

Stretford High School

The SEND department is overseen by the Deputy Head and Head of Inclusion.

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1. What kinds of special educational needs does the school provide for?

Stretford High School (SHS) caters for all young people with all types of special educational needs and/ or disabilities. The school is non-selective and welcomes every child as an individual into its community. It is a multi-cultural, multi ethnic and multi faith environment. We ensure wherever possible that equipment used is accessible to all children regardless of their needs. After-school provision and extra-curricular activities are accessible to all children, including those with SEN.

SHS is fully compliant with the Equality Act requirements.

Special Educational Needs and/or Disabilities four main areas of need may include:

- Cognition and learning difficulties; Including: Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) and Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia.
- Communication and interaction difficulties; Including: Speech, language and communication needs (SLCN) and Autistic Spectrum Disorder (ASD).
- Social, emotional and mental health difficulties; Including: students suffering from anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Physical and or Sensory impairments.; Including: Visually impaired (VI), Hearing Impaired (HI) and Physical Difficulties (PD).

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

At SHS we closely monitor the progression of a pupil through their educational development and social and emotional wellbeing. If a student has been identified as having special educational needs and/or disability during their Primary school years, the child will be placed onto our SEND register on entry. In September of each academic year all students are tested for Reading, Spelling, comprehension, accuracy and Mathematical ability within the first term. The scores enable us to plan provision for your child according to the stage of learning they are up to. The student is then re-tested after a series of targeted interventions before the end of the school year. We work as a team made of Teachers, Teaching Assistants (TAs), and SEND Coordinator (SENCo) and Deputy SEND Coordinator to accurately assess progress academically each term.

Where students are not making progress as expected then we will look to support through a differentiated approach to teaching and learning within mainstream classrooms. This means the teacher will adjust the students' learning diet, teaching approach or have subject specific interventions. The student may also be withdrawn from a class for a short period of time for an intervention, which will focus on their specific need. Should the intervention not achieve the impact required we will look to action a more specific assessment of student's need. This may

involve external professional agencies working alongside the school to complete a detailed assessment of your child in order to best support them. We will always involve parents throughout this process and also consider the view of each student.

If you feel that your child has a special educational need that is not being met then please do not hesitate to contact the SENCo. We take your concerns seriously and will endeavour to assess your child and address any concerns you may have.

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

Throughout their school years at SHS we would expect all children to be working on or above their target each academic year. We will inform you after each progress review by report about your child's progress in each subject area. There are 2 reports each academic year in addition to an annual parents evening, the dates of which are on our website.

All students with an Education Health and Care Plan have an Annual review where progress towards meeting targets is discussed. Any student placed on the SEND register will also be allocated a keyworker who will be a member of the SEND team. The keyworker will meet regularly with students to discuss progress and to support the student with target setting and action planning. The SEND team are also available at all Parents' Consultation Evenings for discussions with Parents / carers.

Additional to this, the school will endeavour to contact you as parents regarding any achievements or concerns if your child is not making progress. We will invite you into meetings with the SENCo and teachers to discuss your child's educational development. We welcome and encourage parental contribution to the education of your child and we value your opinion. We have an open-door policy to parental meetings with the SENCo and will ensure that, within a reasonable time frame, the school will respond to all requests for parental involvement. We endeavour to respond to your requests within 3 working days.

Members of the SEND team can also be contacted by telephone or email. The SENCO can be contacted on drhodes@stretfordhigh.com or the SEND Team can be contacted on send@stretfordhigh.com and for general queries about SEND provision at SHS

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

The curriculum is offered to all students regardless of ability and it is the role of all staff to ensure that learning takes place at a pace and level suited to your child's current progress and needs. This means that we will endeavour to ensure all pupils' needs are recognised at an early stage. By information sharing across the school, staff will plan lessons to ensure the pace

of learning and level of information is comprehensive. All children are expected to make progress through the curriculum but it may be that your child is offered a differentiated approach to learning through expert teaching and more individual interventions. Some of them could be:

- Planning and teaching is adapted, on a daily basis if needed, to meet your child's learning needs.
- Specific resources and strategies are used to support your child individually and in groups.
- Access to our KS4 Integrated Curriculum classes taught by SEN specialists.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.

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

Teachers are responsible and accountable for the progress and development of all pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. Work will be differentiated for individual pupils.

Our teachers have high expectations of all students, including those with SEND. All teachers receive information stating students' strengths and difficulties and suggested strategies for meeting needs. Teachers provide differentiated resources for students who need them.

Quality first teaching in the classroom means that all teachers will adapt their lessons in order to ensure your child's progression. The SENCo works alongside the teachers in an advisory capacity if concerns are raised regarding your child and recommends appropriate strategies to support your child and co-ordinate interventions to ensure that your child receives the additional assistance. The SENCo will also liaise with teaching assistants to work with children through a differentiated approach if it is appropriate. Your child's keyworker will contact you three times per year to review his/her targets and the impact of the provision.

