



**Ripon Grammar School**

**SEND Information Report 2026**

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## Definition of Special Educational Needs (SEND)

1. The SEND Code of Practice (2015) states that a child or young person has a learning difficulty or disability if they: a) have a significantly greater difficulty in learning than the majority of others of the same age; or b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above, or would do so if special educational provision were not made for them (Children and Families Act 2014, s.20). The Code identifies four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; and Sensory and/or Physical Needs.

## Our School Context and Key Contacts

2. Details of the school:

- School: Ripon Grammar School (RGS).
- SENCO: Mrs S O'Brien — NASENCO Award (November 2020).
- Email: obriens@ripongrammar.com | Tel: 01765 602647.
- Headteacher: Mr J Webb
- Designated Governor for Inclusion/SEND: [To be confirmed].

3. RGS adopts a whole-school approach to SEND: all teachers are teachers of students with SEND. We aim to remove barriers to learning through Quality First Teaching (QFT) and evidence-based interventions, raising expectations and enabling students to achieve their potential. North Yorkshire Local Offer: <https://www.northyorks.gov.uk/send-local-offer>

## Identification of Need

4. Teachers are responsible for QFT day-to-day. Where a student is not making expected progress, teachers adapt teaching and use reasonable adjustments in the first instance. A student is considered for the SEND Register when support required is additional to and different from that ordinarily provided for others of the same age. We identify potential needs through a combination of: transition information and liaison with previous settings; performance below age-related expectations; concerns raised by parents/carers, the student, or staff; collaborative work with external agencies; standardised assessments/screening (e.g., CATs; GL/Lucid literacy screening on entry); and existing Education, Health and Care Plans (EHCPs). At RGS, all Year 7 students complete Cognitive Ability Tests (CATs) and literacy screening early in the autumn term; data is shared with staff to inform early support and, where appropriate, diagnostic assessment.

## **A Graduated Approach (Assess • Plan • Do • Review)**

5. We use a cyclical, graduated approach that becomes increasingly personalised:
  1. Assess needs using classroom evidence, data, screening and—where relevant—specialist input;
  2. Plan outcomes and strategies with the student and parents/carers;
  3. Do implement QFT adjustments and targeted intervention;
  4. Review progress and provision regularly, adapting as needed.
  
6. Students with identified SEND are recorded on the SEND Register and have a SEND Pupil Profile / SEND Support Plan outlining needs, strategies and outcomes. Not all referrals to the SEND team result in SEND identification; some support is short-term and monitored through initial concern processes.

## **SEND Pupil Profiles**

7. All students with a K or E code on the SEND Register at RGS have a SEND Pupil Profile. Profiles are co-produced with parents/carers and the student and capture strengths, barriers, SMART outcomes (short-, medium-, longer-term), recommended strategies for teachers, and any targeted interventions or support in place. Profiles are reviewed at least termly and updated when new information becomes available to ensure consistent support across subjects and forward-planning to the next key stages.

## **Partnership with Parents/Carers**

8. We value the expertise of parents/carers and involve them in all decisions about support. Class/subject teachers are available to discuss progress and strategies. The SENCO meets families to review profiles, assessments and external reports. Support plans are reviewed with parental involvement each term where appropriate, homework/resources are adjusted where needed, and families are signposted to SENDIASS North Yorkshire ([info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org) | 01609 536923) for impartial advice.

## **Pupil Voice**

9. Students help shape their support. Teachers/SENCO and support staff co-plan provision with students; they contribute to their SEND Pupil Profiles, discuss progress in mentoring/tutor sessions, and are encouraged to attend review meetings.

## **Teaching, Learning and Assessment**

10. RGS considers all teachers to be teachers of students with SEND. We deliver QFT aligned to our inclusive principles (Connect, Challenge, Explain, Practise, Feedback), with appropriate adaptation and scaffolding. Where necessary, we provide additional or different support to secure progress. Examples of in-school provision (according to assessed need) include: in-class support; access to ICT; literacy (e.g., paired reading), numeracy and study-skills interventions; social communication groups; executive-function support; safe spaces at social times; homework club; touch-typing;

mentoring/counselling; key worker allocation; careers guidance prioritised for SEND students in KS4/5. Progress is tracked through whole-school systems and pupil progress meetings. Heads of Department, Assistant Head (Teaching & Learning), Heads of Year and the SENCO monitor data and trigger timely intervention where expected progress is not secure.

