Harrogate Grammar School SEND Information Report

Date September 2026-2027

SEND Policy (please view on the HGS website located in `Our School/Policies')

This is what we provide in our school	The Red Kite Learning Trust's minimum expectations of good practice
1 What types of SEND are provided for in your school?	
There is a diverse range of SEND within our school and we use our best endeavours to remove all barriers to enable our students to achieve, succeed and thrive. The 2014 SEND Code of Practice outlines four broad areas of need: **Communication and Interaction** School receives support from NYCC SEND Hub and referrals can be made to the Speech and Language Therapy service at Harrogate Healthcare Trust. Students in KS3 are screened for any difficulties with speech, language, and communication. A range of interventions and strategies have been developed. We work in partnership with Lighthouse school (ASC specialist setting Leeds). **Cognition and Learning** The school has invested considerably in the development of inclusive, high-quality teaching. There is a focus on dyslexia-friendly classroom strategies, and staff employ a range of techniques to support accessibility for students with barriers to literacy. Eligible students can access small group literacy and numeracy interventions. As an iPad school, we make full use of the benefits of assistive technology to further support accessibility which also prepares students for Access Arrangements if appropriate. **Social Emotional and Mental Health** Support provided by our SEND and 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.	Children and young people (CYP) with a wide range of SEND are welcomed into the school. Provided the school has the expertise, resources and identified provisions, students with an EHCP are welcomed.

Sensory and/or Physical
We work closely with specialists from the local SEND Hub service to ensure that we are continuously up-dated on best practice for supporting students with physical or sensory needs. Regular audits are undertaken to ensure maximum accessibility. We engage in regular training to develop practice to effectively support students with vision and hearing barriers. Our Accessibility Plan, which is available on the school website, is reviewed on an ongoing basis.

Specific examples of SEND at Harrogate Grammar are dyslexia, dyspraxia, hearing impairment, visual impairment, autistic spectrum condition, a range of SEMH needs and physical conditions such as cerebral palsy, amongst others. We operate an inclusive mainstream model of provision.

2 What processes do you have for identifying children and young people with SEND? How do you assess their needs?

It is a priority that SEND is identified as early as possible so that appropriate assessment, advice, and provision can be implemented without delay.

Identification of Special Educational Needs are made through:

- liaison with feeder primaries and receipt of transition information
- liaison with parents
- baseline assessments in Y7
- cognitive screening in Y7, Y9 and Y12
- screening for speech, language and communication difficulties
- regular monitoring of progress data via whole school tracking processes
- monitoring through vulnerable learner/Inclusion panel meetings
- regular liaison with Year Managers, Directors of School; Form Tutors, Faculty Leaders and feedback from support staff; regular liaison with outside agencies and support services
- the Learning Support Faculty uses a range of standardised assessments to identify and clarify needs across all areas
- sign-posting to external agencies or medical professionals when a referral for specialist diagnosis may be appropriate.

We consider a wide variety of factors before putting a student on the SEND Support Record. If a student is not making sufficient progress because of SEND, the student is placed on the SEND Support Record with full knowledge and involvement of parents/carers.

Where the school feels that something additional or different is needed to support your child, they will discuss this with you. This information may well be recorded in a document for you and your child, known as a Student Passport. This should include

- strengths and interests
- key barriers to learning
- details of any strategies being used to support your child in class
- details of any extra support or interventions for your child
- student and parent views
- the next date by which your child's progress will be reviewed.

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

Students may receive additional support or intervention as part of whole school provision. This does not, however, necessarily place them on the SEND Support record. Some students are placed on the monitor list including those with a diagnosis who are achieving well. The voice of these students is captured on a student passport a minimum of 2 times per year.

All staff are informed of the needs of individual students via Student Passports in Class Charts and are involved in their progress reviews as part of whole school monitoring and the Student Advocate scheme.

We ensure that we have robust transition procedures in place so that as a secondary school, we are aware of needs at the earliest possible stage.

For some students, subject teachers or support staff may be the first to notice a difficulty with learning. We ensure that assessment of educational needs directly involves the student, their parents/carer, and of course their teachers. The Special Educational Needs Co-Ordinator (SENDCo) will also support the identification of barriers to learning, and we have a range of assessment tools available.

