

# North Halifax Grammar School

## Local Offer



Approved by:	Full Governance Board
Date approved:	Spring Term 2023
Next review:	Spring Term 2024
Policy owner:	SENDCo

*North Halifax Grammar School*  
**"Living to Learn Learning to Live"**

We are passionate about ensuring all our pupils reach their potential both academically and socially. We strive to treat each pupil as an individual with individual needs. If a young person does have additional needs, we will work with them, their parents/carers and outside agencies to provide the best tailored support possible.

This details how the young person can best be supported. This report details our 'offer' i.e. the provision we are already providing for pupils with additional needs. However, because our support is tailored to individuals, this offer is always evolving to meet the needs of pupils and their families. If you believe your child needs provision which is not detailed here, please contact the SENDCo (Special Educational Needs/ Disabilities Coordinator)

Our Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) should be read in conjunction with the Core Offer found and set out in Calderdale's Local Offer [www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer) which details the provision available in all Calderdale schools and academies.

Contact Details	
Headteacher	Mr Desmond Deehan
Telephone – School office	01422 244625
Address	North Halifax Grammar School, Moorbottom Road, Illingworth, Halifax, HX2 9SU.
Email – School Office	<a href="mailto:mail@nhgs.co.uk">mail@nhgs.co.uk</a>
Age Range	11-18 yrs
Funding	
Special Educational Needs Co-ordinator (SENDCo)	Mrs Jo Alexander
Email - SENDCo	<a href="mailto:j.alexander@nhgs.co.uk">j.alexander@nhgs.co.uk</a>
SEND Governor	Mrs Harriet Cannon

## **Polices for Identification and Assessment of Students with SEND**

### **Identification of pupils with SEND:**

- We ask and receive information from primary schools and other agencies about students who have been diagnosed with SEND, prior to starting at NHGS. On receiving this information, we work with parents/ carers, the student and where appropriate other agencies, to ensure transition of support is smooth;
- All staff are trained to identify students who they think may have additional needs. There is a clear referral process system in school, whereby staff can refer students to the SENDCo for assessment;

### **Assessment of pupils with SEND:**

- Assessment can be carried out in a number of ways e.g. by the SENDCo, or by the Senior Student Support Assistant; by external professionals e.g. Occupational Therapists; Autistic Pathway referral team; Educational Psychologists and/ or Specialist Assessors.

### **Diagnosis:**

Where it is in the best interest of the student and the wishes of the parents/carers, the SEND team will support an individual to gain a diagnosis. However, a diagnosis is not required for a student to be supported – we will support the student's needs without diagnosis.

Below are frequently asked questions that parents/carers may ask about provision for students who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and /or the email addresses above to contact school.