## **How We Adapt the Curriculum and Learning Environment**

11. All students access a broad and balanced curriculum at an appropriate level and pace, learning alongside their peers wherever possible. Adaptations may include: adapted tasks and resources; multi-sensory approaches; pre-teaching and overlearning; explicit vocabulary instruction; visual scaffolds/writing frames, reasonable adjustments to assessment and classroom environment; assistive technology and exam access arrangements (where evidence supports need). Facilities and equipment to support access are secured through the school's delegated SEND budget, High Needs top-up (where applicable), and reasonable adjustments planning. RGS has disabled toilets, lifts/ramps to support access, adapted doors for wheelchair access, and an accessible learning area where temporary impairment limits access to upstairs rooms; room changes can be arranged where needed.

## **Provision Overview**

12. Every student benefits from Quality First Teaching. Depending on need, a student may receive: small-group targeted interventions; individualised programmes; specialist advice/sessions from external professionals; specified 1:1 support during lessons and/or social times; individual targets within a SEND Pupil Profile / SEND Support Plan; and a range of aids (e.g., writing frames) and structured routines. Resourcing: The Headteacher and SENCO plan SEND resourcing with governors, considering students already receiving extra support, those needing additional input, and students whose progress indicates further assessment. This informs decisions about staffing, training and interventions.

## **Inclusion Beyond the Classroom**

13. RGS runs a broad range of co-curricular clubs; students with SEND are encouraged and supported to attend. Trips and visits are planned in consultation with parents/carers; reasonable adjustments and risk assessments are made so that students with SEND can participate. During transition, break and lunch, support may include safe spaces, structured activities, supervision and key-worker check-ins according to need. Anti-bullying: Our culture emphasises kindness, respect and proactive monitoring by Heads of Year. See the Anti-Bullying Policy on our website for full details.

## **Transition Arrangements & Preparing for Adulthood**

14. We plan transitions carefully. Primary to RGS: liaison with feeder schools; attendance at Year 6 annual reviews for students with EHCPs/complex needs; personalised transition where needed; induction day/evening for students and parents. Within RGS: coordinated handover between teachers/Heads of Year; SEND Pupil Profiles updated to support the next stage. To post-16: in KS4,

students with SEND receive priority careers guidance and transition planning; EHCPs include preparing for adulthood from Year 9.

### **Targeted Mainstream Provision (TMP)**

15. RGS does not host a TMP on site. Where a TMP placement is considered appropriate and agreed with the Local Authority, we work with families, the LA and the host provider to coordinate provision and ensure continuity of learning.

### **Use of Alternative Provision**

16. When appropriate (e.g., to prevent exclusion or re-engage a learner), we may commission Alternative Provision. We consider quality, safety, suitability and value for money, and maintain active oversight: clear information exchange, progress monitoring and pastoral support.

### **Supporting Social, Emotional and Mental Health (SEMH)**

17. We recognise some students may need additional SEMH support. Provision may include: tutor support, mentoring and counselling; transition support and social-skills sessions; Pastoral Centre support and Heads of Year involvement; collaboration with the Healthy Child Team and CAMHS where appropriate. Behaviour and achievement are closely monitored; concerns are addressed promptly. See our Positive Behaviour and Rewards Policy for further information.

### **Interventions**

18. Following discussion between the SENCO, teachers and parents/carers, actions may include: setting focused learning targets aligned to current attainment; providing alternative materials or specialist equipment; introducing small-group or individual programmes; allocating adult time to design and monitor interventions; staff CPD to strengthen classroom strategies; and implementing effective in-house intervention without requiring ongoing external input unless indicated.

### **External Agency Support**

19. We work with a wide range of services (as need indicates), for example: North Yorkshire SEND Team; Educational Psychology Service; NHS Speech & Language Therapy; NHS Occupational Therapy; Specialist Nurses; Sensory Support Service (hearing/vision); CAMHS; Healthy Child Team; SENDIASS North Yorkshire; Early Help; SEND & Inclusion Teams; North Yorkshire SEND Hub. External specialists may advise staff, extend expertise, assess needs, support a child directly, or recommend statutory assessment. Advice and strategies are incorporated into the SEND Pupil Profile so all staff can implement consistent support.

