



SHERBURN HIGH SCHOOL
SEND Information Report

SLT Oversight	Headteacher: Mr M Gill
Review Date	September 2025
To be reviewed	September 2026

Sherburn High School 2025/2026 SEND Information Report

The North Yorkshire Local Offer can be found at:
<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Click [here](#) to open the YLT SEND policy

This is what we provide in our school

North Yorkshire's Local Authority expectations of good practice

What kinds of SEND are provided for in your school?

At Sherburn High School (SHS) we support a whole range of SEND needs. These include pupils with a EHCP and other additional SEN needs. Currently, the range of needs we cater for is:

- Dyslexia
- Developmental Coordination Disorder
- Dyscalculia
- Hearing Impairment
- Vision Impairment
- Speech & Language Difficulties
- ADHD / ADD
- Autism Spectrum Condition
- Emotional and Social difficulties
- Physical disabilities including various types of palsy
- Sensory impairments or difficulties
- Developmental Delay
- OCD

Children and young people (CYP) with a wide range of SEN are welcomed into the school.

If a parent of a student with an EHCP requests a place at the school and their attendance is compatible with the efficient education of others or the efficient use of resources, CYP are welcomed and strategies sought to meet needs.

<p>2a. What policies do you have for identifying children and young people with SEN? How do you assess their needs?</p> <p>2b. What is the SENCo's name and how can I contact them?</p>	
<p>2a) Identification of students with SEN and assessing needs</p> <p>At Sherburn High School we aim to ensure that students who are thought to have a special educational need are identified and assessed as early as possible.</p> <p>All students in Year 7 undertake 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.</p> <p>In addition, students with SEND are also identified at our school by the following ways, including:</p> <ul style="list-style-type: none"> ● Information from classroom staff ● Information from parents/carers ● Information gathered from outside agencies ● Information from in-school monitoring 	<p>The name and contact number of the SENCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan.</p> <p>This should include:-</p> <ul style="list-style-type: none"> ● details of any strategies being used to support your child in class; ● details of any extra support or interventions for your child ● your child's learning targets and their long term desired outcomes ● the next date when your child's progress will be reviewed. <p>Most students will benefit from SEN support, but some students who need high levels of support, or who have complex needs will need to be referred for an Education, Health and Care Plan.</p>

- Use of standardised screening or assessment tools, if appropriate.
- Information from the SEND Team
- Information from HOY' and the staff team.
- Listening to the student's own views

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 child'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

2b) SENDCO and key staff include:

Mr Matt Gill (Headteacher)

SENDCo: Miss C Isaac

Assistant SENDCo: Mrs N Caldwell

Heads Of Year

Year 7: Ms E Wadsworth

Year 8: Mr M Darnbrough

Year 9: Ms K Fowler

Year 10: Mrs J Smith

Year 11: Ms E Wadsworth

Mrs J Browne: Family Liaison Officer

All staff can be contacted via telephone: 01977 682442

Please contact C Isaac (SENDCo) at school if you require any advice or information regarding statutory assessment.

Alternatively contact SENDIASS. SENDIASS can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups. Link to SENDIASS [here](#).

3. What arrangements do you have for consulting with parents of children with SEND and involving them in their child's education?

The school and Inclusion Team welcome contact from parents/carers/guardians.

The SENCo and Inclusion Leader are in attendance and available to meet parents, carers and guardians at:

- Open Evening for prospective Year 6 students
- At Progress Evenings
- Dedicated SEND review days

Where students have an Education, Health and Care Plan formal consultations for a school place take place annually in line with the Code of Practice.

Students attending SHS with an EHCP receive an annual review. Additional interim reviews happen during the autumn and summer terms as well as opportunities to meet during Parent Consultation Evenings.

