



## **SEND INFORMATION REPORT**

**Review date:** January 2026

This report contains key SEND information about what is offered to students at Ripon Grammar School. This report was produced in consultation with parents/carers and students. Please feel free to explore the contents of this document which explains in more detail the provision that will be made for your child at Ripon Grammar School. If you would like to find out more, please contact the Special Educational Needs Co-ordinator:

**SENCo:** Mrs S O'Brien

**Date of NASENCo Award :** November 2020

[obriens@ripongrammar.com](mailto:obriens@ripongrammar.com)

(01765) 602647

The member of the SLT who oversees SEND is Mr Ben Fearnley

This report is shared and evaluated with key members of the Governing Board and was reviewed and updated January 2025

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## 1. The Local Authority Offer

Since September 2014 Local Authorities (LA) and schools have been required to publish and keep under review information about services they expect to be available for children and young people with special educational needs and disabilities (SEND) ages 0-25. This is called the '**Local Offer**'.

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents/carers in understanding the range of services and provision in the local area.

The Local Offer can be found on the North Yorkshire County Council Website  
<https://www.northyorks.gov.uk/send-local-offer>

## **2. Principles**

### **Our Values:**

**Outstanding boarding and day education for young people aged from 11-18 instils in our students the following values:**

- Respect (Integrity, Inclusivity)
- Growth (Curiosity , Aspiration)
- Support (Empathy, Kindness)

### **Our Vision:**

**Developing these values through the following objectives:**

- Maintaining high academic performance and creativity within the context of a selective grammar school
- Providing a stimulating environment – curricular and co-curricular
- Ensuring positive outcomes for life after school
- Establishing a safe and secure environment for both boarding and day students
- Developing strong relationships between students and staff
- Promoting the development of individual leadership
- Supporting physical and emotional wellbeing
- Remaining linked, as a community school, to the local community and environment

At Ripon Grammar School we engender a harmonious school community, underpinned by tolerance and respect so that students are well prepared for life in modern Britain and for contributing to the global community.

We are committed to the equal inclusion of all students in all areas of school life. We recognise the diverse and individual needs of all of our students and take into account the additional support required by those students with Special Educational Needs and/or Disabilities.

### 3. General Information

Ripon Grammar School is a selective school, which accepts students in the top twenty-eight percent of the ability range. The school is committed to the academic and personal development of all students.

Ripon Grammar School adopts a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all students. We are committed to ensuring that students with SEND achieve their full potential.

At Ripon Grammar School the SENCO is the appointed designated teacher for Looked after Children and ensures all teachers in school understand the implications for those children and young people who are looked after and have SEND.

We believe in positive intervention, removing barriers to learning, raising expectations and accelerating levels of achievement. As a school, we also work in partnership with other agencies to ensure that all our SEND students have a positive educational experience.

There are four broad areas of SEND, these are:

- **Communication and Interaction**  
This area of need includes young people with Autism Spectrum Condition and those with Speech, Language and Communication Needs i.e. [EM1]Autism and SLCN
- **Cognition and Learning**  
This includes young people with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties. This includes dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health Difficulties**  
This includes any young people who have an emotional, social or mental health need that is impacting on their ability to learn. This includes ADHD, anxiety, depression , eating disorders and other mental health conditions.
- **Sensory and/or Physical Difficulties**  
This area includes young people with a hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

#### **4. Safeguarding Students with SEND**

Some students have an increased risk of abuse, and additional barriers can exist for some students with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise students' diverse circumstances. We ensure that all students have the same protection, regardless of any barriers they may face.

The additional barriers that can exist when recognising abuse and neglect in this group, include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration;
- Students being more prone to peer group isolation than other students;
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in overcoming these barriers.

Students with disabilities may have regular contact with a wide network of carers and other adults for practical assistance in daily living, including personal intimate care, hence our being mindful that such situations can increase the opportunity for an abusive adult to be alone with a student.