Teaching assistants work within each Department to assist pupils in their learning. They are there to support your child by offering a more individual approach to a child who has a special educational need and/ or disability. This may mean altering the pace of work, the expected outcomes and occasionally withdrawal for targeted support. Teaching assistants are working in accordance to Government's guidelines.

Teachers, TAs, the Deputy SENCo and the SENCo will monitor the progress of your child and the support offered in order to evaluate the impact of the differentiated curriculum. This record

of progression will be maintained by the SENCo and will be reported to the Head Teacher and Governors of the school.

The Deputy Head reports to the Governors every term to inform them about the progress of children with special educational needs or disabilities; this report does not refer to individual children and confidentiality is maintained at all times. Mr Abdul Huy Malek is our SEND Link Governor, who is responsible for special educational needs and meets regularly with the Head of Inclusion. He also reports to the Governors to keep them informed. The Governors agree priorities for spending within the special educational needs budget with the overall aim that all children receive the support they need in order to make progress

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

Parent/carers are encouraged to participate in all aspects of their child's education and your input is valued by the school. Decisions are made, subject to negotiation with parents/carers, by SENCo and Senior leaders as to what additional resources, facilities and interventions are required to ensure your child progresses as expected. Senior leaders meet on a monthly basis to discuss progress and concerns.

All students' needs are assessed individually before planning any support. The impact of any intervention or support is reviewed. (Assess, Plan, Do, Review). The student and his / her parents / carers are fully involved in this process.

Recognition is also given to the fact that a student's needs may differ according to the activity being undertaken and so all teaching staff are made fully aware of any individual needs so that activities can be planned and prepared for.

Where it is felt that further support is required for a student, we may apply for an EHCP (Education, Health and Care Plan) which entitles students to additional funding to support their learning and progression. The SENCo will seek advice from external professionals where appropriate to ensure accommodation of need.

In rare cases, the level of provision required for one student is not applicable for the majority of our other students into the future and providing it for one child would divert resources away from the majority and what they need. This means, that a child's place could be incompatible with the provision of efficient education for others and/ or the efficient use of resources.

SHS is an inclusive school and makes various arrangements, especially in Y7 to aid the integration of students into the life of the school and promote their rapid progress towards accessing and achieving academic success in the mainstream. These arrangements change from year to year, and within years, depending on the nature of the intake, individual student needs, resources, staffing and curriculum factors. It is important to note that SHS is a

mainstream high school and does not have a resourced or specialist provision. SHS receives no funding from the local authority to provide specialist provision or Unit provision for students with any kind of SEN.

A complaints procedure exists within school if you are unhappy with the provision. In the first instance, all concerns should be addressed to the SENCo.

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

At SHS we encourage all children regardless of ability, to participate in all activities. We aim for all children to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful. Where children have a specific need, a designated TA will assist in enabling participation and reasonable arrangements are made to accommodate this. Where children require a higher ratio of adult to child supervision, the school will endeavour to make staff available. No child will be denied an opportunity to participate on the basis of a special educational need.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas, will be provided within school.

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

At SHS our pastoral and welfare teams are dedicated to delivering support and provision so that your child feels safe and valued within our community. Each year group has a Head of Year and an Assistant Head of Year responsible for ensuring your child's wellbeing. It is their primary role to support your child in their social and emotional development. If concerns are raised with the Head of Year regarding your child then they will contact you immediately. If it is deemed appropriate and with your support, we may ask that your child participates in mentoring sessions with our Head of Learner Welfare. They can offer support and guidance for your child through interventions and provide coping strategies.

Occasionally, we may request that your child be supported through the school nurse or other outside agencies if they need extra support. We will need your permission and support for your child to participate in any work done with these professionals, who are not school employees. We have a caring, understanding ethos and are an inclusive school; we welcome and celebrate diversity, and believe that high self-esteem is crucial to children's well-being. The school

entrance is staffed with adults who greet and welcome pupils and their families each morning. This ensures a smooth transition between home and school each day. As a nurturing school, all our vulnerable pupils are known to staff. If your child has been assigned a keyworker, during self-isolation periods, the keyworker will be in touch via emails, and phone calls when needed, to check on their welfare and learning if appropriate.

Behaviour in school is a priority in safeguarding your child's wellbeing. All pupils are expected to follow the school's behaviour policy, which is modelled and reinforced by all staff. Any behavioural concerns are taken seriously and sanctions are imposed effectively to modify and regulate behaviour.

If your child has a medical need then the school has a designated medical person. Student services manage and administer medication to your child.

Your child's views and opinions are valued in our school and we work hard to ensure that our pupils feel that their voice is heard. We believe that every child should feel in control and have someone to listen to them.

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

At SHS we offer a range of specialist services. In house we benefit from specialist teachers to assess learning needs, SEN staff with years of experience working with children with additional needs and TAs trained in Specific Learning Difficulties; Autistic Spectrum Difficulties Social, Emotional, Mental Health and Speech, Language and Communication difficulties. The teaching staff are qualified to work expertly alongside the SENCo in offering a curriculum suited to your child. TAs and support staff will offer academic and pastoral guidance to ensure your child is progressing as expected.