The purpose of regular meetings with parent are to:

- work collaboratively to set realistic and achievable targets (short and long term)
- discuss actions and support offered
- review progress made against targets
- set new targets and amend support when required
- keep school records up-to-date with any changes

<p>4. What arrangements do you have in place to consult with young people and their parents of children with SEND to involve them in their education?</p>	
<p>Consulting and Involvement of students</p> <p>Our students' voice is paramount to the success of SEND at Sherburn High School. All of our students are involved in the production of their Student Passports and are met with as part of the SEND Reviews to explore the teacher feedback and set targets to enable them to make progress.</p> <p>Consulting and Involvement of Parents and Carers</p> <p>Parents and Carers are invited to actively participate in review meetings; where students have been identified as SEND K or have an Education, Health and Care Plan. SEND reviews take place three times per year (one per term). As part of this review teachers are able to share student's strengths and areas for development, this is fed back to parents/ carers and students and personal targets are written to support student progress and development. For EHCPs, formal consultations take place annually in line with the Code of Practice. Both the SENDCO and the Inclusion leader are available at all Progress Evenings</p>	<p>Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For students with SEND it is desirable that there is more frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> ● regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes ● more regular meetings to update you on your child's progress and whether the support is working ● clear information about the impact of any interventions

<p>to meet with parents and discuss any queries. There are also additional SEND review days.</p>	<ul style="list-style-type: none"> ● guidance for you to support your child's learning at home.
<p>5. What arrangements are in place for assessing and reviewing children and young <i>people's progress towards outcomes</i>. Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review</p>	
<p>At Sherburn High School we offer an Inclusive Education and ensure that students' needs are met within the classroom. This is called Quality First Teaching. When a student is identified as having special educational needs and/or disabilities, Sherburn High 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 is described as SEND Support. The level of additional intervention and support will depend on the individual needs of the student. After two rounds of graduated response the student will be placed on the SEND Register and parents/carers will be informed.</p> <p>Students on the SEND Register have a Student Passport; provision is mapped via EduKey Provision Maps</p>	<p>All students with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations. This will usually include progress made with personal targets.</p> <p>Many schools use inclusion passports and provision mapping to show both the needs of the students as well as the provision that has been commissioned.</p>

<p>Arrangements for assessing and reviewing progress towards outcomes</p> <p>Students' progress is assessed and reviewed by school staff three times per year and reports are sent home to parents. Where students have intervention programmes which are additional and different, student progress is reviewed by the Inclusion Leader in line with the graduated approaches outlined in the Code of Practice. We have passports for all students requiring support with learning whether this is for academic or medical reasons. Parents can contact the SENDCo and the Inclusion Leader at any time to discuss their child's progress.</p> <p>For those students who require additional support we offer focused support, study support and may utilise , additional interventions that cover a variety of SEND needs. We also have access to a range of cognitive screeners to explore any underlying challenges that the students may face</p>	
<p>6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood? How do you ensure that as young people prepare for adulthood the desirable outcomes reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>	
<p>Transition between Educational Setting and Stages and Preparation for Adulthood</p>	<p>Your SENCo should arrange an appropriate transition review for me before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits</p>

During the transition from primary to secondary school, school staff visit individual primary schools and discuss the needs of individual students. During this process primary schools identify students needing a personalised transition package. The SENDCO and or the Inclusion Leader attends Year 6 annual review meetings, TAF meetings and additional meetings where required.

School staff host transition sessions for students who need the extra support and are identified by primary school or outside agencies.

As part of preparation for adulthood we work alongside our careers team to ensure that students are given individual guidance and support. As part of the EHCP process this is formalised through the annual review process.

The Inclusion Leader carries out assessments and together with the SENDCo and the Exams Officer make arrangements for those students who may need exam access arrangements through their GCSE and A Level courses.

should be arranged for the student or student, often accompanied by a well-known member of staff. The student should receive as much transition work as they feel necessary.

7. What is your School's approach to teaching children and young people with SEND?

The approach to teaching children and young people with SEN

In line with SEN Code of Practice, all students are included in all lessons across the curriculum. The school employs staff experienced in supporting children with a range of special educational needs. Additional training is provided to keep staff up-to-date with the needs of students as they arrive in school. School adopts the Assess, Plan, Do, Review cycle of support to ensure any interventions/support are and remain appropriate. Within school, additional learning support for students with special educational needs takes the form of:

- Literacy skills (including PIXL Code)
- Numeracy skills
- Specialist screening programmes
- Zones of Regulation
- Anxiety Gremlin

High quality teaching and support for learning within mainstream lessons is the most important factor in helping students with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to

High quality support for learning within mainstream lessons is the most important factor in helping students with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.

