



SEND Information Report

Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on **12 March 2026**.

The full local offer of services and support available within North Yorkshire can be found at: <https://www.northyorks.gov.uk/send-local-offer> or by contacting the special educational needs and disability information, advice and support service (SENDIASS) for confidential and impartial advice via: <http://sendiassnorthyorkshire.co.uk/> Alternatively the Craven representative of SENDIASS can be contacted via a secure online form: <https://sendiassnorthyorkshire.co.uk/contact-us/> or by phone 01609 536923.

Introduction

Welcome to the Ermysted's Grammar School special educational needs and disability (SEND) Information Report, which contains our contribution to North Yorkshire's Local Offer as required within the Children and Families Act (January 2015) and the Special Educational Needs (information) regulations: Clause 65 (September 2014).

At Ermysted's Grammar School, we take pride in the inclusive and supportive nature of our learning environment: there are no barriers to learning; each student is challenged and supported to achieve their personal best; different gifts are recognised, and diversity is celebrated.

Our curriculum meets the needs of those students who achieve the standard in the School Entrance Examination or post 16 requirements.

We hope that you will find this report suitably evidences and reflects our vision and values.

1. What kinds of SEND does the school provide for?

Ermysted's Grammar School aims to provide an inclusive learning environment for all its students. We currently support students with:

- Cognition and learning difficulties, such as dyslexia, dyscalculia and dyspraxia.
- Communication and interaction needs, such as English as an additional language (EAL), autistic spectrum disorder (ASD) and speech and language difficulties.
- Sensory and physical needs, such as hearing and sight impairments, as well as other medical conditions (temporary and permanent).
- Diverse social, emotional and mental health needs such as attention deficit hyperactivity disorder (ADHD).

2. How does the school know if my child / young person needs extra help and what should I do if I think he may have special educational needs?

The School welcomes all parental/carers contact with the School SEND Coordinator, **Ms P Hofman** (sendco@ermysteds.uk); their child's form teacher; or Pastoral lead if they feel he has an existing or emerging special educational need or disability.

All members of the teaching staff are encouraged to identify Special Educational Needs and Disabilities and know to inform the SEND Coordinator or appropriate Year Team Leader of any concerns. Moreover, we may receive information from your child's previous school (where needs have already been identified); however, we ask that you do not assume this has happened and that you speak with us directly.

It may be that a student shares a concern with a member of staff directly.

Once a concern has been raised, the School SEND Coordinator will then collate information from the student's teachers and from any external services/professionals who have previously been involved in supporting them. This may involve samples of work, reports, attainment data or lesson observations. Based upon the information obtained, there may be no further action taken. Equally, we may request that an Educational Psychologist, A Specialist Assessor of Learning Difficulties or traded services within North Yorkshire carry out an assessment of your child's needs. An Individual Education Plan (IEP) may then be created for your child in order to set meaningful outcomes, assist teachers in supporting your child's needs and generate scope for regular reviews.

The School strives to communicate efficiently with parents/carers, pupils and staff throughout these initial stages and thereafter. We believe it is of the utmost importance that the voices of parents/carers and pupils are heard.

3. How will both you and I know how my child / young person is doing?

The progress of all students is monitored regularly and effectively. Subject teachers report on your child's levels of effort and attainment frequently.

Furthermore, intermediate and full reports are sent home regularly. Your child's Form Tutor oversees his pastoral needs and well-being, with the support of a Year Leader.

The School SEND Coordinator or your child's Year Coordinator will contact you directly to discuss his progress and well-being. The information they discuss with you will be obtained from his Form Tutor, school data, subject teachers, Teaching Assistants, any external agencies/professionals who may be involved and through one to one meetings with the pupils themselves.

4. How will the curriculum be matched to my child / young person's needs?

The first step in matching the curriculum to your child's needs is to make sure all relevant members of staff are suitably apprised of what their needs are. Teachers may then be offered advice and training to help them make effective provision for your child when planning lessons, teaching the class and assessing their progress.

Members of teaching staff at Ermysted's fully understand the importance of differentiating for all students in their care; open channels of communication exist between teaching staff and the School SEND Coordinator should they need support in doing so.

Additionally, the School SEND Coordinator may provide your child with physical resources to assist him in accessing the curriculum. Your child may also benefit from receiving one to one /small group instruction, either from a member of staff or from a sixth form student as part of our Peer Support Programme. Other methods of intervention and support may be available dependent on an individual's needs.