Key Contacts

SEND Governor	Mr Andrew Lindley
Faculty Leader Learning Support/SENDCO/Assistant Head	Ms Kate Hooper
Assistant SENDCo	Mrs Lizzie Palfreman
Assistant SENDCo	Mrs Sarah Bell
SEND Admin Support & Access Arrangements Administrator	Miss Emma Wishart
SEND Inclusion Co-Ordinator	
EHCP Co-Ordinator	Mrs Sally Huby
Sixth Form Learning Mentor	Mrs Sara Caggiano

Staff can be contacted via telephone: 01423 535219 or via email: hgssend@hgs.rklt.co.uk	
3 What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?	
The school and Learning Support Faculty welcome contact from parents. Teaching and Learning Assistants within the Learning Support Faculty provide further opportunity for parents to liaise with a staff member who knows their child well. Parents are invited to participate in review meetings through the Student Advocate scheme. Formal Education, Health and Care plan reviews take place annually or when there is a clear need for an early review in line with the Code of Practice. 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 the impact of any interventions on outcomes. These may take place during Student Advocate parent evenings or during additional meetings or reviews. At times, some students may have an agreed home/school communication to enable staff to keep parents/carers informed of how their child is progressing more regularly. In addition to scheduled consultation evenings and reviews, parents/carers will have the opportunity to meet with teachers and staff from the Learning Support Faculty upon request.	Schools communicate regularly with parents~~,~~ to discuss how well their child is progressing. They listen to what parents have to say and respond appropriately. For students with additional needs 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 you and your child's hopes, personal aspirations and interests. This will allow the school to regularly explain to you where your child is at in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress. On-going communication with school may include: • regular contact by email to keep you informed of things that are going well or 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 and development at home.
4. What arrangements do you have in place in your school to consult with young people with SEND and how do you involve them in their education?	
Student voice is gathered and updated through termly reviews of the Student Passports. The review is strengths-based, and the approach is one	School will obtain the views of all children (student voice) to shape provision through the main school Senate. In addition, it is vital that the views and aspirations of children and young people on the SEND

of 'co-production'. Students are invited to attend meetings as appropriate where their progress is being discussed. Students who have an Education, Health and Care Plan are formally consulted as above and additionally as part of the EHCP statutory annual review. The school approach between staff and students is one of 'positive regard'. It is hoped that this relational approach across school further supports students in developing the confidence needed to share any barriers or challenges they may be experiencing. This ensures we can support effectively and in a timely manner.	support record are listened to, and they are supported to achieve their aspirations as far as possible. Reviews through the Student Advocate scheme and check-ins with key staff contribute to this process.
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	
Each student on the SEND support record has a biannual meeting with their Student Advocate to identify progress against targets and subsequent planning. The review of progress for students on the SEND 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, SEND assessments, reports from outside agencies, reports from teachers and pastoral staff are taken into consideration. The school follows the Assess, Plan, Do, Review cycle as per the SEND Code of Practice as part of a continuous cycle of monitoring outcomes.	We aim for all students to make progress. School will be able to explain how it will be monitoring your child's progress and next steps if inadequate progress is being made. This will usually include progress made with personal targets, as well as overall progress with the National Curriculum. Reviews of Student Passports with students and Student Advocate parent consultations support the review process.
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 students. 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. We have well-established programmes of support for all students at each of the	The Learning Support Faculty 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.

