



**William Hulme's Grammar School**  
The best in everyone™

Part of United Learning

# SEND Information Report

## 2023-24

*Governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually and any changes to the information occurring during the year must be updated as soon as possible.*

*(Special Educational Needs and Disability Code of Practice, January 2015)*

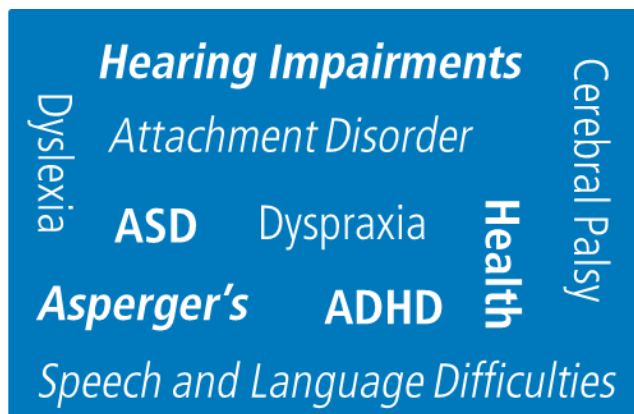
### **Covid-19**

In the event of further school closure, contingency measures are in place such as risk assessing individual EHCP/ high need SEND pupils, regular keyworker contact when working remotely and use of alternative timetables for those who require it.

## What Types of SEND do we provide for?

WHGS is an inclusive school, and provides education for pupils with a range of SEND in all four categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or Physical



## How do we identify and assess pupils with SEND?

Early identification of children and young people's needs and early intervention to support them is key. Therefore, much of the identification process happens in Early Years and Key Stage 1. In the Secondary Phase, the majority of the pupils on the SEN register have been previously assessed before enrolling. Where this is not the case, a possible need is first observed by classroom staff or parents and a referral is made to the SEND team who will then work together to identify a specific need, and put strategies in place to support them. Where outside agencies are required, the appropriate referrals are made with consent from parents/carers.

In the Secondary Phase all children are assessed by their teachers on a half termly basis. This is done on a termly basis in the Primary Phase. This forms the assess-plan-do-review process whereby the keyworker reviews an individual's assessment alongside teacher comments and pupil views in order to create outcomes. These outcomes are shared with teachers and parent/carers and are reviewed before new outcomes are set. Support and intervention is adjusted accordingly. Additionally, all pupils with EHCPs have a formal annual review where individual outcomes are reviewed.

## How does School Communicate with Parents of Pupils with SEND?

In the Primary Phase class teachers and learning support assistants communicate verbally on a daily basis with parents and carers.

In the Secondary Phase we operate on a key worker model whereby each pupil with SEND has an identified key adult who is the first point of contact for parents and carers.

Other means of communication, depending on need, are:

- Parent diary
- Formal multi-agency meetings
- Phone calls/emails/letters home



## How are the SEND Pupils involved in their Education?

We have a person-centred approach where each young person's view is heard and acted upon where appropriate. The department has an open-door policy and SEND pupils always have access to a member of the team, should they require it.

All SEND pupils have a one-page profile to which they have made a significant contribution. This includes what people like and admire about them, what's important to them, how best to support them and reasonable adjustments; it is shared with all professionals working with them as well as with parents and carers.

Furthermore, pupils with EHCPs are encouraged to attend their annual review meetings to provide their input.

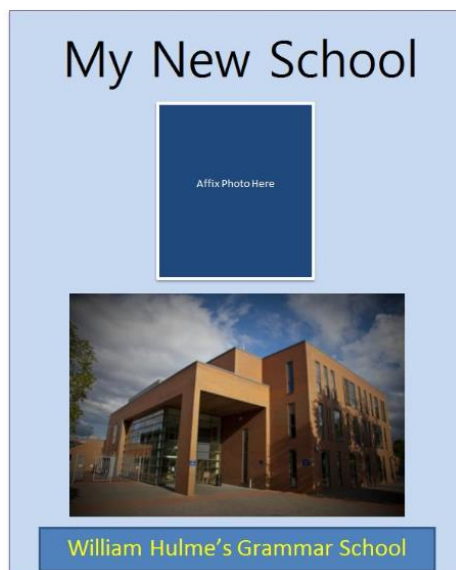
## How do we Support Transition between Phases of Education?

Transitions between year groups in the Primary Phase are planned ahead and personalised for the individual SEND pupil. Support could include a transition booklet, visuals and support from in-house specialists.

When a pupil moves from Y6 to Y7, we have a transition team working closely with vulnerable students. The transition package includes transition reviews, visits to primary school prior to starting, transition events throughout the summer term, bespoke packages depending on individual need, and parent visits and meetings.

The school will send transition forms to the primary school of all children joining the new Year 7 cohort. Any children identified as SEND will receive a transition visit from a member of the pastoral team. This is an information finding exercise so the school can put into place a plan for transition and provide support where necessary. Children may be invited to attend two transition days, one for the whole cohort and an additional day for a small number of pupils who may benefit from an extra familiarisation day.

Post-16 transitions begin in year 9 for identified SEND pupils.



## What is our Approach to Teaching Pupils with SEND and What Adaptations do we Make?

At WHGS, every teacher is a teacher of SEND providing quality first teaching. This means all teachers plan to include everyone in their lessons and work is provided at the appropriate levels for pupils to make good progress. One page profiles are available to all teaching staff for individual approaches. Teaching staff seek advice from specialists in the SEND department when required.

