



SEND Information Report

Ermysted's Grammar School

The Governing Body of Ermysted's Grammar School (the 'School') ratified this policy on **14 May 2026**.

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What is the Local Offer?

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 full local offer of services and support available within [North Yorkshire](#)¹ can be found online or by contacting the SEND Information, Advice and Support Service ([SENDIASS](#)²) for confidential and impartial advice.

The [Bradford](#)³ and [Lancashire](#)⁴ local offers can also be found online.

Introduction

This SEND Information Report forms part of North Yorkshire's Local Offer and complies with:

- Section 69 of the Children and Families Act 2014
- SEND Regulations 2014, Schedule 1
- SEND Code of Practice (0–25), January 2015
- Equality Act 2010, Schedule 10 (Accessibility Plan)

Ermysted's Grammar School seeks to provide an inspiring and enjoyable educational environment in which every student has the confidence, motivation and opportunity to fulfil their academic and personal potential. Ermysted's Grammar School is committed to an inclusive environment where barriers to learning are removed; pupils' strengths are recognised; diversity is celebrated; and every pupil is supported to achieve their personal best.

How can parents contact the special educational needs coordinator (SENDCo)?

If parents of a child with SEND are considering Ermysted's for the next stage of their child's education, they are encouraged to contact the special educational needs and/or disabilities coordinator (SENDCo), **Ms P Hofman**, at the earliest possible stage. Ms Hofman can be contacted via sendco@ermysteds.uk or the school switchboard on 01756 792186.

The SLT lead for SEND is **Mr A Jackson**. The link governor for SEND is **Ms L Reynolds**.

What are special educational needs (SEN) and what qualifies as a disability (D)?

A child of compulsory school age or a young person has a learning difficulty or disability if he or she⁵:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term

¹ <https://www.northyorks.gov.uk/send-local-offer>

² <http://sendiassnorthyorkshire.co.uk/>

³ <https://localoffer.bradford.gov.uk/kb5/bradford/directory/home.page>

⁴ <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

⁵ SEND Code of Practice (2014)

health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

What kinds of special educational needs does the school provides for?

We currently support pupils with needs across the four areas of the SEND Code of Practice:

- **Cognition and learning difficulties**
This includes specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Communication and interaction needs**
This area of need includes autism, and speech and language difficulties.
- **Sensory and physical needs**
This includes hearing and sight impairments, as well as other medical conditions, both temporary and permanent.
- **Social, emotional and mental health**
This includes needs such as anxiety, depression, attention deficit hyperactivity disorder (ADHD).

What is the process for admission of pupils with SEND?

Ermysted's takes active steps to ensure disabled pupils are not treated less favourably when determining admission to the school, such as making providing accessible facilities and exam access arrangements for our admissions tests.

Standard Admissions

Admission to Ermysted's Grammar School is based on selective academic ability. For details of our admission arrangements, please see the **Admissions Policy** on the school website.

Our SEND provision applies to all pupils who meet the academic entry requirements for the school. For admission into Years 7 to 11, selection is by means of selection tests; for admission into Year 12, selection is by consideration of an applicant's performance at GCSE.

Admission of pupils with an Education, Health and Care Plan (EHCP)

Children with an EHCP do not apply through the standard admissions route: they apply via the EHCP process. Full details of this process can be found in the [SEND Code of Practice](#) (Section 9.78) but briefly:

- Parents⁶ have a right to request a particular school is named in their child's EHCP.
- If a parent makes a request for a particular school the local authority must comply with that preference and name the school or college in the EHCP unless:
 - (a) it would be unsuitable for the age, ability, aptitude or SEN of the child; or
 - (b) the attendance of the child would be incompatible with the efficient education of others, or the efficient use of resources.
- The local authority must consult the governing body of the school and consider their comments very carefully before deciding whether to name it in the child or young person's EHCP. When considering whether the setting is suitable for the child's ability or aptitude, Ermysted's will rely on the child's performance in our selection tests in Years 7 to 11 and their performance at GCSE for Year 12.

⁶ Throughout this policy, the word **parent** includes all who hold parental responsibility (in law) for a child.

How are special educational needs identified and assessed at the school?

We use a graduated response approach at the school to meeting a pupil's SEND called **Assess-Plan-Do-Review**. This is a continuous, child-centred approach to support pupils with SEND.

The School identifies SEND through:

- **Teacher observations and referrals**

All members of the teaching staff are trained to identify and support pupils with SEND and know to inform the SENDCo or appropriate pastoral leader of any concerns or observations. Members of the SEND team may also observe your child directly during lessons and at other points of the school day.

- **Parental concerns**

If parents feel their son has an existing or emerging special educational need or disability, they should contact or another member of the pastoral staff (see [contacts](#) below).

