Reddish Vale High School

*Positively changing lives through personal growth and academic excellence*

# SEND Information Report

September 2026

RESPECT - ASPIRATION - DETERMINATION - INDEPENDENCE

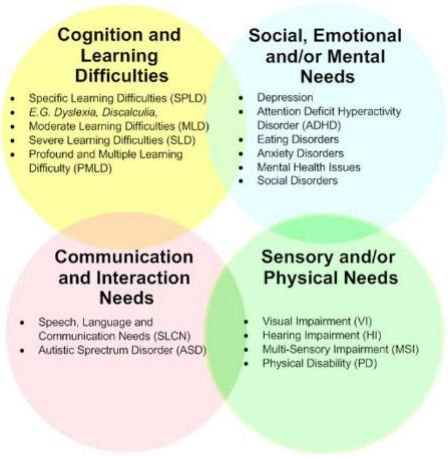
**Reddish Vale SEND Information Report September 2026**

Reddish Vale High School is committed to promoting and ensuring equality for all.
Our vision of **"Positively Changing Lives"** alongside our core values **Respect, Aspiration, Determination** and **Independence** underpin all our activities. We believe that the active promotion of equality and equal opportunities enriches the lives and experiences of all pupils.

**What SEND needs are provided for at Reddish Vale High School**

Reddish Vale High School provides for children with SEND in line with the Equality Act 2010. This would be if they have a significantly greater difficulty in learning than the majority of their peers or have a disability which prevents or hinders them from making use of educational facilities in mainstream schools or mainstream post-16 institutions.
There are four types of Special Educational Needs and Disability (SEND) as described in the SEN Code of Practice 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs




If a pupil is identified as having SEND, then their needs will fit into one or more of these categories. A diagnosis does not automatically place a pupil on the SEND Register.
Alongside this, pupils with medical conditions will have Individual Health Care Plans (IHCP) which specify the type and level of support required to meet their medical needs.

**Name and Contact details of the SENDCo's and Assistant SENDCo's**

SENDCo – Mrs Yuille by email at: h.yuille@reddish.stockport.sch.uk 0161 477-3544
SENDCo – Mr Dodd by email at: M.Dodd@reddish.stockport.sch.uk 0161 477-3544
Assistant SENDCo – Mrs Simmonds by email at: n.simmonds@reddish.stockport.sch.uk 0161 477-3544
Assistant SENDCo – Miss Marsden by email at: e.marsden@reddish.stockport.sch.uk 0161 477-3544
Transition Teacher – Mrs Tong by email at: J.Tong@reddish.stockport.sch.uk 0161 477-3544

**How does the school identify if pupils need extra help with learning?**

When deciding whether to make special educational provision, the teachers and Special Educational Needs and Disability Co-ordinator's (SENDCo's) would consider all the information gathered from within the school about a child, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials.
For pupils with higher levels of need, school would have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering should include an early discussion with the pupil and their parents. These discussions should be structured in such a way that they develop a good understanding of the pupil's

areas of strength and difficulty, the parent's concerns, the agreed outcomes sought for the child and the next steps.
If parents have any concerns regarding their child, they are encouraged to discuss this with the school's SEND Department.

**How will I know how my child is doing at school and is the supported provided having an impact?**
For those pupils with SEND, in addition to normal reporting arrangements, there are opportunities for parents to discuss progress with year teams, teachers, Learning Support Assistants (LSAs), Higher Level Teaching Assistants (HLTAs) and the SENDCo's or Assistant SENDCo's. Parents are informed by the SEND team of their child's progress at Parents Evenings. If there are any concerns or questions the SEND team is always available for consultation by appointment.

Parents are encouraged to liaise with staff to share information via a home/school communication book or by direct contact with school. Teachers offer advice on how to support pupils at home and help with homework.

For all pupils with Education Health and Care Plans (EHCP), annual reviews with the young person, parents and staff supporting the pupil are arranged as part of statutory procedure.

**Additional support that is provided for pupils with Special Educational Needs**
All pupils at Reddish Vale will receive Quality First teaching. All staff are trained and adept at ensuring there is a high-quality provision for SEND pupils in receipt of ongoing CPD and monitored through learning walks.