<p><b>How will The North Halifax Grammar School support my child?</b></p>	<p>We are passionate about ensuring all our students reach their potential both academically and socially. We strive to treat each student as an individual with individual needs. If a young person does have additional needs, we will work with them, their parents/carers and outside agencies to provide the best tailored support possible. If appropriate, we will create (in partnership with parents/carers and the young person) a 'One Page Profile' which will be given to all of their teachers. This details how the young person can best be supported. All teachers use these One Page Profiles to ensure that they know how to best support your child.</p> <p>We offer:</p> <ul style="list-style-type: none"> <li>• A broad, balanced curriculum which is well differentiated and which takes into account the different learning styles and interests of our young people;</li> <li>• A wide variety of high quality enrichment activities, for example we run clubs including: art, chess, sport (wide variety), drama and debating;</li> <li>• Quality teaching, which is monitored by highly experienced leaders. Teaching was deemed to be 'good' in our last OFSTED and the effectiveness of care, guidance and support to be 'Outstanding';</li> <li>• Individualised targets for each young person in each subject;</li> <li>• a rigorous pupil tracking system, which ensures all students are monitored; This enables teachers to identify students who are struggling quickly and to offer tailored support either through the subject department or through liaising with the SEND team;</li> <li>• An approach which treats young people holistically. We look at their potential as a whole, and offer support both for challenges they may be facing socially and academically;</li> <li>• A desire to work in partnership both with parents/ carers and young people. We strive to communicate with parents/carers, through letters, emails, our website and via telephone. We hold one parent's evening a year for each year group, where we discuss progress and any issues which may have arisen. However, we welcome communication all year round. We send monitoring reports to parents two or three times a year, which again, show progress and highlight both areas where students are on target or excelling and those where they may need more support;</li> <li>• An active student voice: we have a school council for students 11-16 and one for sixth formers. These councils consult with all form groups and feedback issues/ideas to senior leadership. Students are also part of any planning process for e.g. interventions/ support which they may need;</li> <li>• Students with SEND are involved in creating their 'One Page Profiles' and devising the support they need in school;</li> <li>• Sixth form 'prefects' and mentors, who support pupils lower down in the school to progress academically;</li> <li>• A carefully devised 'Behaviour for Learning' plan which is used consistently by the whole school. This involves rewards for good behaviour and clear consequences for poor behaviour;</li> <li>• Zero tolerance policy on bullying;</li> <li>• Homework and lunch time club for students with additional needs five times a week – staffed by Student Support Assistants;</li> <li>• Key members of the Inclusion Team meet on a weekly basis to discuss needs and provision of more complex cases;</li> <li>• Access to the LRC / designated classroom before and after school for all students who wish to complete work in school;</li> <li>• Social and emotional, as well as academic support;</li> <li>• Post Monitoring Action Plans.</li> <li>• In July 2019 we achieved the SEND Inclusion Award (SENDIA)</li> </ul>
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<b>How do we involve parents and students?</b>	<p>Working in partnership with parents/ carers and young people is central to the work of the Special Educational Needs/Disabilities team. We work with parents/ carers and young people when:</p> <ul style="list-style-type: none"> <li>• Identifying and assessing the needs of young people;</li> <li>• Planning the support for young people;</li> <li>• Writing One Page Profiles / statements of support needs;</li> <li>• Reviewing provision/ interventions/ support;</li> <li>• The SEND team welcomes regular and ongoing contact with parents/ carers / young people so that the needs of young people can be met on a daily basis;</li> <li>• The North Halifax Grammar School has a school council, where young people can voice opinions and suggest changes to school policy and practice. We are also represented at Calderdale's Youth Parliament;</li> <li>• There is a well-established 'Parents' Association', where parents/ carers support and feedback information to the school.</li> <li>• Parents are consulted using an Ofsted style questionnaire once a year.</li> </ul>
<b>How do we support a student with physical needs?</b>	<ul style="list-style-type: none"> <li>• We tailor support to individual students, e.g. some of our students need rest breaks when working in class/ doing PE. Some of our students need extra equipment to ensure they are able to fully access the curriculum e.g. laptops/ a variety of different writing apparatus from sloping boards, to special handwriting pens, to laptops with speech technology. We offer a wide range of ICT equipment;</li> <li>• Access to differentiated PE equipment e.g. specialist balls;</li> <li>• Access to a full time medical/wellbeing officer who is on school site;</li> <li>• Training for teachers and other staff to ensure the medical needs of all young people are met;</li> <li>• Significant work has now been completed to make 100% of the specialist teaching areas accessible for all young people, staff and visitors.</li> </ul>
<b>How do we support a student with speech and language needs?</b>	<ul style="list-style-type: none"> <li>• We have a number of neurodivergent students. Many of these students have needs around learning to understand e.g. social language conventions such as sayings; idioms; jokes; rhetorical questions; sarcasm etc. We support these students as appropriate with, for instance, 1:1 sessions with Student Support Assistants. We also have a 'fun' lunchtime club where students can practice their developing skills with other students. This is staffed by experienced Student Support Assistants.</li> <li>• We employ an experienced specialist teacher one day a week who works 1:1 with our autistic students (diagnosed and undiagnosed)</li> <li>• We work closely with a psychotherapist who specialising with autism / anxiety.</li> </ul>
<b>How do we support a student with sensory impairment?</b>	<ul style="list-style-type: none"> <li>• We have a low-sensory 'quiet' room where students who need somewhere with less stimulation, can go at break/lunch/ throughout the day if needed;</li> <li>• We work with outside agencies e.g. Calderdale's Visual Impairment team to ensure the needs of our students with visual and hearing impairments are met. We offer differentiated and modified work; access to specialist equipment and 1:1 support where necessary;</li> <li>• We offer differentiation e.g. some students need to wear earphones to block out noise; alternative uniforms because of sensory-touch issues associated with autism. Some students leave or arrive at class a few minutes earlier to avoid crowds of students.</li> </ul>
<b>How do we support a student who has social and emotional difficulties?</b>	<ul style="list-style-type: none"> <li>• Low sensory quiet room, with less stimulation, where students who need some 'quiet time' can go;</li> <li>• Weekly Inclusion meetings ensure that provision is shared and 'joined up.'</li> <li>• Support from SENDCo or Senior Support Assistant;</li> <li>• Experienced autism aware staff who can devise and use appropriate strategies to ensure all pupils meet their potential;</li> <li>• Access to specialist support for students with autism and their families;</li> <li>• Established pastoral system and team in each Key Stage;</li> </ul>