5. How will school staff support my child / young person?

Members of staff at Ermysted's will support your child, first and foremost, by encouraging his voice to be heard and listening to the voices of parents/carers. Through effective communication and mutual respect, we work collaboratively to decipher effective support strategies and form positive working relationships. These support strategies are then implemented, evaluated and adapted as necessary on the plan-do-review model of support.

Strategies may relate to differentiated teaching and learning, provided by your child's subject teachers in the classroom, or may relate to additional support offered outside of the classroom. The nature of these strategies is communicated via the circulation of Individualised Education Program (IEPs) to relevant parties and through discussions with the School SEND Coordinator.

6. How is the decision made about what type and how much support my child / young person will receive?

Decisions regarding support take account of the views of your child, parents/carers and Ermysted's staff. When appropriate, the recommendations of Specialist Assessors, medical specialists and Educational Psychologists will also be incorporated.

The School SEND Coordinator will organise the agreed support, oversee its implementation, assess its effectiveness and adapt it when necessary. Decisions regarding the level and type of support are reviewed regularly and IEPs / provision maps are implemented accordingly.

The impact of support is assessed via feedback from students, parents/carers, teachers and key workers (if applicable), as well as through monitoring levels of effort and attainment. If any associated party is unhappy with decisions regarding support offered, they should contact the School SEND Coordinator, or their Child's Year Leader.

7. How will my child be included in activities outside the classroom including physical activities and school trips?

At Ermysted's, inclusion is of the utmost importance. We offer a wide and diverse range of extra-curricular activities, and all pupils are encouraged to become involved. When appropriate, pupils will be supported in doing so.

All pupils have equal access to school trips, regardless of ability or need. However, our trips can often be oversubscribed. In this instance, our school selection policy is used to ensure fair access and equal opportunities for all.

If parental input is required to ensure the wellbeing and safety of your child, this should be discussed with the trip leader in advance of the trip.

The School utilises the North Yorkshire EVOLVE risk assessment process.

8. What support will there be for my child / young person's overall wellbeing?

At Ermysted's, we seek to nurture the whole person and celebrate the individuality of our pupils. We have a range of pastoral systems in place to ensure that your child is happy, healthy and safe.

For children joining the Ermysted's community in Year 7, we aim to make their transition as successful as possible. We have a programme of Transition which includes Year 7 Induction. Similar processes are included for those who join Ermysted's Grammar School post 16 or at other entry points.

During your child's time at Ermysted's he will be supported through an effective pastoral system, he will have a Form Tutor and a Year Coordinator. Our Attendance Officer monitors the attendance and punctuality of all pupils.

A counsellor is available at certain times during the school week to meet with individual pupils by appointment, arranged by the Year Coordinator. The School SEND Coordinator will discuss your child's wellbeing with the counsellor as appropriate.

Your child's wellbeing is also supported via the curriculum we offer. Each form group has daily form time, when topics relating to leading a happy and healthy life are addressed.

Moreover, pupils in Key Stage 3 and Key Stage 4 have additional PSHCE input. Key Stage 4 and 5 students have access to the schools careers advisor who works with them in relation to future ambitions and aspirations.

School also utilises an electronic platform for ease of communication with home.

9. What specialist services and expertise are available at or accessed by the school?

Reference should be made to the school safeguarding policy which can be accessed via the school web site or school office.

Safeguarding is of paramount importance to us. We have a **Designated Attendance Officer** and a **Designated Safeguarding Lead**, Mr A Jackson.

To safeguard students with medical conditions, we work collaboratively with the NHS nursing structure and health professionals. When Child Protection concerns become apparent, we work within the North Yorkshire County Council Framework.

To promote good social, emotional and mental health, we liaise regularly with Educational Psychologists and work jointly with the Child and Adolescent Mental Health Service (CAMHS). The school has access to the specialist services provided by North Yorkshire County Council and detailed on the Local Offer.

10. What training have the staff supporting children/young people with SEND had?

Relevant Special Educational Needs and Disabilities training takes place through our INSET Programme. All staff participate in training on Safeguarding and Child Protection.