- **Information from previous schools**

On transition to Year 7, our staff visit pupils in their primary school and speak to their teachers. We may receive information from your child's previous school where needs have already been identified; however, we ask that parents do not assume this has happened, especially for those joining at Year 12, and encourage parents to inform us directly. This will allow us to consider your son's needs prior to him joining the school.

- **Pupil self-referral**

It may be that a pupil shares a concern with a member of staff directly. This will be referred to the SENDCo to follow up.

- **Screening tools and assessments**

We have access to a number of screening tools to help identify potential areas of need, including reading and literacy issues.

- **External reports**

We work closely with external professionals, such as educational psychologists, specialist teachers, medical professionals, to ensure we form accurate assessments of your child's needs.

Assess

Once a concern has been raised, the SENDCo will begin the assessment stage by collating information from the pupil, their family, the pupil's teachers, and any other professionals involved in supporting them. This may include discussions, samples of work, attainment data, behaviour logs, or lesson observations. Based on the information obtained, there may be no further action taken. Equally, the school may request that an educational psychologist or another specialist assessor of learning difficulties carry out a formal assessment of your child's needs.

There will then follow a period of monitoring.

Plan

If after monitoring it is felt that pupil's needs meet the threshold for **SEND Support** – that is that the child's needs are 'additional to and different from' those of other pupils – a **Personal Learning Plan** will be created and their name will be added to the school's **SEND Register**. The personal learning plan will contain targeted support strategies and measurable outcomes. The school will seek the family's views on strategies that the child finds useful to ensure their voice is included in shaping their learning plan.

Do

Most children will have their special educational needs met in mainstream schools through good classroom practice. This is delivered via **Quality First Teaching**, which is embedded within our ethos and teaching practice. 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. Throughout this phase the pupil's progress is closely monitored (see below).

Review

In the review phase, the SEND team evaluates what has worked, what hasn't, and what needs to change, leading straight back into a refined assessment. The cycle keeps support responsive, collaborative, and tailored so that each child's needs are met as they develop.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- North Yorkshire SEND team
- 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.

For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an **Education, Health and Care Plan** (EHCP) being provided.

How is the decision made about how much support each child will receive?

For pupils with SEND but without an EHCP, the decision regarding the support provided will be taken through discussion with the SENDCo, teachers, pastoral staff, and parents. Decisions will involve consultation with the Headteacher and the Governing Body regarding SEND funding deployment as appropriate.

For pupils with an EHCP and funding, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

How are parents of pupils with SEND consulted?

At Ermysted's, we consider the involvement of parents and pupils within our community to be very important. Parents are invited to attend Parents' Evenings, Consultation Days and Information Evenings. Information is regularly disseminated via email, the school's parental communication app; the school website; on social media; and in the school newsletter and various publications.

We encourage all parents to contact their child's form tutor and teachers for non-urgent matters through the school email system. For more serious and/or urgent matters, we invite parents to contact us by telephone or email. Parents may also be invited into school by the SENDCo, by a pastoral leader, or by a member of our Senior Leadership Team.

How will pupils with SEND be involved in decisions regarding provision?

Pupil voice is highly valued at Ermysted's, especially when consider the impact of our provision and the suitability of the support being offered. The SENDCo will meet regularly with your child to discuss their progress and consider the impact of current support and whether any changes to our approach are necessary. Pupil voice is a key element of each child's learning plan and a powerful way to ensure teachers are informed about the most-useful classroom strategies.

How will parents know how their child is doing?

Your child's progress is reviewed through:

- Regular data collections
- Teacher feedback and reports
- Pastoral monitoring
- Personal Learning Plan reviews at least twice per year
- Regular meetings with parents and pupils
- Feedback from external professionals, as applicable

Subject teachers report on your child's levels of effort and attainment in written reports twice per year and, for those in Year 9 and above, in annual face-to-face consultation evenings. For pupils in Years 7 and 8, parents have annual meetings with the form tutor to discuss their child's academic and social progress. Reports on attendance and behaviour for all pupils are shared regularly with parents via email and through the school's parental communication app.

See our **Attainment, Recording and Reporting Policy** on the school website for further details.

What is the school's approach to teaching children with SEND?

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. Through effective communication and mutual respect, we work collaboratively to create effective support strategies and form positive working relationships. These support strategies are then implemented, evaluated and adapted as necessary on the assess-plan-do-review model of support.

See our **SEND Policy** on the school website for further details.

How will the curriculum be matched to each child's needs?

Ermysted's Grammar School adopts a whole school approach to SEND. The 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. We are committed to ensuring that pupils with SEND achieve their full potential.

