BATLEY GRAMMAR SCHOOL

Founded 1612

Special Educational Needs and Disabilities (SEND) Information Report

Approved By: School Governing Board	**Ratified:** October 2026
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Reviewed by: Headteacher	

Special Educational Needs Information Report

The Special Educational Needs (SEN) Information Report is part of a wider suite of documents relating to SEN, disability and inclusion. In particular, it should be read alongside the SEN policy, Inclusion Policy, Equality Policy, and the updated Behaviour for Learning (BFL) Policy, which are accessible on the school website. Additional useful documentation and information can be found within the SEND Local Offer for Kirklees which can be accessed here https://www.kirkleeslocaloffer.org.uk/

School Philosophy

We aspire to be a 'school of choice' by being a caring and supportive school where we identify, encourage and develop the talents and qualities of each learner from 4 to 16. We are committed to enabling learners to thrive and pursue excellence in all areas and, in so doing, helping them to prepare for adult life as confident, independent and respectful members of a caring society.

Inclusion Philosophy

Batley Grammar School believes in and encourages inclusion. The School believes that all Primary and Secondary learners, whatever their needs, should receive the best possible education. Our aim is to enable all learners to excel in their personal, social and academic achievements.

In alignment with the Batley Multi Academy Trust **BELONG Framework**, identity, equity, and inclusion sit at the heart of our educational mission. We proactively apply the six BELONG principles to ensure that every learner feels safe, valued, and a true sense of belonging in our school community:

- **B – Belonging Audit:** We regularly seek accessible views from learners, families, and staff regarding safety, fairness, identity, and access to trusted adults to understand the lived experiences of all learners.

- **E – Equity in Curriculum:** We adapt and scaffold our curriculum to remove access barriers while maintaining high aspirations, ensuring diverse lives and identities are represented.

- **L – Leadership Signals:** Leaders and staff model calm boundaries, relational responses, positive language, and purposeful repair, setting high expectations for all learners.

- **O – Operational Systems:** We routinely monitor patterns in behaviour, attendance, SEND referrals, and participation to identify and remove systemic barriers early.

- **N – Narrative and Identity:** We ensure school communications, displays, and opportunities honour and celebrate the strengths present within our local community and our learners.

- **G – Governance and Guardrails:** Governors and leaders review inclusion, safety, and belonging with the same intentionality as academic attainment.

Batley Grammar School is an all through, 4–16 school which, wherever possible, caters for the needs of learners with Special Educational Needs and Disabilities. We recognise that, being a relatively small school, there are limitations to our provision when compared with some other larger and more specialist establishments. Parents/carers of learners with SEND who wish to apply for a place at Batley Grammar School, for their child, are encouraged to meet the SENDCO, the appropriate Head of Year and/or a member of the Senior Leadership Team to establish whether Batley Grammar School is the best school to meet their child's needs.

How accessible is your environment?

Our school was built in the 1800s. Wheelchair access is available to the ground floor classrooms, the playground, the dining room and sports hall via an outside route. There is limited access to the playing fields. There is no lift or access to upper floor classrooms such as Art or Food technology. Where possible, we make reasonable adjustments such as changes to classrooms for learners who are unable to access the upper floor to include ICT suites and science labs. The school also has a disabled toilet and allocated disabled parking spaces. Provision for Visually Impaired learners typically includes access to tablets/iPads and Chromebooks, relevant apps, enlarged texts and changes to font and background. Tours of the school and routes can be arranged. For all learners with disabilities, the school works closely with Outreach Services.

Frequently asked questions

1. **What are Additional Needs/SEND?**

1.1 **What are the 4 broad areas of need?**

2. **What can be done to support my child?**

2.1 **Will my child get support in exams?**

2.2 **Will my child get mental health support?**

2.3 **Who else can help my child?**

3. **How will Batley Grammar School identify and assess if my child has a need?**

4. **What policies do you have that support inclusion?**

5. **Who can I contact to discuss my child's needs?**

5.1 **My child has a SEND need, how will they be monitored?**

6. **What training do staff receive to support their learners?**

7. **Batley Grammar School works with other agencies to support children with SEND and their families by:**

8. **How do you support learners' transition?**

9. **How do you use your funding to support learners?**

10. **I'm concerned about the provision/support available - what can I do?**

10.1 **What is the local offer?**

10.2 **What support is available to parents?**

1 What are Additional Needs/SEND?

'Additional Needs' is the term used to describe needs presented by learners that cannot be met by universal teaching approaches. This may be due to a variety of reasons; medical needs e.g. hearing, visual or physical or mental health needs (from anxiety to bereavement).