Further whole school training on Autistic Spectrum Disorders, Visual Impairment, Hearing Impairment, Speech and Language, Social, emotional and mental health (SEMH), EAL and epileptic fitting input has been undertaken in recent sessions. All sessions are planned around the current needs within school. Staff will also receive the training necessary to support students with medical needs and conditions. All staff attend sessions annually on how to administer EpiPens. First aiders have undergone defibrillator and diabetes training.

11. How accessible is the school environment?

The School is a mixture of traditional and modern buildings which are not fully accessible. Further details are available upon request from the School.

12. How are the parents/carers and the students themselves involved in the School?

At Ermysted's, we consider the involvement of parents/carers and pupils within our community to be very important. Parents/carers are invited to attend Parents' Evenings, Consultation Days and Information Evenings. Information is regularly disseminated through the Parent Pay portal, Class Charts and in the form of the Headteacher's Newsletter.

We encourage all parents/carers to contact their child's Form Tutor and subject teachers for non-urgent matters through the school email system or via the phone. For more serious and/or urgent matters, we invite parents/carers to contact us by letter, telephone or email. Parents/carers may also be invited into School by the School SEND Coordinator, a member of our Senior Leadership Team or the Year Coordinator.

Pupils become involved in the life of Ermysted's in a wide range of different ways. There is an extensive extra - curricular programme including sports, music, performance, art, mentoring opportunities and exchanges, trips and visits. Pupil voice is highly valued at Ermysted's. Pupils are invited to participate in student discussion groups on a variety of school-life matters, organised by members of staff and prefects. Our prefect system is fully embedded. Annually each form group selects representatives to contribute to the School Council.

13. How do you involve other agencies in meeting the needs of children and young people with SEND and in supporting families?

We are proud at Ermysted's to work effectively with other agencies. We consult with them regularly regarding how best to meet pupil needs and support families. These agencies include: Child and Adolescent Mental Health Services (CAMHS), school nurses, speech and language therapists, occupational therapists, members of the Sensory Support Team and the local Pupil Referral Unit.

14. Who can I contact for further information?

Members of staff you may wish to contact:

- Your child's Form Tutor.
- Your child's pastoral lead:
 - Head of Year 7 **Ms R Jackson (Ms P Hofman 1 day a week)**
 - Head of Year 8 **Ms S Evans**
 - Head of Year 9 **Mr M Halladay**
 - Head of Year 10 **Mr B Weaving**
 - Head of Year 11 **Mr A Allen**
 - Head of Year 12 **Ms A-M Herring**
 - Head of Year 13 **Mr T Hodgson**
- **Ms P Hofman** School SEND Coordinator.
- **Mr S Speak** Assistant Headteacher with responsibility for assessment.
- **Mr G Barrett** Assistant Headteacher and Head of Sixth Form (Deputy DSL).
- **Mr A Jackson** Deputy Headteacher with responsibility for pupil welfare (DSL).
- **Mr M Evans** Headteacher

Please contact us via your child, letter, telephone call or e mail.

15. How will the school prepare and support my child / young person to join the school, transfer to a new school or the next stage of education and life?

To assist your child / young person in preparing to join Ermysted's, our Year 7 Coordinator may visit him at his Primary School during Year 6. He will be invited to attend our Year 6 Open Evening and the Year 7 Induction Day. Primary Schools often provide us with SEND information; however, we ask that you do not assume this as happened and speak with us directly. We welcome any existing documentation you may have.

If a young person is joining our Sixth Form, he will be invited to attend our Sixth Form Taster days. His previous school may provide us with SEND information; however, we ask that you do contact us directly with any information you can supply.

During their time at Ermysted's, we will support all young people in preparing for adult life via PSHE lessons, Life Skills sessions and opportunities to work with our Careers Advisor. Sixth form students will be guided through the UCAS process.

16. What other support is available?

Find out more about the local offer of support which is available for children/young people with SEND on the North Yorkshire Local Offer Directory <https://www.northyorks.gov.uk/send-local-offer> or by contacting the Family Information Service SENDIASS at: <http://sendiassnorthyorkshire.co.uk/about-us/meet-the-team/>

You can also contact the authority in these alternative ways:

- Email: northyorks.gov.uk/contactus
- LifeChat: northyorks.gov.uk/livechat

In the event of a complaint regarding Special educational Needs and Disabilities please either feel confident that you can discuss your issues with Ms Hofman (SENCO) or alternatively please refer to the school complaints policy which can be accessed via the school web site or requested on demand from the school office.