

## Heckmondwike Grammar School

**Policy:** Special Educational Needs (SEN) Information Report

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## Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our [SEND Policy](#).

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### **1. What types of SEN does the school provide for?**

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

### **2. Which staff will support my child, and what training have they had?**

**Our special educational needs co-ordinator, or SENCO**

Our SENCO is Mrs J Illingworth who is a qualified teacher

Mrs Illingworth has achieved the National Award in Special Educational Needs Co-ordination.

The SENCO's time is divided between curriculum teaching and managing SEND provision.

## **SEND Assistant**

Our SEND Assistant is Miss Amanji. Her time is split between supporting in the classroom as a teaching assistant, managing the SEND Hub and completing administrative work.

## **Subject teachers**

All our teachers receive in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND.

## **Teaching assistants (TAs)**

We currently have two teaching assistants, Mrs Rawat and Miss Laher, who are trained to deliver SEND provision.

Both the SEND Assist and Mrs Rawat deliver interventions such as The Decider and Zones of Regulation.

## **External agencies and experts**

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Specialist teachers or support services such as Kirklees Complex Communication and Interaction Outreach Team, and both Visual and Hearing Impairment Teams
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officer
- Social services and other local authority (LA) - provided support services
- Voluntary sector organisations
- EHCP Team



### **3. What should I do if I think my child has SEND?**

<p>1. If you think your child might have SEND, the first person you should contact is your child's Head of Year.</p> <p>2. The Head of Year will then complete a round robin to ascertain whether teachers share the concerns raised, and if so, they will complete a SEND referral form which will be passed onto our SEND Team who will be in touch to discuss your concerns.</p>	<p>3. We will discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps.</p>	<p>4. If we decide that your child needs SEND support, we will create a student passport to be shared with subject teachers. This details strengths, difficulties and teaching strategies.</p> <p>5. If we require further support than what we have in school for your child's SEND, we may engage external agencies.</p>
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### **4. How will the school know if my child needs SEND support?**

All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their school work or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will contact you to discuss the possibility that your child has SEND and make a referral to the SENCO.

The SEND Team will contact you and speak to your child to get their input as well. They may contact other subject teachers to see if there are shared concerns. They may also, where appropriate and with your permission, complete screening and testing in school and make referrals to outside agencies if required.

All students who are deemed to have potential SEND are added to our internal SEND list for monitoring and a student passport created that is shared with all teachers to support quality first teaching.

If your child requires further SEND support than what we have in school, they will be added to the SEND register and external agencies will be contacted.

## **5. How will the school measure my child's progress?**

For all students on the SEND register we will follow the 'graduated approach' to meeting your child's needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. The outcomes set may be holistic or subject specific.

Whenever we run an intervention (either in the SEND Hub or in class) with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

School will provide termly reports on your child's progress.

Subject teachers are available to meet at parents' evenings.

Subject teachers will contact parents/carers where they have concerns regarding your child's progress and their intention to make a SEND referral.



The SEND Team will contact parents/carers regarding the outcome of any SEND referral.

If your child's needs or aspirations change at any time, please let us know right away by contacting your child's Head of Year, so we can keep our provision as relevant as possible.

### **7. How will my child be involved in decisions made about their education?**

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Meet with us to obtain their views to include in their student passport or IAPDR plan.
- Complete a survey to share their views.

### **8. How will the school adapt its teaching for my child?**

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Varying our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants support.
- Exam Access Arrangements.



We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism	Visual timetables The Decider Access to SEND Hub Welfare Officer Support
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Handwriting support
<b>Social, emotional and mental health</b>	ADHD	Quiet workstation Access to SEND Hub Zones of Regulation
	Mental health issues	Welfare Officer Support School Counsellor
<b>Sensory and/or physical</b>	Hearing impairment	Hearing Outreach
	Visual impairment	Visual impairment Outreach
	Multi-sensory impairment	Sensory audits Ear defenders Access to SEND Hub
	Physical impairment	Modified timetables

These interventions are part of our contribution to Kirklees' local offer.

### **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals.
- Reviewing the impact of interventions.
- Participation in Student Voice through discussion or questionnaires.
- Monitoring by the SENCO.
- Using provision maps to measure progress.
- Holding an annual review (if they have an education, health and care (EHC) plan).

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities.
- More teaching assistant hours.
- Further training for our staff.
- External specialist expertise.

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in school plays, sporting events, house events.

All pupils have access to a broad and ambitious curriculum. The curriculum is not narrowed for any student.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?**

Please refer to our [Admissions Policy](#).

## **13. How does the school support pupils with disabilities?**

Please refer to our [Accessibility Plan](#).

## **14. How will the school support my child's mental health, and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be take a full part in the life of the school.
- Pupils with SEND are welcome to speak to SEND staff in the SEND Hub for extra support and to listen to their views.
- We run interventions during form time for pupils who need extra support with social or emotional development.
- We have a 'zero tolerance' approach to bullying.



### **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

#### **Between phases**

The SENCO of the primary school will discuss the needs of the incoming pupils near the end of the summer term with our SENCO to discuss how we can best welcome their child into our community.

Similarly, when students are transitioning from Key Stage 4 (end of Year 11) to Key Stage 5 there is an emphasis on support. Whether a pupil is already at HGS or are a new admission, they will be carefully supported to ensure they settle into the Post 16 environment.

#### **Moving to adulthood**

The SEND Team and Careers Team work closely with our SEND students and their parents/carers, to offer bespoke support as they move into adulthood. We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

### **16. What support is in place for looked-after and previously looked-after children with SEN?**

Mr Simon Taylor is our Designated Teacher for Looked After Children and Designated Safeguarding Lead.

Mr Taylor will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

### **17. What should I do if I have a complaint about my child's SEND support?**

Please refer to our [Complaints Policy](#).

### **18. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kirklees' local offer. Kirklees publish information about the local offer on their website:

[Kirklees Local Offer](#)



PCAN (Parents of Children with Additional Needs Making a Difference in Kirklees) is an independent, parent led forum for all parents and carers of children/young people (aged 0-25 years) with additional needs in Kirklees. PCAN welcomes any parent or carer, whether they are just becoming aware that their child may have additional needs or whether they have a child with a confirmed diagnosis.

### [PCAN](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)