Schools use a range of evidence based interventions to support students with SEND to make better progress. Interventions are structured learning programmes. Your school will be able to explain to you:

What interventions your child is receiving and what are the intended learning outcomes;

- When during the week any interventions will be delivered and for how many weeks;
- Who will be delivering the interventions (usually a well trained teaching assistant) and where (e.g. in class or

<p>make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons.</p> <p>The NYCC HUB is a supportive centre in school for students with additional needs and is used during lesson time as well as before and after school. There is an array of activities and support offered during unstructured times of the day.</p> <p>The Inclusion Team and Pastoral Team work closely together to support staff to facilitate access to the curriculum. This team includes specialist staff with additional levels of expertise to support vulnerable students, including those with special educational needs. As a team we meet once per fortnight to review individual students and develop a package of support which enables them to access school more effectively.</p>	<p>outside the classroom).</p> <ul style="list-style-type: none"> • How the interventions will relate to and support learning in the classroom; • How they will be monitored closely to make sure they are helping your child to make accelerated progress.
<p>8. What sort of adaptations are made to the curriculum and the learning environment of children and young people with SEN?</p>	
<p>Adaptations to the curriculum and learning environment</p> <p>We encourage our students to follow the mainstream curriculum and the majority of students do. Where required personalised adaptations are made according to individual</p>	<p>Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the</p>

<p>need. The school provides facilities in line with the Disability Discrimination Act to meet the requirements of those students with more complex needs and is prepared to make reasonable adjustments according to individual student needs in line with the schools 'best endeavours'</p>	<p>school's overall plan of support (provision map), which outlines many of these strategies.</p>
<p>9. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?</p>	
<p>Teaching and learning: - SEN in the classroom</p> <p>The school has a structured approach to Teaching and Learning through the school's Teaching and Learning principles and curriculum on our website.</p> <p>Specifically, and within each academic year we ensure that SHS has focused on the changing landscape of SEND. Recently staff have received training on becoming Trauma Informed as well as exploring ASD and EAL. The effective use of teaching assistants including the use of group work to develop SEN needs and also how to differentiate effectively to provide good first quality teaching in the classroom have been a continual focus for staff at SHS. We passionately believe that</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary.</p> <p>Schools must make good use of their SEN funding to meet a range of needs. However, if a student has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>

<p>quality first teaching must meet the needs of all our students and our aim is to ensure that all teachers know which strategies work with which students to ensure that all students learn. We have a continual focus on neurodiversity in the classroom.</p> <p>Any additional specialist expertise is sought and secured from the wider North Yorkshire Specialist Network of services or our links with STAR MAT. This is a very effective way of sharing information and best practice.</p> <p>The school provides additional support within lessons facilitated by teachers and supported by teaching assistants. It is key to note that not all students will have access to teaching assistants and this is done by assessing each individual student's need. There is also, where appropriate, the use of one to one or group work around identified areas of need dependent on individual students' provision.</p>	
<p>10. How do you evaluate the effectiveness of the provision made for children and young people with SEN?</p>	
<p>Regular assessment takes place in school. This process can be used to help identify students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track student progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the</p>

<ul style="list-style-type: none"> ● Is significantly slower than that of their peers starting from the same baseline. ● Fails to match the child's previous rate of progress (i.e. the attainment gap has widened) ● Fails to close the attainment gap between the child and their peers. ● Progress is also looked for in areas other than attainment e.g. wider development or social needs that would help a successful transition to adult life. The governing body will, on an annual basis, consider and report on the effectiveness of the work and any amendments that may need to be made to the SEND policy. The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our provision. We continually review and report on the effectiveness of the policy. 	<p>impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a raw gain or the before and after impact on self-confidence, behaviour etc. During the planning meeting with parents and where possible the child or young person, the teacher will explain what the expected impact will be by the intervention is reviewed and how this will be measured. Many schools use provision mapping to capture this information, which is written during the meeting..</p> <p>The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provisions, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p>11. How are children and young people with SEN enabled to engage in activities available with children and young people in the school who do not have SEN?</p>	
<p>Enabling young people with SEN to engage in activities with children and young people in the school who do not have SEN.</p>	<p>The school's policies should all state how all students are actively included in a wide range of curriculum and extracurricular activities, including school trips. Students with SEN should be equally represented in positions of</p>

All extra activities are open to all students. Where activities are provided for students with SEN, students without SEN are welcome to attend.