transition points and are committed to working in partnership with students, families and other providers to facilitate positive transitions. **Y6 to Y7** Through a robust transition process, we are aware of student need at an early stage. Primary settings are asked to provide information regarding any Y6 student with SEND who has gained a place at HGS. Visits are then made to all Y6 SEND feeder primary schools by the SENDCo or Assistant SENDCo and members of the Transition Team, under the direction of the Director of Lower School. This includes attending Y6 EHCP Annual Reviews. Additional visits and a more personalised transition programme are arranged for students with more complex additional needs or for those who are more vulnerable. This may include a bespoke transition day for a group of students or individual visits tailored specifically to a student's needs. Our Y7 SEND transition information leaflet supports the process. **KS3 to KS4** Great care is taken to guide students through the options process, and additional meetings are held when needed to give parents of students with additional needs more time to discuss their concerns. Parents can discuss the appropriateness of aspects of the Key Stage 4 curriculum in relation to their child's specific needs and school will endeavour to ensure the curriculum meets need and provides the opportunity to succeed and flourish. **Post 16/18** When students with SEND are moving to a post-16/18 placement, staff liaise closely with careers professionals, Karen Mitchell and Marie-Louise Howard and post-16/18 providers to ensure the transition is as smooth as possible. Staff from the Learning Support Faculty may support additional visits to post-16 settings or providers. **Moving schools** HGS is committed to working in partnership with children, families, and other providers to enable positive transitions. We will assess and develop a bespoke transition plan for identified students when needed. We use a feedback form to monitor parental confidence levels in our transition arrangements for students with SEND who move schools.	

7. What is you School's approach to teaching children and young people with SEND?	
Students with SEND are highly valued where our aim is to empower students to develop the skills and confidence they need to succeed, thrive and access a pathway beyond school which supports aspirations. We are committed to ensuring the success of students who have SEND. We are highly ambitious for our students. 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 core purpose 'Excellence for all'. Most students with SEND are taught in mainstream lessons alongside their peers as part of our inclusive approach. There is an emphasis on high-quality inclusive classroom teaching, which is the first crucial step to meeting the needs of learners with SEND. To assist teachers, the SEND Support Record contains a list of every student in school identified as experiencing barriers to learning. This means that they may require some form of support or adjustment beyond the standard approach. The SEND Support Record is a working document and is updated regularly. Students on the SEND Support Record have Student Passports which provide a detailed description of the student's strengths and barriers along with teaching strategies. The Student Passport is co-produced with students and parents invited to contribute. All educational staff in school act as an Advocate for one student and carry out the APDR process. In addition, general strategies on specific barriers such as dyslexia, dyspraxia, autism, ADHD, social difficulties, can be accessed through the Class Charts SEN tab and the SEND information library so that teachers can continually and progressively develop their understanding at any time. Some examples of additional and different provisions include: • Additional Literacy or Numeracy tuition • Adjusted timetable • Intervention to support SEMH.	High-quality inclusive support for learning within mainstream lessons is the most important factor in helping students with SEND 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 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 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.

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, learning walks, and drop-ins. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners. Staff continually assess progress 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 SENDCo 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 SEND?	
Every teacher is required to adapt the curriculum implementation to ensure access to learning for all in their class. The Teachers' Standards (2021 updated) detail the expectations on all teachers and at HGS. Our teachers use various strategies to ensure access to the curriculum including: 7 Principles Adaptive teaching Accessibility Flexible grouping Dyslexia Friendly Classroom Use of visuals Scaffolding Writing frames iPads, laptops or other alternative recording devices and assistive technology Peer buddy systems Positive behaviour reward system For students with an EHCP or high need and significant evidence gathered from implementation of the graduated approach, interventions outside the classroom (additional and different wave 2 and 3) include: 1-1 tutor Phoenix Centre provision Digital literacy skills	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 may also need an Education, Health and Care plan and/or a risk assessment.

Social communication groups Speech and language intervention EAL support Emotional literacy and regulation Extended pathway A range of appropriate alternative provision including online We use our best endeavours to remove barriers for students with physical disabilities to facilitate their access to all aspects of our provision. Nurture groups are available at break and lunchtime. Students requiring assistance with home learning may access support after school two days each week in the Learning Support Faculty base. Each learner identified as having additional needs, is entitled to support that is 'additional to or different from' the universal adapted curriculum. The type of support is dependent on individual learning needs. School uses a range of interventions to support students 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 if their child is to be offered an appropriate intervention. Parents/carers are invited to discuss the intervention with a member of the Learning Support Faculty and/or appropriate pastoral staff. Students are regularly assessed to ensure progress is made and that the intervention meets the individual needs of the young person. If interventions are timetabled for the student, times and dates are recorded on the student's individual timetable. All interventions are delivered by experienced staff, specifically trained to deliver the programme. Where progress is not sufficient, the student may be transferred to another appropriate intervention. Some interventions may be delivered by external agencies. Some students require special exam arrangements for internal and external examinations. We use Provision Map software to record our range of interventions.	