## 5. SEND School Admissions

We are committed to meeting the needs of all children and young people including those with Special Educational Needs and/or Disabilities. We would ask parents/carers to discuss the identified needs with the school prior to starting so that appropriate support and intervention can be planned and implemented. Advice from the Local Authority (LA) or other agencies may be requested to ensure the school can meet any needs appropriately.

Full details of our admission arrangements can be found in the School Admissions policy. Further details about admissions across the Local Authority (LA) are available from North Yorkshire County Council.

Children and young people with an Education, Health and Care Plan follow a different admission and transfer process for a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

If you would like to discuss your SEND requirements in detail, please contact the SENCO:

Mrs S O'Brien

[obriens@ripongrammar.com](mailto:obriens@ripongrammar.com)

or call the school on 01765 602647

## **6. Key Policies**

Ripon Grammar School policies can be found on the website. Policies for parents/carers of children and young people with SEND are listed below:

- Accessibility Plan
- Anti-Bullying Policy
- Concerns & Complaints Policy
- Equality and Diversity Policy
- Positive Behaviour and Rewards Policy
- Special Educational Needs and Disability Policy
- Medical Policy
- Admissions Policy
- Examination Policy
- Risk Assessment Policy for Student Welfare



## 7. Contacts

Please see below contacts for Special Educational Needs and Disability at Ripon Grammar School:

**Mrs S O'Brien** - The Special Educational Needs Coordinator and would be the first point of contact for information about SEND provision.

- |                      |   |
|----------------------|---|
| • Mr J. Webb         | Headmaster                              |
| • Mrs Keelan-Edwards | Deputy Head (DSL and Pastoral)          |
| • Mr Fearnley        | Assistant Head (Teaching and Learning)) |
| • Mr Eric Medway     | Designated Governor for Inclusion       |

It is the SENCO's responsibility to:

- a) Oversee the day to day operation of the school's SEND policy and line manage the SEND team.
- b) Liaise with the relevant designated teacher where a looked after student has SEND.
- c) Advise teachers on using a graduated approach to providing SEND support.
- d) Advise on the deployment of the school's delegated budget and other resources to meet the student's needs effectively.
- e) Liaise with and provide a point of contact for parents/carers of students with SEND who can telephone the school on (01765) 602647 email [obriens@ripongrammar.com](mailto:obriens@ripongrammar.com)
- f) Liaise with and be a point of contact for external agencies.
- g) Liaise with previous and potential providers of education to ensure students and their parents are informed about options and the smooth transition is planned.
- h) Ensure that the school keeps the records of all SEND students up to date.
- i) Work with the Headmaster and school Governors to determine the strategic development of the SEND policy and provision in the school.
- j) Work with the Headmaster and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regards to reasonable adjustments and access arrangements.

## 8. Early Identification and Assessment

At Ripon Grammar School, we aim to ensure that students who are thought to have a special educational need are identified and assessed as early as possible. All students in Year 7 undertake Cognitive Ability Tests and Literacy screening in the first half of the Autumn term. These results are standardised and made available to all staff. Additional diagnostic assessments for individual students may also be arranged as required.

The results of these tests, along with their KS2 data and information gathered through the transition process (information from primary school), will determine the level of initial intervention.

In addition, students with SEND are also identified at our school in the following ways, including:

- Information from classroom staff
- Information from parents/carers
- Information gathered from outside Agencies
- Students themselves
- Information from in-school monitoring
- Information from the SEND Team
- Information from Heads of Years and the Pastoral Centre

We adopt a graduated response approach to meeting a student's special educational needs and/or disabilities, which is called 'Assess, Plan, Do, Review'.

This means that we will:

- **Assess** a student's special educational needs
- **Plan** the provision to meet your child's aspirations and agreed outcomes
- **Do** put the provision in place to meet those outcomes
- **Review** the support and progress

In the process of determining whether a student has SEND, we may also gather information from CATs, GL Assessment's Lucid screening conducted in Year 7, and feedback from teachers and parents.