	<ul style="list-style-type: none"> <li>• Additional Needs team – consisting of one SENDCo, a Deputy SENDCo, a Senior Student Support worker and five Learning Support Assistants;</li> <li>• A Welfare Officer provides early intervention for emotional wellbeing;</li> <li>• A Wellbeing and Engagement Officer who works in school five days a week, offering counselling and support;</li> <li>• Access to specialist mental health services beyond school.</li> <li>• Refer to our Educational Psychologist where appropriate.</li> </ul>
<b>How do we support a student with behavioural difficulties?</b>	<ul style="list-style-type: none"> <li>• We have a well-structured 'Behaviour for Learning' policy which is utilised by all staff. This rewards good behaviour and gives consequences for poor behaviour. These consequences are aimed at supporting students to learn to make better decisions around behaviour in the future;</li> <li>• We believe that poor behaviour is a 'symptom' of a deeper issue and students with poor behaviour – especially those who have a Special Educational need – are offered support so that they are able to make better choices about the way they behave.</li> </ul>
<b>How do we support a student who needs assistance with literacy?</b>	<ul style="list-style-type: none"> <li>• A whole school literacy policy;</li> <li>• 1:1 from the SENDCo</li> <li>• 1:1 support from Student Support Assistants, during e.g. lunch/break/form times as necessary;</li> <li>• A Year 7 early intervention group, which is designed to support students who need extra support with literacy;</li> <li>• We have a multi-sensory intervention program that uses sight, sound, touch and voice with repetition to increase spelling and reading abilities. It is individually tailored to each student and promotes independent learning allowing for larger intervention groups;</li> <li>• English intervention.</li> </ul>
<b>How do we support a student who needs assistance with numeracy?</b>	<ul style="list-style-type: none"> <li>• 1:1 support from Student Support Assistants, during e.g. lunch/break/form times;</li> <li>• Extra, tailored support from both the Special Educational Needs/ Disabilities team and the Maths department, for students who aren't meeting their potential. Sixth Form mentors are also utilised.</li> </ul>
<b>How do we support a student who has medical needs?</b>	<ul style="list-style-type: none"> <li>• Individualised medical needs plans created by our medical wellbeing officer;</li> <li>• We have 40 trained first aiders;</li> <li>• We have a defibrillator in school and training on this has been given to all staff and Year 13 students;</li> <li>• All of your child's teachers (if you agree and if appropriate) will be given details of your child's medical needs, so that your child is supported and kept safe throughout the school day.</li> </ul>
<b>How do we support a student who has English as an Additional Language (EAL)?</b>	Students are identified as they come into school and are supported through the Year 7 early intervention group. Class teachers then monitor their progress and individual, tailored support is offered as and when needed.
<b>How do we support a student with complex and multiple needs?</b>	We work with the student, their parent/ carers and other, relevant outside agencies, to ensure all needs are met through a personalised plan.
	We work with the student, their parent/ carers and other, relevant outside agencies, to ensure all needs are met through a personalised plan. We have access to a private toilet/ sink and shower facility, which is utilised by some of our students as needed.