Student Passports for each student on the SEND Support record are held in the Provision Map system. We modify Student Passports regularly, and interventions may change in response to changes in the needs of our students. In addition, we also have passports for students on the SEND monitor record which are updated annually, at the request of a student or when there is a clear need. This enables student voice to be captured and developed. **The Learning Support Faculty** At times, students may require additional adult support to make better progress and develop independence. We employ a team of highly qualified Teaching and Learning Assistants (TLAs) and Higher-Level Teaching and Learning Assistants (HLTLAs) who, as well as providing in-class support and staffing within the Learning Support Faculty, provide personalised learning programmes and evidence-based interventions under the direction of the SENDCo/Assistant SENDCo. Where teaching assistants work in class, they will work alongside the teacher to ensure all students receive high quality, inclusive teaching. In addition to supporting individual students, Teaching Assistants will regularly support whole class tasks to enable students with barriers to benefit from the specialist skills and subject expertise of the teacher. The focus is always on developing learner independence. For those few students, where more significant help is needed than is regularly available through the school's notional SEND 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, the 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.	
9. What sort of expertise for supporting children and young people with SEND do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEND is current? How do you access and secure further specialist expertise?	
Continuous professional learning is integral to our culture and ethos, supported by Red Kite Teaching School Hub and Red Kite Education.	All staff should receive regular training to enable them to meet a range of SEND. Teachers and teaching assistants should have regular

The Learning Support Faculty has a specialist level of expertise and specialist training. Colleagues hold a range of qualifications including Post-graduate Certificate in Dyslexia and Literacy, PAPAA (qualification to assess for exam access arrangements) and NPQs. Several 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, speech, language and communication, adolescence and mental health, emotional wellbeing, and sensory needs. All members of the Learning Support Faculty are able and experienced in sharing strategies to support a range of special educational needs with teaching and other operational staff. Any additional specialist expertise is sought and secured from the wider North Yorkshire Specialist Network of services.	generic training and specific training to meet individual needs, as necessary. Schools must make effective use of their SEND funding to meet a range of needs. However, if a student has needs and the school has exhausted its repertoire, specialist support should be sought promptly.
10. How do you evaluate the effectiveness of the provision made for children and young people with SEND?	
Monitoring progress is an integral part of teaching and leadership within HGS. The progress of all students, including those on the SEND support record, is evaluated regularly through rigorous data monitoring. The effectiveness of SEND 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 SENDCo, teacher, parent/carer, and student, agree on what they expect to improve following the intervention. A baseline will also be recorded, which can be used to compare the impact of any intervention. If a learner has an Education Health and Care Plan (EHC plan), the same regular review conversations take place. The EHC plan will also be formally reviewed annually. The Learning Support Faculty collates the impact data of interventions to ensure that we are only using interventions that achieve impact. Progress data of all learners is collated by the whole school and monitored by teachers, teaching and learning assistants, Senior Leaders and Governors.	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 or the pre and post 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 learning plans to capture this information, which is recorded during your meeting. This meeting with you and your child is often described as a 'learning review'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness. Other provision, for example provision regularly used in-class (known as High-Quality Inclusive Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.

11. How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?	
Other opportunities for learning Extra activities are open to all students. Our offer is designed to be fully inclusive. For further information please see our Trust Equality Policy available on the school website.	The school's policies should state how all students are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Students with SEND should be equally represented in positions of responsibility e.g. the school senate.
12. How do you support children and young people with SEND 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 SEND and measures to prevent bullying.	
We recognise the particular significance of positive mental health and well-being. We acknowledge the impact that poor well-being and emotional health can have both on a personal level and on long term educational outcomes and attainment. In addition, evidence exists that the covid pandemic has adversely affected the mental health of many young people and particularly those with SEND. For this reason, the school responds to need and invests in a wide range of SEND and pastoral roles whose remit has a focus on social, emotional, and personal development. Our approach includes: • On-going whole school CPL to develop understanding and awareness of Social and Emotional Health, how it may manifest particularly for students with additional needs and strategies to support both in and out of the classroom. • Assemblies which raise awareness of disability and neurodiversity have an anti-bullying message and are delivered by senior staff. • Bulletin spotlights covering relevant topics throughout the year consolidated in assemblies. • SEND awareness and anti-bullying are incorporated into the whole school PSHE programme. • Students with additional needs unable to access mainstream PSHE supported in the Learning Support Faculty. • North Yorkshire 'Ladder of Intervention' implemented.	Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

