



Stretford High School SEND Information Report 2025/26

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, welcoming every child as an individual into its multi-cultural, multi-ethnic, and multi-faith environment. We ensure equipment is accessible, and all after-school provision and extra-curricular activities are available to children with SEN. SHS is fully compliant with the Equality Act requirements.

Primary areas of need include:

- **Cognition and learning difficulties:** Including Moderate (MLD), Severe (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 anxiety, depression, self-harming, substance misuse, eating disorders, ADD, 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?

We closely monitor progression through educational development and social/emotional wellbeing. If a student was identified with SEND in primary school, they are placed on our SEND register on entry. In the first term (September), all students are assessed for Reading, Spelling, comprehension, accuracy, and Mathematical ability to plan appropriate provision. Students are re-assessed after targeted interventions before the end of the school year. Teachers, TAs, the SENCo, and Deputy SENCo collaborate to assess academic progress each term.

If progress is not as expected, we use a differentiated teaching approach or subject-specific interventions within mainstream classrooms. A student may be withdrawn for brief periods for focused intervention. If impact is not achieved, external professional agencies may collaborate for a detailed assessment. We involve parents and consider the student's view throughout this process. Parents who feel a need is not being met should 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 you in line with our home - school communication policy timeline, details of which are available on the website.

Members of the SEND team can also be contacted by telephone or email.

- **SENDCo (Mrs D Rhodes):** drhodes@stretfordhigh.com
- **SEND Team:** send@stretfordhigh.com

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

The curriculum is offered to all regardless of ability. Staff ensure learning takes place at a pace and level suited to the child's needs through early recognition and information sharing. 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, for example

- Planning and teaching are adapted daily if needed.
- Specific resources and strategies are used for individuals and groups.
- Access is provided to KS4 Integrated Curriculum classes taught by SEN specialists.
- Support staff adapt planning under teacher direction where necessary.

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

Teachers are responsible and accountable for the development of all pupils in their class. High-quality teaching is our first step; teaching is also adapted and teachers receive information on student strengths, difficulties, and suggested strategies. The SENDCo advises teachers and coordinates interventions. Your child's keyworker will contact you **three times per year** to review targets and provision impact.

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 with Government guidelines.

Teachers, TAs, the Deputy SENCo and the SENCo will monitor the progress of your child and the support offered 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 Governors every term regarding SEND progress (maintaining confidentiality). Mr. Abdul Huy Malek is our SEND Link Governor, who meets regularly with the Head of Inclusion.

6. How is the decision made about support?

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 with Government guidelines.

Teachers, TAs, the Deputy SENCo and the SENCo will monitor the progress of your child and the support offered 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.

In rare cases, the level of provision required for one student exceeds the level we can apply and would divert resources away from other students. 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 Year 7 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 SEND.

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

7. Activities outside the classroom

We encourage participation in all activities, including school day trips and residential stays. Necessary adaptations are made in consultation with parents. Designated TAs assist where specific needs or higher supervision ratios are required. No child is denied participation based on SEND. Risk assessments are conducted for all off-site activities; if deemed unsafe, alternative curriculum-linked activities are provided in school.

8. Support for 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. If it is deemed appropriate and with your support, we may ask that your child participates in an Intervention session with either (pastoral, welfare, SEND, external professionals) . This 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, 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 and relationship 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. Specialist services and expertise

In-house expertise includes specialist teachers and TAs trained in ASD, ADHD, Dyslexia, SEMH, and SLCN. External agencies accessed include Local Authorities, GPs, School Nurses, Educational Psychologists, Paediatricians, Occupational Therapists, CAMHS, and Social Workers. Parental consent is sought for external consultations.

10. Staff training

SHS ensures that all staff are trained and qualified to effectively perform their role. This means that the SENDCo has been trained to assess, recognise and respond to an educational need within a child. The SENDCo holds the National SENDCo 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 SEND 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; JQC Exam training; online safety and two National College courses of choice.

11. Accessibility

The school is Equality Act compliant, offering ramps and lifts to all classrooms. There are two disabled toilets in the main block and two in the Sports Hall, plus shower/changing facilities.

Equipment such as computers, headphones, or enlarged worksheets are provided as needed. EAL provision is offered via a dedicated teacher; interpreters may be provided for parents if needed.

12. Parent and young person involvement

Students are supported to set their own targets and share information with trusted staff. 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.

How parents can support:

- Help with daily organisation (packing bags, checking timetables).
- Ensure full attendance and punctuality.
- Check and complete homework using **Arbour** and **Google Classroom**.
- Attend consultation evenings, annual reviews, and SEND meetings.
- Keep the school updated on medical information or contact changes.
- Involve yourself in the parental forum or bulletin. If you would like to get involved, please contact admin@Stretfordhigh.com.

13. Further Information Contacts

- **Head of Inclusion/SENDCo:** Mrs. Debbie Rhodes (drhodes@stretfordhigh.com)
- **Deputy SENDCo:** Mrs. Karen Chantler (kchantler@stretfordhigh.com)
- **Telephone:** 0161 876 1850

14. Transition support

Key Stage 2 – 3

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

- Visit the students 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 invited to participate in an extended transition program when they are introduced to teachers, teaching assistants and each other in a transition programme.
- All students will visit the school for Trafford 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.
- 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.
- 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 an in-year 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?

The **Trafford Local Offer** is available at the [Trafford Service Directory](#).

- **Family Information Service:** 0161 912 1053 (Mon–Fri, 8.30am–5pm).
- **Email:** fis@trafford.gov.uk
- **Facebook:** [/Trafford Family Information Service](#)