In terms of curriculum, Y7, 8 and 9 who have additional Phonics/Reading interventions (based on their reading ages) and at Key Stage 4 (Y10 and Y11) pupils have different pathways to choose from for their GCSE options. The school offers B-Tec and ASDAN pathways as well as GCSE options. In the Primary Phase some pupils are on our Toolkit Curriculum for Reading, Writing and Maths which breaks the learning of each year group into smaller, more manageable steps.



Adaptations depend on the need of each individual pupil. For example, some pupils will require additional adult support in class. We try to keep this as distant as possible in order to create independent learners. Other adaptations include various specialist interventions such as Zones of Regulation and Fresh Start.

## What Enrichment Opportunities do we provide?

All pupils, regardless of their level of SEND, are encouraged to participate in all areas of the school community ranging from extra-curricular clubs such as sports, music, art and cookery to participating in the annual school show may it be acting, singing, dancing, front of house or backstage.

## How do we make sure our Provision is Effective?

We have a robust schedule of quality assuring the provision the SEND department offers. This includes termly observations of LSAs supporting in class, half-termly reviews of SEND pupil progress, teacher testimonials, regular parent and carer feedback and weekly monitoring of all pupils with EHCPs.

*Pupils with special educational needs and/or disabilities (SEND) achieve well, including those in the specialist resource provision.*

**Ofsted – May 2015**

Staff training is ongoing in all areas of SEND. Within the SEND team there are specialist members of staff in: communication and interaction, cognition and learning, sensory and physical and social, emotional and mental health areas of need. The rest of the team attend a wide range of CPD events throughout the year and knowledge gained is shared across the school through INSET sessions. As the school has a resourced provision, **all** staff across the school are trained to level 1 in supporting pupils with ASD.

*The large number of pupils and students who speak English as an additional language, disabled students and those with special educational needs all receive very good support. Teaching Assistants make a significant contribution to the development of these pupils and students because they are well trained and are passionate about enabling their students to improve.*

**Ofsted – April 2014**

## What Pastoral Care do we Offer?

Each pupil with an EHCP has a key worker who is their first point of contact and offers wrap-around pastoral care for them including support for improving emotional and social development and listening to the views of pupils with SEND and putting in

measures to prevent bullying alongside heads of years. The learning support department has a staffed quiet room throughout the day, including at break and lunchtime which any vulnerable pupil can access. In addition, there is usually one member of the leadership team available throughout the day. In the Primary Phase there is a designated calm space and work spaces near to the SENDCO and Specialist Learning Support Assistants.

*Due to the excellent support students are given, other groups, including disabled students, those with special educational needs and students who speak English as an additional language, make similar rates of progress to others.*

**Ofsted – April 2014**

The SEND team works alongside the mentoring team who support LAC/PLAC pupils. For those pupils who are supported by both teams, we provide a holistic approach.

## What does the SEND Team look like?

Mrs Richardson (Secondary SENCO) and Mrs Stewart (temporary Primary SENCO), are responsible for the leadership and management of SEND provision across the academy and the line management of the Learning Support Assistants. They are supported by Mrs Dorling (Assistant SENCO/SpLD Teacher for Secondary), Mrs Meredith (Assistant SENCO for Primary), and Ms Metcalf (Resourced Provision Manager). In both the primary and secondary phases, the team of Learning Support Assistants include specialists in each area of need: communication & interaction, cognition & learning, social, emotional and mental health and sensory and/or physical.



Mrs D Richardson



Mrs P Stewart



Mrs B Britton

(maternity leave)



Mrs C Metcalf



Mrs A Meredith



Mrs R Dorling

Tel: 0161 226 2054

Email: [SEND@whgs-academy.org](mailto:SEND@whgs-academy.org)

## Our Links with Outside Agencies

The school has links with many outside agencies depending on the need of each individual child. We have regular appointments with our link educational psychologist, a speech and language therapist and when necessary Child and Adolescent Mental Health Service (CAMHS), social care, sensory support, occupational therapy, outreach services from specialist schools, health and social care bodies, local authority support services and voluntary sector organisations.

## Complaints Procedures

The arrangements for handling complaints from parents of children with SEND about the provision made at the school can be viewed in the school's complaints policy which can be found on the school's website. The policy outlines the process for parents of pupils who are SEND support. For parents of pupils with EHCPs, parents may contact their local authority for advice.

**If you require further information about SEND at William Hulme's Grammar School, please contact the relevant member of the SEND team via phone or email:**

**Tel:** 0161 226 2054

**Email:** [SEND@whgs-academy.org](mailto:SEND@whgs-academy.org)

**If you would like more information on what's available in the community, please visit the Manchester Local offer online:**

[www.manchester.gov.uk/sendlocaloffer](http://www.manchester.gov.uk/sendlocaloffer)

Review Date	Changes Made	By Whom
September 2015	Report Created	Mrs R Dorling
September 2016 September 2017	Report Reviewed	Miss L J Bolton
October 2018 January 2020 September 2020	Report Reviewed	Miss L J Bolton/ Mrs R Dorling
November 2022	Report Reviewed	Ms C M Jolleys
January 2024	Report Reviewed	Mrs R Dorling