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called Quality First Teaching which is embedded within our six inclusive Quality First Teaching Principles of challenge, explain, model, deliberate practice, question and feedback.

When a student is identified as having special educational needs and/or disabilities, Ripon Grammar School will provide interventions and support that are additional to, or different from, those provided as part of the school's usual differentiated curriculum. This intervention will be described as SEND Support. The level of additional intervention and

support will depend on the individual needs of the student. The student will be placed on the SEND Register and parents/carers will be informed.

For these students either a pupil profile will be produced, this will provide details of the provision/strategies that we will make to meet a child's student's special educational needs and agreed outcomes.

It is important to note that not all students referred to the SEND team will be SEND students; any support and guidance may be short, medium or long term.

## **9. Transition**

We recognise that transitions can be difficult for a child/young person with SEND and we take steps to ensure that any transition is as smooth as possible.

### **From primary to secondary:**

As part of the whole school transition process there is close liaison between feeder schools for SEN students joining Ripon Grammar School in Year 7 and Year 9 or during a school year. Information is recorded on the school admission form. Liaison includes Ripon Grammar School staff visiting schools and attending review meetings. For some students a personalised transition package is made available. SEND students moving on to further and higher education are supported in this transition through arrangements agreed at the transition review meeting. The support is tailored to meet the needs of each student.

Alongside this, the designated Head of Year visits all of our primary feeder schools to gain as much information as possible about the students, including SEND information.

The SENCO will also attend Year 6 annual review meetings for EHC Plans and complex SEND Support students. This provides an excellent opportunity to answer any questions and ease any worries and concerns that students and/or parents/carers may have during this transition period.

All students are invited to attend an Induction Day which allows students to experience sample lessons, designed to build self-confidence and familiarise themselves with Ripon Grammar School. We value the importance of including parents and carers as much as possible in their child's transition to Ripon Grammar School. Parents are invited into school in the summer term of Year 6 for the Induction evening. This gives parents a further opportunity to look around the School, meet staff and discuss any concerns that they may have before their child starts in Year 7.

### **From / to another school:**

Where a student transfers from Ripon Grammar School to another secondary school we will support that school in its transition process.

### **Educational Health Care Plan**

EHCP plans are reviewed annually. Students with an Education and Health Care Plan (EHCP) will have a transition review in Year 9, guided options choices and further support through Years 10, and 11 to ensure that their EHC Plan is in place to support their transition to post 16 provision, adulthood and independent living.

### **SEND Profiles**

From Year 9, students with a SEND Profile will also receive support with guided options choices and further support through Years 10 and 11 to ensure that their plan supports their transition to post 16 provision and into adulthood and independent living.

**From secondary to post 16 education**

In preparation for transition at the end of Year 11, all SEND students are given priority in careers guidance support.

## 10. Curriculum, Teaching and Assessment

Ripon Grammar School considers all teachers to be teachers of students with SEND. Staff are trained to be able to identify and provide for students with SEND to ensure they can achieve their potential.

Ripon Grammar School prioritises being inclusive and will endeavour to support every child regardless of their level of need. All students follow the National Curriculum at a level and a pace that is appropriate to their abilities alongside their peers. At times, and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match student ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all students have access to the school curriculum and all school activities.
- Help all students achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all students, teaching students in a way that is more appropriate to their needs.
- Support students to gain confidence and improve their self-esteem.
- Work in partnership with parents/ carers, students and relevant external agencies in order to provide for students' special educational needs and disabilities.
- Identify, at the earliest opportunity, all students that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all students with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Promote self-worth and enthusiasm by encouraging independence at all ages and ability levels.
- Give every student the entitlement to a sense of achievement.
- Review the policy and practice regularly in order to achieve best practice.

The school's focus is **Quality First Teaching** (QFT) where differentiation in lessons allows the individual needs of all students to be met. Where a student's individual need requires further support, the school can provide additional support for an enhanced personal learning experience.

