



Ripon Grammar School

SEND POLICY 2026

Issue date: February 2026	Review date: January 2027
SENCO: Mrs S O'Brien	Email: obriens@ripogrammar.com Tel: (01765) 602647 SENCO qualification: NASENCO (November 2020) The SENCO is a member of the Senior Leadership Team (SLT)
SEND Governor: Mr Eric Medway	Email via: clerk@ripogrammar.com

Contents

Page	Section	Detail
3	Introduction Policy	2.1 Definition of Special Educational Needs and Disability (SEND) 2.2 Principles and School Ethos 2.2.1 Statutory Duties and Things We Must Do
4	Policy	2.3 Inclusion for All 2.4 Admission Arrangements 2.5 Objectives and Aims
5	Procedure	3.1 Identification of SEND 3.2 Graduated Response and Areas of Need
6	Procedure	3.3 Monitoring Progress and Attainment of Pupils with SEND 3.4 Use of the North Yorkshire Inclusive Mainstream Toolkit 3.5 Transition 3.6 Involving Specialists (Links to Outside Agencies) 3.7 School Requests for Statutory Assessment: Education, Health and Care Plans (EHCP) 3.8 Annual Reviews
7	Procedure	3.9 Teaching and Support Arrangements 3.10 Access to Cultural Capital and Enrichment Opportunities 3.11 Disability & Accessibility (Statutory Responsibilities) 3.12 Recording SEND, Information Sharing and Confidentiality 3.13 INSET and CPD
8	Procedure Roles & Responsibilities	3.14 Safeguarding Children and Young People with SEND 4.1 The Governors' Role 4.1.1 Role of the SEND Governor 4.2 The Role of the Head Teacher
9	Roles & Responsibilities	4.3 The Role of the SENCO 4.4 The Role of Class/Subject Teachers and Form Tutors 4.5 The Role of Support Staff (including MSAs and front-line staff) 4.6 Partnerships and External Agencies 4.7 Parents and Carers
10	Roles & Responsibilities	4.8 Criteria for Evaluating Success 4.9 SEND Information Report 4.10 Examination Access Arrangements 4.11 Complaints Procedure

Appendix 1: RGS Graduated Approach Flow Chart

1. Introduction

Ripon Grammar School (RGS) is a selective school committed to ensuring that all students are equally valued and have access to a broad and balanced curriculum and wider school life. We are highly inclusive and ambitious, with high aspirations for every child and young person, including those with Special Educational Needs and/or Disabilities (SEND). This policy sets out how we comply with the Children and Families Act 2014, the Equality Act 2010, the Special Educational Needs and Disability Regulations 2014, and the SEND Code of Practice 0–25 (January 2015). It should be read alongside our Safeguarding Policy, Accessibility Plan, and SEND Information Report.

2. Policy

2.1 Definition of Special Educational Needs and Disability (SEND)

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 has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than most others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Students must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they are taught.

2.2 Principles and School Ethos

All children and young people are entitled to an appropriate education that is tailored to their needs, promotes high standards and fulfilment of potential. This should enable them to:

- achieve their best;
- become confident individuals living fulfilling lives; and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

RGS values—Respect, Growth, and Support—underpin an inclusive community characterised by tolerance and respect. We prioritise early identification, timely and effective support, and ambitious expectations so that students with SEND achieve strong outcomes and are prepared for happy, healthy, and fulfilling adult lives.

2.2.1 Statutory Duties and Things We Must Do

- Use our best endeavours to secure the special educational provision required by a pupil's needs;

- Ensure that pupils with SEND engage in school activities alongside those who do not have SEND;
- Designate a qualified teacher as SENCO and ensure they hold an appropriate qualification (NASENCO achieved November 2020; from autumn 2024 new SENCOs must work towards/hold the NPQ for SENCOs);
- Inform parents when we make special educational provision for their child;
- Publish our SEND Information Report on the school website and update it at least annually;
- State arrangements for admitting disabled children and the steps taken to prevent them being treated less favourably;
- Provide facilities and publish an Accessibility Plan that shows how we will progressively improve access;
- Have due regard to the Public Sector Equality Duty, including reasonable adjustments and auxiliary aids.

2.3 Inclusion for All

We recognise that some students may be vulnerable to underachievement. While not all will have SEND, some may have Additional Educational Needs (AEN), including students from minority ethnic groups, those with English as an Additional Language (EAL), looked-after children, students with persistent medical and/or mental health needs, young carers, and students at risk of disaffection or exclusion. We ensure access, participation and reasonable adjustments so every student can thrive.