Staff at Sherburn High School are committed to all students having access and opportunities to participate in school activities and visits through reasonable adjustment and adaptations where needed. Reasonable adjustment and adaptations will be made on an individual basis and closely monitored by staff to ensure students can play a full and active role within school along with their peers. We do not discriminate against any students due to their Special Education Need or disability.

The wide range of support that is available at Sherburn High School includes:

- Mentoring sessions with the SENCO / Inclusion Leader / a member of the SEND team / pastoral team.
- Class support.
- Individually adapted group or one to one interventions which focus on all areas of SEND.
- Arranging support from external agencies where necessary

responsibility e.g. the school council.

<p>The school invests in a wide range of pastoral roles and Higher Level Teaching Assistants. SEN awareness and anti-bullying is incorporated into the whole school pastoral and tutorial programme.</p> <p>The school operates a year group based tutoring system to further encourage an inclusive environment whilst promoting the whole school ethos of celebrating differences. Alongside this, assemblies which have an anti-bullying message and focus on individual's differences are delivered by Heads of Year, SLT and external agencies.</p> <p>Students participate throughout the year in fundraising activities to support associated charities.</p>	
<p>12. How do you support children and young people with SEN to improve their emotional and social development? Please explain the extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.</p>	
<p>The school has a strong ethos of pastoral support and has robust systems in place which are accessible to all students, including those with SEND. Within the Inclusion and Pastoral Teams, the school employs specialist staff.</p> <p>Some students participate in activities to learn and enhance their ability to socialise and understand social conventions that they will meet in society. Anti-bullying is incorporated into</p>	<p>Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.</p>

<p>the whole school PSHE programme and assemblies which have an anti-bullying message and focus on individuals' differences are delivered by Form Tutors, Key Middle Leaders, Pastoral Leaders and SLT.</p> <p>Issues of bullying are dealt with promptly by staff, following the procedures laid out in school.</p> <p>Sherburn high School offers breaktime and lunchtime support for more vulnerable learners These are safe and quiet areas supervised by familiar staff.</p> <p>Students participate throughout the year in fundraising activities to support a range of charities.</p>	
<p>13. How does the School involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families?</p>	
<p>Involving other bodies in meeting needs and supporting families</p> <p>The school has established strong links with outside agencies. We work closely with colleagues in education, health, social care and careers, including agencies such as Wellbeing in Mind Team, CAMHS, Vision and Hearing support, Local Authority Support Teams (SEND HUB).</p>	<p>The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions.</p> <p>Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet</p>

<p>If you have any concerns about the provision made for a student with SEN, the first point of contact is the SENDCO .</p> <p>The school supports the Local Offer of the Local Authority and a link to this can be found here</p>	<p>your child's needs you will be informed and asked to give your consent.</p>
<p>14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school.</p>	
<p>We recognise that at times parents wish to raise concerns. All complaints made should follow the complaints procedure found on the website.</p>	<p>There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.</p>
<p>Key Policies</p> <p>Sherburn High School policies can be found on the website. Policies for parents/carers of children and young people with SEND are listed below:</p> <ul style="list-style-type: none"> ● Accessibility Policy ● Anti-Bullying Policy 	

<ul style="list-style-type: none"> ● Concerns & Complaints Policy ● Equality and Diversity Policy ● Positive Behaviour and Rewards Policy ● Special Educational Needs and Disability Policy ● Medical Policy ● Admissions Policy ● Examination Policy <p>Risk Assessment Policy for Student Welfare</p>	
<p>Accessibility: In order to ensure that the Sherburn High School can effectively meet the needs of disabled students, we will:</p> <ul style="list-style-type: none"> ● Consult with disabled pupils, parents, staff and disability organisations. ● Regularly review the educational offer (and other) services that are both accessible and effective, and take appropriate action. ● Monitor the implementation and effectiveness of the accessibility policy on a regular basis. ● Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance. 	