Additional support available within the school includes:

- In-class support
- Paired Reading intervention
- Maths intervention
- Social Communication Groups
- Support with executive functioning
- Mentoring and counselling
- Safe Spaces in social times

- Touch typing [EM2]
- Access to ICT
- Homework club
- A broad range of extra-curricular activities
- Preparation for adult life covered by a variety of activities throughout the academic year
- Careers department
- Allocated Key Worker

Support can involve ongoing learning provision throughout the year or short-term blocks of intensive learning provision over a number of weeks. It may be daily or weekly depending on need. Provision can also take place at different times in the day: before school, during school and after school. Additionally, some students work on their additional provision (work) at home. This is then followed up by regular progress checks and extra support if required.

### **Tracking and Progress**

At Ripon Grammar School, all staff are responsible for assessing, monitoring and tracking the progress of our students. At a whole school level, aspirational targets are set for all students including those with SEND. Staff are responsible for setting each student achievable yet challenging targets within lessons and having high expectations of progress.

Heads of Department, Assistant Headteacher (Teaching and Learning), Head of Year and the SENCO regularly check on the progress of students and if someone is not making the expected levels of progress then intervention is put in place.

## 11. Social and Emotional Needs

At Ripon Grammar School, we recognise that some students have additional social and emotional needs that require nurturing and developing. These needs can manifest themselves in a number of ways, including behavioural difficulties or anxiety and in communication difficulties.

For those students who find aspects of this difficult, we offer:

- Tutor support
- Mentoring
- Transition support
- Social skills sessions
- Support from the Healthy Child Team
- Mental Health support in conjunction with CAMHs
- Support from the pastoral team

If parents/carers, or school staff, become concerned about any developing behaviour, then we will arrange to meet with you to try to determine any possible causal factors and to plan appropriate provision to support your child's needs.

### Pastoral Centre and Heads of Year (HOY)

The HOYs help all students in relation to their care and support both inside and outside the classroom. Behaviour and achievement is monitored closely by staff and issues are addressed quickly and effectively, leading to better learners and enhanced performance in the classroom. The HOYs have a wide range of responsibilities such as: tracking and monitoring attendance, punctuality, behavior, student progress, bullying, detentions, friendship issues, family problems. We endeavour to solve any issues that create barriers to learning. The HOYs work closely with parents/carers as well as other agencies to provide the most effective support for students.

For further information, view the Positive Behavior and Rewards Policy.

[Positive Behaviour and Rewards Policy.pdf \(ripongrammar.co.uk\)](#)

The Pastoral Centre and Heads of Year can be contacted by email & telephone on:

01765 602647

[Hoy7@ripongrammar.com](mailto:Hoy7@ripongrammar.com)

[Hoy11@ripongrammar.com](mailto:Hoy11@ripongrammar.com)

[Hoy8@ripongrammar.com](mailto:Hoy8@ripongrammar.com)

[sixthform@ripongrammar.com](mailto:sixthform@ripongrammar.com)

[Hoy9@ripongrammar.com](mailto:Hoy9@ripongrammar.com)

[Hoy10@ripongrammar.com](mailto:Hoy10@ripongrammar.com)



## **Measures taken to prevent bullying**

Our response to bullying does not start at the point at which a student has been bullied. We work hard to embed core values of kindness and care for others. Students treat one another and the school staff with respect because they know that this is the right way to behave.

Values of respect for staff and other students, an understanding of the value of education, and a clear understanding of how our actions affect others permeate the whole school environment and are reinforced by staff and older students who set a good example to the rest of the community.

The Heads of Year are pro-active in their monitoring and investigation of alleged bullying incidents. Information is entered onto our database enabling patterns of behaviour to be identified earlier.

For further information, view the Anti-Bullying Policy.