2.4 Admission Arrangements

For learners with SEND but without an EHCP, admission arrangements are the same as for all learners. Where a student has an EHCP, the Local Authority consults with the school. Parents/carers may contact the school to discuss provision prior to application. For mobility or accessibility considerations, early discussion with the school and Local Authority is advised. Admissions information: <http://www.ripongrammar.co.uk/admissions/>

2.5 Objectives and Aims

- Regard SEND as a whole-school responsibility linked to high-quality teaching and raising achievement;
- Adopt a range of teaching and learning approaches across curriculum areas;
- Work in partnership with students, parents, governors, partner and outside agencies;
- Use robust systems of monitoring, target-setting and reviewing progress that meet individual needs;
- Enable full participation in school life as far as reasonably practicable and compatible with efficient education of all;
- Provide an appropriate, ambitious curriculum that prepares students for life beyond school;
- Ensure smooth transitions into, within and beyond RGS;
- Resource the SEND department appropriately and provide ongoing CPD for staff.

3. Procedure

3.1 Identification of SEND

Identification is embedded in whole-school monitoring of progress and development. Concerns may arise from primary partner schools, standardised tests (e.g., LUCID/GL, CATs, SATs), teachers, parents/carers, outside agencies, students themselves, in-school monitoring, the SEND Team and the Pastoral Centre.

Teachers are responsible and accountable for the progress and development of pupils in their classes, including where pupils access support from teaching assistants or specialist staff. The following process applies:

1. Log any concern about progress, development via Forms accessible via the SEND Register
2. Record and log parental/pupil concerns within one week on SharePoint or CPOMS
3. At this stage the pupil is not regarded as having SEND. Response to reasonable adjustments will inform next steps.
4. Discuss concerns with parents to gather context and agree reasonable adjustments; review impact at the next pupil progress meeting (minimum one full term)
5. Persistent disruptive/withdrawn behaviour does not necessarily indicate SEND. Teachers assess for underlying factors (e.g., learning, communication, mental health) with SENCO support; consider Early Help in line with North Yorkshire guidance.
6. Regular assessments identify pupils making less than expected progress given age and circumstances, including wider development/social needs.
7. If appropriate, SENCO confirms SEND status. Pupils at SEN Support appear as Code K on the census; advice may be sought from the local SEN Hub as required.
8. RGS uses an "R" (Review) code to indicate students who may require in-class adaptations addressed through high-quality first teaching before placement at Code K. Records are stored securely on Bromcom/SharePoint (GDPR-compliant).

3.2 Graduated Response and Areas of Need

We remove barriers and put effective provision in place through a 4-part cycle: Assess, Plan, Do, Review (APDR). Parents are informed and signposted to North Yorkshire SENDIASS and the Local Offer (links available via the school website).

- Assess: At the start of each termly cycle, review need to inform adjustments, approaches, resources, interventions and/or support;
- Plan: Agree with parents and the young person at least termly; class/subject teacher drafts the plan (supported by SENCO) with outcomes, strategies and a review date;
- Do: Class/subject teacher remains responsible; where TAs/specialists deliver provision, teachers continue to plan, oversee and assess impact;
- Review: Evaluate impact and quality of support with parents and the young person; agree next steps.

Four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical Needs.

3.3 Monitoring Progress and Attainment of Pupils with SEND

The SENCO tracks attainment and progress from individual starting points, analysing assessment data, reviewing SEND Support Plans, and partnering with staff to evaluate intervention effectiveness. Monitoring includes academic outcomes and broader development such as social, emotional and communication skills. Findings inform provision planning and strategic decisions.

3.4 Use of the North Yorkshire Inclusive Mainstream Toolkit

RGS uses the NY Inclusive Mainstream Toolkit to guide inclusive classroom practice and targeted support. The SENCO supports staff to use it when planning interventions, adapting teaching and reviewing plans. Impact is evaluated through APDR cycles, pupil/parent voice and provision audits; outcomes inform CPD and school improvement planning.

3.5 Transition

We liaise closely with feeder schools and providers at transition (Year 7, Year 9, in-year and post-16/18). Personalised transition packages are created where appropriate. Careers staff work with the Inclusion Department to support appropriate choices and opportunities. Transition information is shared promptly to secure continuity of support.