The term 'Special Educational Needs' is used to describe a Broad Area of Additional Needs referring primarily to the educational needs presented by learners who are on the school's SEND register. Appendix 1 sets out a definition and the most likely areas.

1.1 What are the 4 broad areas of need?

We provide provision for learners who are considered in need of SEN support, signified by a K code, and those in receipt of an Education, Health and Care Plan (EHCP), signified with an E code. The range of special educational needs fall under the Broad Areas of Need as set out in the Special Educational Needs Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and/or Sensory needs

2 What can be done to support my child?

Class and subject teachers are responsible and accountable for the progress, development, and inclusion of all learners in their class. Class and subject teachers use the Graduated Approach to assess their learners, formulate a plan, do it and review (a 4-part cycle). They oversee the work of any support staff (educational teaching assistants - ETAs) in their lessons and collaborate with any specialist staff (SENDCO or outside agencies/outreach services). Any intervention and support that learners receive outside of usual curriculum time does not replace high-quality teaching in the classroom.

In line with our Behaviour for Learning (BFL) policy and relational principles, staff understand that behaviour may communicate distress, unmet needs, sensory overload, or barriers to learning. Reasonable adjustments and trauma-sensitive co-regulation strategies are embedded into daily practice alongside clear expectations.

The main methods of provision made by the school are:

- Full-time education in mainstream classes, with additional help and support by the class teacher through adaptive teaching, scaffolds, and high-quality teaching (**Equity in Curriculum**).
- An ETA or TA Keyworker in some classrooms.
- Periods of intervention in small groups led by an ETA or HLTA.

We currently provide additional support for a range of needs within these broad categories with Wave 1 Quality First Teaching. For example, we have learners who have specific identifiable or diagnosed needs such as Autism; Attention Deficit Hyperactivity Disorder; specific learning difficulties, such as dyslexia or dyscalculia; mental health difficulties; physical difficulties such as visual impairments and/or hearing impairments; and learners with speech, language and communication needs who all access our mainstream classrooms.

We recognise that, being a relatively small school, there are limitations to our Wave 2 Targeted interventions/provision when compared with some other larger and more specialist establishments. Parents/carers of SEND learners who wish to apply for a place at Batley Grammar School are encouraged to meet the SENDCO, the appropriate Teacher responsible for the Key Stage in the primary phase, Progress Leader for the secondary phase and/or a member of the Senior Leadership Team to establish

whether Batley Grammar School is the best school to meet their child's needs. It is also worth checking our Accessibility Report and visiting our school site if you or your child have mobility needs.

2.1 Will my child get support in exams?

The SEND team work closely with the exams officer to remove barriers to accessing exams. This may include using a laptop, reading pen, rest breaks or additional time depending on the learner's normal way of working or medical needs.

2.2 Will my child get mental health support?

We support our learners in a variety of ways; every learner will have a form tutor who will (in most cases) remain with them as they progress up the School. The School also has a wellbeing manager and a safeguarding lead to support our vulnerable learners. We also have HLTAs in school who are trained ELSAs (Emotional Literacy Support Assistants) and practice informed by Thrive principles. We can also refer learners into Kirklees Keeping In Mind (a mental health service) or the Mental Health Schools Team (MHST).

2.3 Who else can help my child?

Where necessary we seek support and guidance by accessing Wave 3 Specialist Support from outreach services for learners whose needs cannot be met within the school's universal offer or Wave 1 or 2 support.

3 How will Batley Grammar School identify and assess if my child has a need?

Ensuring all teachers are responsible for identifying learners with Special Educational Needs and, in collaboration with the learners, their parents/carers, and the SENDCO, will ensure that those learners requiring different or additional support are identified at an early stage.

By using our **BELONG Operational Systems (O)**, leadership and pastoral teams regularly analyse data surrounding academic progress, behaviour patterns, SEND referrals, and attendance to spot underlying barriers early. Teachers at Batley Grammar School track assessment data regularly to monitor the progress of all learners. Through this, teaching staff will identify those whose progress:

- Does not close the attainment gap between the learner and their peers.
- Highlights an ever-widening attainment gap.
- Shows the learner's previous rate of progress is not currently being matched or bettered by them.
- Shows progress that is significantly slower than peers of the same baseline starting point.

When thinking of progress, this may also include progress in areas other than attainment, for example, social, emotional, or self-regulation needs.

In line with the SEND Code of Practice (2015), the school advocates the graduated approach through a system of **Assess, Plan, Do, Review** to establish if SEN needs are underlying. This ultimately begins with the class teacher employing high-quality adaptive teaching strategies in their day-to-day teaching using the Kirklees High Quality Teaching Toolkit and EEF evidence-based principles. Where strategies do not appear to be having the desired impact, different intervention models will be explored and the Kirklees Graduated Response Toolkit will be used.