<https://www.ripongrammar.co.uk/documents/RGS%20Anti-bullying%20Policy.pdf>

## 12. Medical

All students with a medical need will usually be identified before they begin Ripon Grammar School. Discussions with families usually begin the term before they start in Year 7. A document is given out to parents / carers asking for home to declare if their child has a medical need that requires enhanced support or to be monitored in school.

For students joining the school at other points in the school year, medical information should be shared at the initial school meeting.

Students with allergies or a condition which is sensitive to various foods must provide information from their GP so that we can ensure the school kitchen is fully aware of dietary requirements.

Once these documents are returned a care plan will be created in consultation with students, home and any health care professionals involved.

School staff also receive regular training to support students with medical conditions and work with specialist colleagues when needed to ensure that students' medical needs are supported effectively.

If a student has SEND then any change to medical needs during the academic year needs to be reported to the SENCo via the school office.

For further information, view the Medical Policy.

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

### 13. External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

**At Ripon grammar School we work with a wide range of agencies to enable us to meet the needs of students with SEND and to support their families.** Some examples are:

- SEND team North Yorkshire
- Educational Psychology Service
- NHS Speech and Language Therapy Service
- NHS Occupational Therapy Service
- NHS Specialist Nurses, advice on how to help some students
- Sensory Support Service (*for students with a visual and/or hearing impairment*)
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Child Team
- Special Educational Needs and Disability Independent Advice Service (North Yorkshire SENDIASS)
- Early Help
- Special Educational Needs and Disabilities and Inclusion Teams
- The North Yorkshire SEND Hub

Agencies are contacted on an as-needs basis, and advice can be sought from our designated key workers within the North Yorkshire Special Educational Needs and Disabilities (SEND) team in the first instance.

## **14. Consulting with parents / carers and young people**

The partnership with parents/carers plays a key role in enabling children and young people with SEND to achieve their full potential. Parents are informed when students are placed on the SEND register and are involved in all stages of the process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs will be treated as partners and will be supported and encouraged to play an active and valued role in their children's education.

We are committed to working with parents and carers to identify their child's needs and required support. Parents and carers will be involved throughout the process through:

- Meet the tutor / subject teacher evenings
- Ongoing discussions with tutor, HOYs, SENCo
- Parents evenings
- Email contact
- Through a review of a student's SEN Support Plan/Student Profile or the Annual Review of their EHC Plan

Teachers/SENcos and Support Staff work with students to identify the support needed to meet agreed outcomes. The provision is planned, and interventions allocated to individual needs. The students are encouraged and supported to take an active role with setting their outcomes and discussing them with the SENCo or Support Staff.

The local authority's SEND – Information, Advice and Support Service (SENDIASS) provides information and support to parents of children with SEND. A wide range of support and advice may be obtained by contacting this independent service. They can be contacted on:

- SENDIASS Website: SENDIASS
- Email - [info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org)
- Helpline: 01609 536923

When a student is identified as SEND, teachers/SENCo and Support Staff will work with them to identify the support needed to meet agreed outcomes. The provision is planned, and interventions are allocated to individual needs. Students, parents/carers are encouraged to take an active role in setting their outcomes by discussing them with the SENCo. Students are actively encouraged to contribute their views regarding their needs, how to best help them and the progress they have made. Students are encouraged to attend any review meetings held for them. They also have regular mentoring sessions with tutors to discuss their progress.

## **15. Equality and Accessibility**

### **Equality**

At Ripon Grammar School we are committed to equality. We aim for every student to develop fully their potential no matter what their needs. Ripon Grammar School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all students and families. We aim to:

- Provide a secure and accessible environment in which all our students can flourish and in which all contributions are considered and valued.
- Include and value the contribution of all families to our understanding of equality and diversity.
- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

For further information you can view the Equality Policy Statement

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

### **Accessibility**

Ripon Grammar School is a caring, inclusive and creative school and actively seeks to promote the inclusion of students with SEND. We use our best endeavours to ensure that all students with SEN and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school.