## Evaluating the Effectiveness of Provision

20. We evaluate through: learning walks and classroom monitoring by the SENCO, Heads of Department and SLT; tracking progress towards outcomes/targets and in formal assessment; review of intervention impact; book looks; data analysis; student and parent/carer feedback; governor scrutiny; and external evaluation (LA/Ofsted) where applicable. Evaluation findings inform continuous improvement and future planning.

## Medical Needs

21. Medical information is gathered before admission where possible; care plans are co-produced with families and health professionals, and staff receive relevant training. Changes to medical needs for students with SEND should be reported to the SENCO via the school office. See the Medical Policy on our website for further information.

## Policies (Key Links)

Accessibility Plan & School Policies Index: <https://www.ripogrammar.co.uk/about/school-policies>

Positive Behaviour and Rewards Policy (PDF):

<https://www.ripogrammar.co.uk/documents/Positive%20Behaviour%20and%20Rewards%20Policy.pdf>

Anti-Bullying Policy (PDF): <https://www.ripogrammar.co.uk/documents/RGS%20Anti-bullying%20Policy.pdf>

Medical Policy (PDF):

<https://www.ripogrammar.co.uk/documents/Medical%20Policy%202022%20V3.pdf>

Equality & Diversity Policy (PDF):

<http://www.ripogrammar.co.uk/documents/Equality%20and%20Diversity%20Policy.pdf>

Concerns & Complaints Policy (PDF):

<https://www.ripogrammar.co.uk/documents/Concerns%20and%20Complaints%20Policy.pdf>

SEND Policy: available via the school policies page.

## Admissions

22. We are committed to meeting the needs of all children and young people, including those with SEND. Parents/carers are encouraged to discuss identified needs with the school prior to starting so that appropriate support can be planned. Children and young people with an EHCP follow the statutory admission/transfer process and families retain the right to request a named school. See School Admissions and North Yorkshire admissions guidance via the school and LA websites.

## **Safeguarding Students with SEND**

23. Some students face additional barriers to disclosing abuse or neglect. We are committed to anti-discriminatory practice and ensure all students have equal protection. Staff remain alert to indicators of possible abuse, the potential for isolation, and the disproportionate impact of bullying on disabled/SEND students; communication barriers are actively addressed.

## **Compliments, Feedback and Complaints**

24. We welcome feedback about our SEND provision and this Information Report. In the first instance, please contact the SENCO (Mrs S O'Brien): obriens@ripongrammar.com | 01765 602647.

25. If a concern remains unresolved, please contact the Headteacher (Mr J. Webb) and follow the Concerns & Complaints Policy on our website. For EHCP-specific concerns, the NYC Statutory Casework Team will advise on mediation routes. SENDIASS North Yorkshire offers impartial advice (info@sendiassnorthyorks.org | 01609 536923).

## **Staff & Key Teams (RGS)**

26. The Inclusion team includes the SENDCo and teaching assistants

## **Equality and Accessibility**

27. RGS is committed to equality, anti-discriminatory practice and valuing diversity. We work to ensure a secure, accessible environment where all contributions are valued and students with SEND are able to participate fully in learning and wider school life, including trips and clubs. See our Equality and Diversity Policy on the website.

## **Local Authority Local Offer**

28. For North Yorkshire's Local Offer of services and provision for children and young people with SEND (0–25): <https://www.northyorks.gov.uk/send-local-offer>

## **Glossary of SEND Terms**

### **APDR**

Assess, Plan, Do, Review – the graduated cycle of SEND support.

### **SEND**

Special Educational Needs and/or Disabilities.

### **EHCP**

Education, Health and Care Plan – a statutory plan for children and young people with significant needs.

### **QFT**

Quality First Teaching – high-quality, inclusive classroom teaching.

### **SEMH**

Social, Emotional and Mental Health difficulties.

### **SENCO**

Special Educational Needs Coordinator.

### **SALT**

Speech and Language Therapy.

### **OT**

Occupational Therapy.

### **SEND Pupil Profile**

A personalised plan outlining needs, strategies and outcomes to support progress.

### **Local Offer**

The Local Authority's published information about services and provision available for children and young people with SEND and their families (0–25).