The views and wishes of the learner and parents will always be included when determining the need for special educational provision (**Belonging Audit & Narrative and Identity**). The School may decide, in collaboration with the parent/carer, to place a learner on the SEN register at SEN Support Level.

Please note slow progress and low attainment will not automatically mean a learner is recorded as having SEND. The graduated response of assess, plan, do, review will be a deciding factor. We will also use:

- Information from parents/carers
- Evidence obtained by teacher observation/assessment
- Records from pre-school nurseries/primary schools/previous settings
- Standardised screening or assessment tools e.g. reading assessments
- Reports from external agencies such as Educational Psychology and Speech and Language Therapy

4 What policies do you have that support inclusion?

Batley Grammar School works in partnership with parents/carers in line with the recommendations in the SEND Code of Practice (2015). Relevant policies are listed below which set out our approach:

- SEN Policy
- Inclusion Policy
- Equality Policy
- Behaviour for Learning (BFL) Policy

The policies above show Batley Grammar School's approach to:

- Assessing and reviewing the progress of learners with SEND;
- Teaching learners with SEND through relational practice and adaptive teaching;
- Adapting the curriculum and learning environment for learners with SEND (**Equity in Curriculum**);
- Making decisions on additional support and reasonable adjustments in relation to learners with SEND;
- Ensuring inclusion of learners with SEND with learners without such needs across all school activities (**Governance and Guardrails**);
- Supporting the emotional, social and mental development of learners with SEND; and
- Evaluating the effectiveness of our provision for our learners with SEND.

5 Who can I contact to discuss my child's needs?

- **SENDCO:** Miss J Kaye
- **Deputy SENDCO:** Miss L Liversidge

- **Telephone:** 01924 474980
- **Email:** SENDadmin@batleygrammar.co.uk

Miss Kaye joined Batley Grammar School in January 2025; she qualified as an RS teacher in 2006 and as SENDCO in 2020. Having worked in schools across Kirklees and Leeds, she brings to the role experience in teaching and learning, pastoral care, SEND interventions and home-school partnerships.

We have a Deputy SENDCO, Ms Liversidge, who was SENDCO for 15 years and taught in a local Primary school in Early Years. In her previous setting, she was also the Wellbeing Lead and Designated Safeguarding Lead, bringing a vast range of experience to this role. She joined the school in January 2024.

5.1 My child has a SEND need, how will they be monitored?

HOME-SCHOOL PARTNERSHIP

Ensuring we have early discussions with parents/carers and learners when determining whether special educational provision is needed (**Narrative and Identity**). These discussions focus on the strengths and presenting difficulties for that learner. We take account of the concerns parents/carers share with us. We ensure that parent/carer and learner views are considered when reviewing progress towards any outcomes on the learner's SEN paperwork.

KEYWORKER ROLES

Keyworkers (our ETAs) work collaboratively with parents and learners to ensure that next steps and actions to be taken are clear to everyone involved. We value parents'/carers' views as vital to the success of the outcomes for our learners. Parents/carers are encouraged to contact the SENDCO and other SEND staff to discuss their child's needs at any time, in addition to regular points of contact e.g. Parents' Evenings and Annual Reviews for those with Education, Health and Care Plans.

REVIEWING PLANS

In line with the Code of Practice, we have contact 3 times per year to update parents/carers of learners who have SEN plans (i-APDR, MSP and EHCP). This will either be with our HLTA or one of our SENDCOs. A learner's One-Page Profile / Individual Relational Support Plan will be used to support teachers in applying reasonable adjustments and strategies from the Kirklees Graduated Approach and BFL guidelines within the classroom.

6 What training do staff receive to support their learners?

Teaching Assistants (ETAs) and teaching colleagues receive a comprehensive programme of training throughout the year to ensure they are trained and confident to support the needs of learners in school. This training programme is led by the SENDCO, BFL Lead, and senior leaders. Other training sessions are led by relevant specialists in school (such as our Deputy SENDCO, Assistant Heads, or HLTAs) and from relevant external agencies including:

- The Hearing Impairment Team
- The Visual Impairment Team
- Specialist Outreach Services
- Educational Psychology Services

Areas of core staff CPD and modules include:

- BELONG Framework high standards, identity, and inclusion
- Trauma, attachment, co-regulation, and developmental practice (informed by Thrive)
- De-escalation strategies and relational responses
- Adaptive teaching and scaffolding framework (EEF 'Five-a-day' principles)
- Executive Functioning Difficulties support
- Positive use of language through Emotion Coaching Scripts (**Leadership Signals**)
- Zones of Regulation teaching
- Supporting Mental Health and Safeguarding
- Supporting learners with Developmental Language Disorder (DLD)

Where specific training is necessary to meet the needs of individual learners, for example, intimate care training, this is undertaken by identified key worker staff and a member of the Locala Nursing team. Staff are also able to request training in specific areas, sourced through Kirklees' Educational Psychology department or internal coaching routes.