‘All schools have duties under the Equality Act 2010 towards individual disabled students. They must make reasonable adjustments to prevent them being put at a substantial disadvantage. Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations’ (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published June 2014 for implementation in September 2014.)

Adaptations and provisions are made for SEN and disabled students to enable them to participate in all school trips and other out of class activities.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extra-curricular activities. For example, current students with SEND have been involved with the following clubs: lunchtime and break time clubs, homework club, STEM club, sports clubs, and live performance events. SEND students have also participated in

student panels for new members of staff, Year 6 transition support and in the regular school productions and concerts.

#### **Existing facilities to assist physical access to the school**

- Disabled toilet facilities are available please see map on accessibility plan.  
<https://www.ripongrammar.co.uk/about/school-policies/>
- Lifts and ramps on site to support access.
- Appropriate external and internal doors enable wheelchair access.
- An accessible learning area is available for students with a temporary impairment or medical condition, which prevents them accessing upstairs classrooms.
- Room changes can also be made for students with temporary medical conditions which prevent them accessing their usual classrooms.
- We provide an accessible meeting room for parents/carers or visitors with a disability.

## **16. Staffing**

Our key staff working with students with SEND are as follows:

### **Special Educational Needs Coordinator:**

**SENCO** Mrs S O'Brien

**Teaching Assistants:** Mrs S Rickard, Mrs H Naish, Mrs N Sala, and Mrs Lee

**School Health Workers:** Mrs Chan and Miss Britton

Mrs S Chan and Miss C Britton also support the SEMH area of need for some SEND students.

All members of teaching and support staff have regular opportunities to access continuing professional development (CPD) both inside and outside of school.

## 17. Evaluating Success

The success of Ripon Grammar School SEND provision is evaluated through:

- The monitoring of classroom practice by the SENCO, Heads of Departments and Senior Leadership Team.
- The progress made by SEND students in terms of target grades in core and other subjects.
- The performance of SEND students in nationally accredited tests and examinations.
- The analysis of student tracking and testing data for both individual students and cohorts.
- The monitoring of policy and practice by the Governor for Inclusion.
- Comments from parents and students.
- External evaluation by North Yorkshire LA and OFSTED inspections.
- Parental involvement, especially attendance at reviews.
- Collating this information in order to self-evaluate the success of the department, build on success and look for areas for improvement and innovation.
- Staff and parent feedback is collected annually, and parents with concerns are provided with the opportunity to discuss these issues. Student feedback is gathered more frequently through regular meetings with the SENDCo or the SEND Key Worker.



## 18. Compliments, Feedback and Complaints

Compliments are welcomed and can be passed on either directly to staff and the SENCO, or formally recorded in the form of a letter to the Headmaster.

**We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents/carers about their child's experience. We would also like your views about the content of our SEND Information Report.**

If you have a complaint about our SEND provision please contact the SENCO in the first instance.

The school SENCo can be contacted as follows:

Mrs S O'Brien

[Obriens@ripongrammar.com](mailto:Obriens@ripongrammar.com)

School Telephone number: 01765 602647

If you are not satisfied with a decision or with what is happening for your child's Special Educational Needs and/or Disabilities, please contact the Headmaster Mr J. Webb.

If we cannot resolve it, we will follow the procedures set out in our Concerns and Complaints Policy.

[Concerns and Complaints Policy.pdf \(ripongrammar.co.uk\)](#)

If the concern is directly related to an EHCP this will be managed directly by the North Yorkshire Statutory Casework Team. Parents will be contacted directly by the team to receive information about the mediation services and other action parents may consider.

The **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)** also provides independent information and advice to parents/carers to help resolve differences. The service also provides confidential, impartial support and advice for parents, carers, children and young people up to the age of 25 in relation to special educational needs and disability. They can be contacted on:

Email: [info@sendiassnorthyorks.org](mailto:info@sendiassnorthyorks.org)

Telephone: 01609 536923