3.6 Involving Specialists (Links to Outside Agencies)

Where a pupil continues to make less than expected progress despite evidence-based interventions, the SENCO— with parental consent— may involve external specialists. Class/subject teachers engage with recommendations, incorporate them into plans and facilitate information sharing between home and professionals.

3.7 School Request for Statutory Assessment: Education, Health and Care Plans (EHCP)

Where support at SEN Support is insufficient, the school may request statutory assessment in consultation with parents and professionals. Evidence includes intervention records, provision maps, attainment data, professional reports, pupil/parent views and agency involvement. Where an EHCP is issued, provision in Section F must be delivered. APDR cycles continue alongside an Annual Review held within 12 months of issue and annually thereafter.

3.8 Annual Reviews

Annual Reviews evaluate outcomes, provision and progress, and consider amendments to the EHCP. Reviews for students at SEN Support are held in line with calendared review points and parent evenings as appropriate.

3.9 Teaching and Support Arrangements

Most pupils with SEND are taught in mainstream classes alongside peers. Staff use a range of strategies and adapted resources to remove barriers to learning. In-class support is targeted to

maximise curriculum access and progress; Teaching Assistants work under the direction of teachers. Additional intervention—individual or small group—may be delivered before/during school according to need. We promote equality of opportunity and anti-discriminatory practice across the curriculum and co-curricular life.

3.10 Access to Cultural Capital and Enrichment Opportunities

Pupils with SEND are actively supported to access trips, enrichment and extracurricular clubs. Reasonable adjustments are planned to secure participation. Engagement is monitored via attendance, pupil voice and staff feedback to ensure equitable access and positive impact on personal development.

3.11 Disability & Accessibility (Statutory Responsibilities)

RGS makes reasonable adjustments under the Equality Act 2010 and implements its Accessibility Plan. Our plan is aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum;
- Improving the physical environment to enable disabled pupils to take better advantage of facilities/services; and
- Improving the availability of accessible information for disabled pupils and families.

Given the listed status of some buildings, not all adaptations are feasible; we seek practical solutions (e.g., ground-floor rooming; lift access where available) within budgetary constraints. The plan is reviewed regularly and adapted to temporary conditions where reasonable (e.g., mobility issues).

3.12 Recording SEND, Information Sharing and Confidentiality

The SENCO maintains up-to-date records for pupils with SEND on Bromcom and secure SharePoint areas with appropriate access controls. Teachers access EHCPs, plans and profiles via Related Documents. Staff handle personal data in line with GDPR and the school's data protection policy, sharing only on a legitimate professional need-to-know basis. Safeguarding concerns override confidentiality and must be escalated without delay in line with school procedures.

3.13 INSET and CPD

We invest in ongoing CPD to develop staff expertise. Training is delivered in-house and via LA/other providers, aligned to identified needs and QA findings. RGS operates a rotating programme covering, for example, ADHD, Autism Spectrum Condition and dyslexia; staff can request CPD matched to roles and interests. Impact is monitored via learning walks, plan scrutiny, pupil outcomes and stakeholder voice. The Inclusive Mainstream Toolkit informs coaching and next steps.

3.14 Safeguarding Children and Young People with SEND

We recognise additional barriers when identifying abuse/neglect for some children with SEND (e.g., assumptions about behaviour/injury, increased risk of isolation, disproportionate impact of bullying, communication barriers). Staff remain vigilant, follow safeguarding procedures and ensure appropriate support for pupils who may have increased contact with adults for personal care. Anti-discriminatory practice is central to our approach.

4. Roles and Responsibilities

4.1 The Governors' Role

The Governing Board ensures that necessary provision is made for students with SEND and that statutory duties are met, including publishing the SEND Information Report annually on the website. Governors work with leaders to consider strategic approaches and resource deployment, including the use of pupil premium for eligible pupils. A named Governor has specific oversight of SEND (Eric Medway).

4.1.1 Role of the SEND Governor

The SEND Governor will act as a critical friend to the SENCO, visiting at least termly and maintaining familiarity with the SEND Code of Practice (Chapter 6). They will:

- Monitor progress/attainment, attendance and exclusion (including internal exclusions) for pupils with SEND;
- Check that pupils with SEND are not unfairly treated or disproportionately removed from lessons or enrichment;
- Assure that pupils access a broad curriculum and social experiences and do not disproportionately miss creative content or breaks due to support;
- Review policies for non-discrimination towards pupils with SEND;

They will also investigate:

- Gaps/differences in performance, attendance or exclusions between pupils with and without SEND;
- Strengths and areas for development in SEND provision and representation in the School Development Plan;
- Views of parents/carers, pupils with SEND and staff regarding the effectiveness of provision.