We also work closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: Local Authorities, GP, School Nurse, Educational Psychologist, Paediatrician, Occupational Therapist, Children and Adult Mental Health Service and Social Services, including Social Workers. We will always seek parental consent, where appropriate, when liaising with external bodies.

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

SHS ensures that all staff are trained and qualified to effectively perform their role. This means that the SENCo has been trained to assess, recognise and respond to an educational need within a child. The SENCo holds the National SENCo Award.

Our staff have been trained to a range of SEND (e.g. ASD, ADHD, Dyslexia, Dyspraxia, Dyscalculia, General learning difficulties, Communication and interaction difficulties, disability) and through our CPD programme, we update our staff regarding recent research around SEN

and we refresh the knowledge around existing strategies. Teaching Assistants attend regular training and courses covering a range of SEND. This academic year we are focusing on Metacognition techniques; Adaptive teaching; Prevent Awareness; JCQ Exam training; online safety and two National College courses of choice.

11. How accessible is the school environment?

SHS is compliant with the Equality Act requirements. There are two disabled toilets in the main block and two more in the Sports Hall alongside with shower area and changing facilities. The school can offer accessibility via ramps and lifts to all classrooms. The school will provide all necessary equipment and facilities within reason to accommodate your child's special educational need and/ or disability; this may include access to computers, headphones, enlarged or coloured worksheets, changing rooms, toilets or time out facilities.

Where your child has English as an additional language, provision is offered via a dedicated teacher to support progression through the curriculum. If the parents do not speak English then an interpreter may be provided.

12. How are parents and young people themselves involved in the school?

Children with a special educational need and/ or disability are supported in all aspects of their school life and encouraged to set their own targets and aspirations. Children are encouraged to share information with a member of staff they trust, SENCo, Teacher, Form Tutor, TA or pastoral staff. Staff at SHS are vigilant as to the needs of children and share information accordingly with other key team members.

Positive partnerships between home and school are essential in supporting your child's progress in school. We strongly encourage parents and carers to be fully involved in all aspects of their child's education and welcome your input.

Ways you can support your child: -

- Helping your child to be organised for the day (including packing their bag the night before and returning any letters to us).
- Full attendance and good punctuality.
- Completing homework
- Attendance of parent's consultation evening, annual reviews and other
- SEND / Pastoral meetings.
- Let us know any information that may help us meet the needs of your
- child for example any medical information
- Keep us updated of any changes of address or telephone numbers
- Checking homework using the Arbour and Google classroom apps

The school has a parental bulletin and a parental forum. If you would like to get involved, please contact admin@Stretfordhigh.com

13. Who can I contact for further information?

Head of Inclusion/ SENCo	Mrs Debbie Rhodes	drhodes@stretfordhigh.com
Deputy SENCo	Mrs Karen Chantler	kchantler@stretfordhigh.com

Telephone: 0161 876 1850

14. 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?

All students have access to a careers' education programme including an annual Careers' Fair allowing students to talk to representatives from a wide selection of employers.

Key Stage 2 – 3

Where we are aware of students with SEND from the primary school we will endeavour to

- Visit the student in their primary school
- Speak with their year 6 teacher and the SENCO
- Meet or speak with the parents / carers of students with EHCP's
- Identified students with SEND who are likely to find transition particularly difficult, are asked to participate in a 5-week extended transition when they are introduced to teachers, teaching assistants and each other in a transition programme.
- All students will visit the school for Transition day
- There is a dedicated part of the website dedicated to transition which includes useful websites and activities.
- During the first term we have a CARE evening where we invite Year 7 parents and students into school to discuss how they are settling in and if there are any concerns.

Key Stage 3 – 4

- We will support students with SEND in their options applications
- Students will have a meeting with the Careers Advisor in Year 10 and 11.
- All children receive advice on careers through our SHS career advisor and careers or option choices are discussed with their keyworker as part of their IEP preparation and careers curriculum.
- Students are encouraged and supported to visit colleges to explore post-16 courses. If additional support is needed this will be put in place.

If your child joins SHS via a midterm admission then the SENCo will contact parent/carer to arrange a meeting to discuss your child's needs.

Children are continually assessed and monitored at SHS to ensure the appropriate level of support is in place to ensure progression and wellbeing. Records are kept for all pupils and are shared with staff to ensure smooth transition throughout the school.

All records regarding your child are passed to the next provider on exit from SHS.

15. What other support is available?

Find out more about the local offer of support which is available for disabled children and young people and those who have SEN on the Trafford Service Directory [www.trafford directory new local offer](http://www.trafford-directory-new.local.offer) by contacting the Family Information Service:

Telephone: 0161 912 1053 Monday to Friday, 8.30am until 5pm

Email: fis@trafford.gov.uk

Twitter: [@TraffordFIS](https://twitter.com/TraffordFIS)

Facebook: [/Trafford Family Information Service](https://www.facebook.com/TraffordFamilyInformationService)