• Students may be offered a mentor with whom they can meet on a regular basis. • Support from Harrogate Cluster service. An 'in-house' counsellor through Northpoint for students meeting a higher threshold of need. • Referrals for Compass Phoenix, Early Help and CAMHS. • Referral to the SEND Hub for Social, Emotional & Mental Health advice. • The Learning Support Faculty offers a quieter space for vulnerable students at break and lunchtime where support staff are available. • Vulnerable students have regular and frequent check-ins with Teaching Assistants, SEND and pastoral staff regarding the Reach Out app and are supported to use it if necessary. • Every week members of the Inclusion Panel meet to discuss students unable to access school or struggling with attendance. A list of assessments, referrals, and interventions is held. • Bespoke arrangements to support social inclusion for students with additional needs who are unable to access school for specific reasons. • Students participate in the year group school council and Senate. • The Assess, Plan, Do, Review process is implemented with a focus on gathering student voice. In addition to discussing progress, students will be asked about their wellbeing, if they feel safe in school and check they know how to use the Reach Out app. • Student Advocate consultation evenings to gather parent/carer voice. • Extra transition for EHCP/students with additional needs and vulnerable students. • Identified staff trained in Mental Health First Aid (Youth), 'Zones of Regulation' and emotional literacy interventions. • Staff awareness around SEND and Mental Health is developed through weekly Inclusion strategies in the bulletin. • Students participate throughout the year in fundraising activities to support associated charities. • Bespoke arrangements for school trips - Teaching Assistant attendance to support access.	
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 SEND and supporting their families?	

In addition to the special educational provision available within school, we may wish to seek advice from external specialist teams. 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 the Autism Education Trust. Colleagues from Educational Psychology, CAMHS, Disability Children´s Team, Local Authority Support Teams, The Prevention Service, Speech & Language Therapy, and careers are regularly consulted. We also work closely with Lighthouse and Springwell Specialist settings who provide outreach advice and support for our students with complex needs. This collaborative, multi-agency approach ensures that our assessments, advice, and interventions are well informed by experts in each field. Outside agency representatives are invited to play a role in the Annual Reviews of Education, Health and Care Plans. Parents/carers are consulted and asked to sign a consent form before specialist agencies become involved with the student. A full description of all the specialist services and provisions in the area which are universally provided by North Yorkshire County Council is described on their local offer website SEND Local Offer | North Yorkshire Council	The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local targeted mainstream provisions, to help schools 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.
14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school.	
If you have any concerns about the provision made for a student with SEND, the first point of contact is Miss Emma Wishart, SEND Administrator hgssend@hgs.rklt.co.uk She will direct your concern to the most appropriate staff member for your child's Key Stage in the first instance. We seek to constantly evolve and develop provision for all our learners, ensuring 'Excellence for all.' This SEND information report outlines our annual offer to learners with SEND. We are committed to working together with all members of our school community and would welcome your feedback: hgssend@hgs.rklt.co.uk	There must be a designated governor for SEND in the school and complaints about SEND support 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 .
15. Local Offer	

A link to NYCC 'Local Offer" can be found here: SEND local offer | North Yorkshire County Council **Other Useful links** Parents/Carers of students with SEND might find the following whole school policies useful which are available on the school website Special Educational needs & disabilities (SEND) policy Respectful relationships and Behaviour policy Bullying and harassment policy Equality Policy Accessibility policy **Further support and guidance is available from: -** • NYCC SENDIASS (Special Educational Needs Disability Information Advice & Support Service Home - SENDIASS North Yorkshire SENDIASS link is Carol Watson: carol.watson@northyorks.gov.uk • Government Advice The Department for Education: SEND: guide for parents and carers' SEND - Advice for parents & carers	