to support associated charities</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	
<p>In addition to the special educational provision available within school we may wish to seek advice from specialist teams.</p> <p>We work closely with our external professional partners from Education, Health and Social Care as well as consulting voluntary agencies and specialist charities such as the National Autistic Society and Down Syndrome Association. Colleagues from Educational Psychology, CAMHS, Disability Children's Team, Local Authority Support Teams, The Prevention Service, Speech & Language Therapy and careers are regularly consulted.</p> <p>We also work closely with Springwater Special School who provide outreach advice and support for our students with severe or complex needs. This collaborative, multi-agency approach ensures that our assessments, advice and interventions are well-informed by experts in each field. Outside</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.</p>

<p>agency representatives are invited to play a role in the Annual Reviews of Statements and the conversions and review meetings relating to Education, Health and Care Plans. Parents/carers are consulted and asked to sign a consent form before specialist agencies become involved with the student.</p> <p>A full description of all the specialist services and provisions in the area which are universally provided by North Yorkshire County Council are described on their Local Offer website.</p>	
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>Have your say If you have any concerns about the provision made for a student with SEND, the first point of contact is Miss Wishart, SEN Administrator. She will direct your concern to the Senior Teaching & Learning Assistant for your child's Key Stage in the first instance.</p> <p>At Harrogate Grammar School we are committed to working together with all members of our school community and would welcome your feedback.</p> <p>We seek to constantly evolve and develop provision for all of our learners, ensuring excellence for all. This SEND information report declares our annual offer to learners with SEND but to be effective it needs the views of all parents/carers, learners, governors and staff.</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>
<p>15. Local Offer</p> <p>A link to NYCC 'Local Offer' can be found here: Special educational needs and disabilities (SEND) - local offer - North Yorkshire County Council</p> <p>Other Useful links:</p> <p>Parents/Carers of students with SEND might find the following whole school policies useful which are available on the school web-site</p> <p>SEN Policy Behaviour Policy Anti-Bullying Policy Equality Policy</p>	

Further support and guidance is available from:-

- NYCC SENDIASS (Special Educational Needs Disability Information Advice & Support Service
SENDIASS link is Carol Watson: carol.watson@northyorks.gov.uk
- Government Advice
The Department for Education: 'SEND: guide for parents and carers' - Publications - GOV.UK
- Please open the link for: [NYPACT support for parents and carers](#)