They will report each term to the full governing board on findings and recommendations.

4.2 The Role of the Headteacher

The Headteacher has strategic responsibility for SEND policy and provision, ensuring compliance with the Children and Families Act 2014 and the Equality Act 2010. With the SENCO and SLT, the

Headteacher maintains a clear picture of resources (e.g., whole-school provision maps) and ensures that staff are aware of and able to meet identified needs.

4.3 The Role of the SENCO

- Oversee day-to-day operation of the SEND policy and line-manage the SEND team;
- Liaise with the Designated Teacher where a looked-after pupil has SEND;
- Advise on the graduated approach and effective deployment of budget/resources;
- Be a key point of contact for parents/carers and external agencies; ensure smooth transitions;
- Keep SEND records up to date; ensure Equality Act 2010 compliance (reasonable adjustments, access arrangements);
- Coordinate examination access arrangements with the Exams Officer in line with JCQ AARA;

The SENCO is allocated sufficient leadership time and administrative support to fulfil these responsibilities effectively.

4.4 The Role of Class/Subject Teachers and Form Tutors

- Are responsible and accountable for progress and development of pupils in their classes, including where support is provided by TAs or specialists;
- Identify potential SEND promptly and follow the APDR cycle.
- Set high expectations; use assessment to identify barriers; make reasonable adjustments and deliver high-quality teaching;
- Work collaboratively with TAs/specialists; engage with CPD and keep abreast of SEND initiatives.

4.5 The Role of Support Staff (including MSAs and front-line staff)

- Promote independence, resilience, self-esteem and social inclusion;
- Collaborate with teachers to remove barriers to learning and provide timely feedback;
- Contribute to reviews and reports; attend relevant CPD; adhere to TA Standards as applicable.

4.6 Partnerships and External Agencies

We work with: NYCC SEND and Educational Psychology Service; Child Development Centre (Harrogate) including Physiotherapy and OT; medical services; Healthy Child Team; Early Help; Compass Phoenix; advisers for Hearing/Physical/Visual Impairment; CAMHS; Wellbeing in Mind (Harrogate District); Social Services; college and industry links; the NYC SEN Hub (Communication & Interaction, Cognition & Learning, SEMH).

4.7 Parents and Carers

We value parents/carers as partners and inform them when special educational provision is made. We respond promptly to queries and signpost to North Yorkshire SENDIASS (info@sendiassnorthyorks.org; Helpline 01609 536923) for independent advice and support.

4.8 Criteria for Evaluating Success

- Feedback from students, parents/carers, staff and external agencies;
- Outcomes in national examinations and internal assessments; value-added progress; standardised assessments;
- APDR and Annual Review outcomes; tracking and monitoring of interventions;
- Benchmarking against local/national SEND dashboards; attendance; exclusions; student voice.

4.9 SEND Information Report

The statutory SEND Information Report—updated at least annually—sets out our provision and practice, including Admissions, Early Identification, Curriculum/Assessment, SEMH, Medical needs, External Agencies, Parent/Student Voice, Equality & Accessibility, Staffing, Evaluation, and Compliments/Concerns/Complaints. It is published on the school website.

4.10 Examination Access Arrangements

The Headteacher delegates responsibility for managing access arrangements to the SENCO. The SENCO and Exams Officer complete annual training to ensure compliance with the JCQ Access Arrangements and Reasonable Adjustments (AARA). Decisions are based on a history of need and evidence that arrangements reflect a candidate's normal way of working. Evidence may be gathered from Year 9 on a trial basis and must be robust before submission. Where required, a qualified assessor completes Form 8 (or JCQ-approved alternative). Approved arrangements are processed via AAO by published deadlines; evidence is retained for JCQ inspection. Arrangements are typically confirmed by the end of Year 10 or following Year 11 mocks and communicated in writing to parents/carers and students.

4.11 Complaints Procedure

Complaints regarding this policy or its implementation should be addressed to the Headmaster, Mr Jonathan Webb.

Appendix 1: RGS Graduated Approach Flow Chart

RGS SEND Graduated Approach