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 via your child's personal learning plan and regular briefings. Teachers at Ermysted's fully understand the importance of differentiating for all pupils in their care. Teachers will be offered advice to help them make effective provision for your child when planning lessons, teaching the class and assessing their progress.

Additionally, pupils with a disability will be provided with reasonable adjustments: the SENDCo may provide your child with physical resources to assist him in accessing the curriculum.

Additional support available within the school includes:

- In-class support
- Literacy intervention
- Subject-based interventions
- Social Communication Groups
- Support with organisation and executive functioning
- Mentoring and counselling
- Safe Spaces in social times
- Access to IT, including touch typing
- A broad range of extracurricular activities
- Preparation for adult life covered by a variety of activities throughout the academic year

Other methods of intervention and support may be available dependent on an individual's needs. See our **Curriculum Policy** and **Curriculum Maps** on the school website for further details.

What training do the staff supporting children with SEND undertake?

The School considers all teachers to be teachers of pupils with SEND. Relevant SEND training takes place through our INSET Programme. All staff participate in training on Safeguarding and Child Protection.

Recent training has included sessions on supporting children with autism; visual and hearing impairment; speech and language development; social, emotional and mental health (SEMH); English as an additional language (EAL); and epilepsy in children. All sessions are planned around the current needs within school. Staff also receive the training necessary to support pupils with medical needs and conditions, such as how to use EpiPens. The school's first aiders have undergone defibrillator and diabetes training.

How will the school evaluate the effectiveness of its SEND provision?

At the pupil level, reviews follow the SEND Assess–Plan–Do–Review cycle. At Ermysted's we review each child's SEND support twice a year. The SENDCo will contact you to discuss your son's progress in telephone, video, email or face-to-face meetings. The information discussed will be obtained from his progress and attainment data, his teachers and teaching assistants, any external agencies or professionals who may be involved, and through one-to-one meetings with the pupil himself.

At whole school level, the attainment, progress, and attendance of the wider SEND cohort is monitored closely to ensure the impact of the school's provision and regularly benchmarked against local and national peer groups. The SEND team are encouraged to participate in continuous professional development and we use a series of local and national networks of schools to ensure we remain abreast of developments in the sector and aware of best practice.

How will my child be included in activities outside the classroom?

Pupils become involved in the life of Ermysted's in a wide range of different ways. There is an extensive extracurricular programme including sports, music, performance, art, mentoring opportunities, and exchanges, trips and visits.

At Ermysted's, inclusion is of the upmost importance. We offer a wide and diverse range of extracurricular 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.

What support will there be for ensuring my child's 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 visits to each child's primary school to speak to their teachers and individual transition support for children with SEND. We also aim to ensure smooth transitions for those who join the school in Year 12 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 Head of Year. Our Attendance Officer monitors the attendance and punctuality of all pupils. A counsellor is available 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 timetabled PSHCE input.

How will my child be kept safe?

Safeguarding is of paramount importance to the school. Some pupils have an increased risk of abuse, and additional barriers can exist for some pupils with respect to recognising or disclosing abuse. Ermysted's committed to anti-discriminatory practice and recognise our pupils' diverse circumstances. We ensure that all pupils have the same protection, regardless of any barriers they may face.

We have a **Designated Attendance Officer** and a **Designated Safeguarding Lead**, Mr A Jackson.

To safeguard pupils 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.

See our **Child Protection and Anti-Bullying** policies on the school website for further details.

How will the school prepare my child for the next stage of education and life?

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 Independent Careers Advisor. Sixth form pupils will be guided through the UCAS process, applying for apprenticeships, or preparing for the workplace as appropriate.

See our **Careers Policy** on the school website for further details.

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 in the **Accessibility Plan** which is available on the school website.

How can parents raise a concern about their child's SEND provision?

Concerns about SEND should be raised with:

- The SENDCo
- The Head or Assistant Head of Year
- A member of the Senior Leadership Team

If unresolved, parents may follow the school's **Complaints Procedure**, which is published on the school website or available on request from the school office.

Who can parents contact for further information?

Members of staff you may wish to contact (all emails are in the format jsmith@ermysteds.uk)

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

Please feel free to contact us via your child, a letter, a telephone call or by email.

Related Policies

All policies listed may be found on the [school website](#).

- Accessibility Plan
- Attendance Policy
- Admissions Policy
- Anti-Bullying Policy
- Assessment, Recording and Reporting Policy
- Behaviour Policy
- Careers Policy
- Child Protection Policy
- Complaints Procedure
- Curriculum Policy
- Equality Scheme
- Marking, Feedback and Assessment Policy
- Supporting Pupils with Medical Conditions Policy
- SEMH Policy
- SEND Policy
- Separated Parents Policy