7 Batley Grammar School works with other agencies to support children with SEND and their families by:

We utilise the core offer from the Educational Psychology team. We hold termly planning meetings to address the needs of key learners — those with SEND and Looked After Children. These are vital to enabling us to explore extra support for learners where needed, receiving advice on referrals or key information on CPD offered to meet learner needs.

There are a variety of external agencies and professionals involved with supporting learners with additional needs/SEN, including:

- Educational Psychologists
- Speech and Language Therapists
- Kirklees Specialist Provisions for Complex Communication and Interaction
- Speech, Language and Communication Needs (SLCN) Teams
- Sensory and Physical Impairment Outreach Teams
- Social, Emotional and Mental Health (SEMH) Needs Teams
- Cognition and Learning Outreach Team
- Mental Health Schools Team (MHST)

We have half-termly visits for our learners in Secondary to work with the Visual Impairment Outreach Teachers or Hearing Impairment Outreach Teachers as required. These staff work closely with the SENDCO to update on any changes that require additional provision. We also work with the Brunswick Centre when needed to refer young people to their LGBTQ+ Youth Service for further identity and wellbeing support (**Narrative and Identity**).

8 How do you support learners' transition?

In the Primary Phase:

- All learners attend a transition day or a series of visits.
- Discussions between previous or receiving school settings happen prior to the learner joining/leaving.
- All learners attend a transition session where they spend time with their new class teacher and support staff.
- Additional familiarisation visits are arranged for SEND learners who need extra transition support.
- School staff meet parents/carers prior to their child joining the school.
- Where a learner has specialised needs, a tailored meeting is arranged with staff from both settings, parents/carers, and the learner.
- For learners with an EHCP where parents wish for a different secondary placement, the SENDCO/Deputy ensures reviews are held in Year 5 to consult during phase transfer windows.

8.1 In the Secondary Phase:

- Discussions between previous or receiving settings take place prior to joining/leaving.
- Learners attend transition days or targeted visit series.
- Additional transition visits are arranged based on individual learner need.
- PSHE curriculum provides Careers modules working towards smoother transitions to further education or work-based placements.
- The School Careers Advisor offers group and individual guidance.
- Transition arrangements are personalized for learners with SEND.
- For learners with EHCPs, early Year 11 annual reviews enable the local authority to consult with chosen post-16 providers.

8.2 Early Years, Primary, and College Transitions:

The SENDCO and Deputy work closely with providers and families across all phase transfers. In Years 5/6, the SENDCO endeavours to attend primary annual reviews to support families with transition planning. In Year 11, dedicated careers appointments and preparation ensure SEND learners receive appropriate guidance for their next phase.

9 How do you use your funding to support learners?

We receive funding from the Education and Skills Funding Agency for all learners in our school, which includes budget allocations for SEND support. The Headteacher and governing body determine the allocation of the SEND budget to meet training and resourcing needs across both Primary and Secondary phases (**Governance and Guardrails**).

Funding is also utilized to ensure extra-curricular clubs and enrichment activities foster safety and a true sense of belonging for all learners. Where necessary, additional adult support is arranged during extra-curricular activities up until 16:00 for learners with additional needs.

10 I'm concerned about the provision/support available - what can I do?

As a parent/carer of a learner with SEND, concerns or complaints regarding SEND provision should initially be discussed with the SENDCO. Following this, if necessary, concerns can be raised with a member of the Senior Leadership Team. The full complaints procedure is accessible on the school website.

10.1 What is the local offer?

https://www.kirkleeslocaloffer.org.uk/

Batley Grammar School is part of Cluster Group 17, working in close partnership with other schools within Batley Multi Academy Trust (Field Lane, Mill Lane, Healey School, Batley Parish, Carlinghow Academy). We frequently signpost families to PCAN (Parent Carer Autistic Network) and the Triple P Parenting Program.

10.2 What support is available to parents?

Batley Grammar School acknowledges that parents/carers of learners with SEND sometimes need additional independent support. The local independent advice and support service (KIAS - Kirklees SENDIAS Service) can be contacted at: https://www.kirkleeslocaloffer.org.uk/information-and-advice/general-information-and-advice/kias-kirklees-sendias-service/