<b>How will we meet a student's personal care needs?</b>	'Cards' are available which allow students to e.g. leave class for toilet or rest breaks as needed.
<b>How will we include students in activities outside the classroom including school trips?</b>	<ul style="list-style-type: none"> <li>• Activities are differentiated and designed to meet the needs of all students involved;</li> <li>• Tailored support plans are created through discussion with students, parent/carers and outside agencies;</li> <li>• Stringent risk assessments are put in place;</li> <li>• One Page profiles (support plans) are shared with activity providers (as appropriate);</li> <li>• Extra members of staff can be present, if needed and in the best interests of the student.</li> </ul>
<b>How do we prepare and support a student for transition?</b>	<ul style="list-style-type: none"> <li>• Information is gathered from the primary school/other school and parents/carers, to ascertain if there are any additional transition needs;</li> <li>• If a child is joining school in Year 7, a member of the lower school pastoral team will visit each pupil in primary school;</li> <li>• We have a 'transition day' and evening where all pupils are invited to look around school;</li> <li>• Tailored transition plans are made for pupils with additional needs e.g. they may come and join us after school, on their own, to look at the school when it is quiet, then during lunch to become used to school at different times. Maps of the school are provided and introduction to the Additional Needs and pastoral staff. Planning of forms in advance/ placement of young person with another named person;</li> <li>• We work with the student/parents/carers to ensure that the needs of the child will be fully met. We will complete a One Page profile with them;</li> <li>• All students attend a one day offsite visit so that they can get to know staff and other students;</li> <li>• Ongoing monitoring and support;</li> <li>• A similar process (as appropriate) can be gone through if a student with additional needs is joining us from another secondary school.</li> </ul>
<b>How will we develop social skills throughout the school day, especially break times?</b>	<p>We strive to support all young people to interact with their peers at lunch and breakdown. Some young people need specific help with this and so we provide:</p> <ul style="list-style-type: none"> <li>• A quiet room, where students can work/read/ rest quietly at both lunch and break. This helps some students to rest so that they can continue to practice good social skills the rest of the time;</li> <li>• A 'fun' club where students can take part in a wide range of activities such as baking, art and craft, Lego-model making, board games etc. These activities are designed to support students to interact with others; practice and develop their social skills and make friends. This is staffed by experienced Student Support Assistants;</li> <li>• Support from a Student Support Assistant who is experienced in working with students who have social difficulties e.g. she does 1:1 / group work with students who struggle to make friends;</li> <li>• Various clubs are run at lunch time, as specified earlier.</li> </ul>
<b>How do we allocate resources?</b>	<p>We try to provide all students with the support and resources that they need. As already stated, we tailor- make support plans for individual pupils and we allocate resources by identifying what is needed. We review progress and adapt resource provision from there.</p> <p>Some provision is allocated utilising the advice of outside agencies e.g. the Occupational Therapy Team or our external assessor for Learning Disabilities.</p>
	<ul style="list-style-type: none"> <li>• Whole school training e.g. on teaching of young people with visual impairment;</li> <li>• Group training/briefing e.g. a student's teachers are made aware of that student's specific needs;</li> </ul>

<b>How do we ensure all staff are well trained?</b>	<ul style="list-style-type: none"> <li>Well planned CPD programme, accessing both external agencies and in school support.</li> </ul>
<b>Which specialist services do we access beyond the school?</b>	<p>We access which ever services we require in order to best meet the individual needs of students. We regularly access the following services:</p> <ul style="list-style-type: none"> <li>Specialist Inclusion Service, including Autism and Visual and Hearing Impairment Team;</li> <li>Educational Psychologists;</li> <li>Occupational Therapy;</li> <li>CAMHs and Insight;</li> <li>School Nursing Team;</li> <li>Young carers;</li> <li>Family Support and Early Intervention Panel.</li> <li>Psychotherapy</li> </ul>
<b>How do we evaluate and review the support provided?</b>	<ul style="list-style-type: none"> <li>Support is tailor-made to each pupil and this support is reviewed on an ongoing basis as part of the 'Identify, Plan, Do, Review' cycle. The Student Support Assistant assigned to deliver the support/ intervention, reviews, with the young person, parent/ carer, teacher, both the success of the support and next steps;</li> <li>We use SMART (Specific, Measurable, Realistic and Timely) targets, which can be evaluated;</li> <li>One Page Profiles are reviewed as necessary, to reflect changes in support needs;</li> <li>If students have an EHC / support Plan we follow this review process.</li> </ul>
<b>How do we manage complaints regarding our provision for children and young people with SEN?</b>	<p>If we are made aware of a complaint or issue, we listen and try to resolve the issue. School also has a Complaints procedure which would be followed if the issue wasn't satisfactorily resolved.</p> <p>Parents/ carers are also given access to details of SENDIASS, who offer support to parents/ carers who feel schools are not meeting the support needs of their child/ children.</p>
<b>Contact details of support services for parents of students with SEN</b>	<p><b>IAS</b> - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141.</p> <p><b>Calderdale Parents and Carers (CPC)</b> – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030.</p> <p><b>Independent Support</b> – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.</p> <p>Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families. Support via Independent Supporters will be available until March 2016.</p> <p>For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: <a href="http://www.calderdale.gov.uk/localoffer">www.calderdale.gov.uk/localoffer</a></p>

Below is a link to Calderdale's Local Offer where further information can be found:

[www.calderdale.gov.uk/localoffer](http://www.calderdale.gov.uk/localoffer)