The school provides additional, individualised support to students with Special Educational Needs and Disabilities and those who have been as identified as experiencing barriers to learning. We make a significant contribution towards Reddish Vale High School being a fully inclusive school through the continued professional development opportunities we provide to staff and through the high-standards of teaching and care that we strive to achieve for all of our SEND pupils. We operate a system of in-class support and targeted intervention, which enables all students to access the curriculum with success. Our SEND pupils are well-cared for and happy in school, making progress year-on-year.

Types of Support available:

| | Cognition & Learning | Communication & Interaction | SEMH | Sensory & Physical |
|---|---|---|---|---|
| **Universal** | Boosting Reading Inference<br>Reading Plus<br>Reading for Pleasure<br>Form time reading<br>CATS/NGRT | Communication Friendly Classrooms<br>SLCN CPD – teaching staff<br>Language Link Screener | Restorative Approach to behaviour<br>Mental Health Practitioner<br>Counselling | Medical Lead – Janet Newman |
| **SEND** | Keyworker<br>One Page Profile<br>That Reading Thing<br>Numeracy Groups<br>Working Memory<br>LSA in class support<br>Educational Testing<br>Precision Teaching<br>Yr7 Transition Teacher | Keyworker<br>One Page Profile<br>Language Link<br>Zones of Regulation<br>Lego<br>Social Stories<br>LfBE<br>ELKLAN<br>Farm<br>Creative Wellbeing<br>Sensory Respite<br>ELSA | Zones of Regulation<br>Lego<br>Social Stories<br>Farm<br>ABSA Groups<br>Creative Wellbeing<br>Drawing & Talking<br>ELSA<br>Sensory Respite | Keyworker<br>One Page Profile<br>Physio Exercises<br>Access Plans to inform teaching<br>Fine Motor Skills<br>Touch Typing |
| **External** | EAA Assessor<br>Inclusion Service | SALT Input<br>ND team – via referral | EP Input<br>Secondary Jigsaw – via referral | Physiotherapy<br>VI/HI services |

**How does the school adapt the curriculum and learning environment for SEND pupils or pupils with disabilities?**

Pupils with additional physical needs or SEND needs have the environment or work altered in whichever way is required in order to allow them to fully access all areas of the curriculum, there are numerous ways this can be done, some examples are:

- Pupils will be timetabled in classrooms on the ground floor
- Disabled parking
- Pupils are provided with overlays
- Adapted equipment is provided for pupils e.g. shuttlecocks that are not white, specialised IT equipment etc…
- Pupils receive a 5-minute early pass
- Adapted printed resources

**How the school enables pupils with special educational needs to engage in activities (including physical activities) with children who do not have special educational needs or disabilities**

Reddish Vale High School ensures all activities, physical or otherwise are made available to all pupils with SEND as part of our core values and the inclusive nature of our school community. Risk assessments are undertaken for educational visits, including additional risk assessments for pupils

with more complex needs, as required. The school has a clear focus on improving our physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities or services we provide. As a school, we will ensure that the delivery of information to pupils without disabilities, will be made just as readily available for those pupils with disabilities.

**Support that is available for improving the wellbeing of pupils with Social, Emotional and Mental Health needs and Speech, Language and Communication needs**

A wide range of support and intervention is available for pupils with SEND, in order to support their wellbeing and help them to access a mainstream setting successfully. This can include:

- Access to sensory room
- Pastoral Support intervention
- Social and communication groups
- Lego Therapy
- Keyworker mentoring support
- Time out passes
- Referrals to external agencies such as CAMHS or the ND & wellbeing Team.
- School nurse intervention

**Information about the expertise and training of staff in relation to children and young people with special educational needs or disabilities and about how specialist expertise is secured**

Staff regularly receive training and opportunities to develop their practice when teaching pupils with SEND, including:

- Departmental and Peer Learning walks
- Lesson observations
- INSET and twilight training
- Staff SEND briefings
- Specialisms developed within the SEND team such as learning difficulties
- CPD of SEND team through internal and external providers
- Service Level Agreement with bminful psychology, EAA and EDS
- Communication with LA SEND Caseworkers
- Communication with external agencies

**Arrangements for consulting with young people with special educational needs about, and involving them in, their education**

- Each child with an EHCP is invited to join their annual reviews or share their thoughts in advance. Pupils are offered support to complete these at school by a member of staff with whom they work closely
- Pupils are encouraged to attend Parents' Evening with their parents
- Pupil voice is carried out throughout the year with all SEND pupils and the findings shared with staff through their keyworker
- SEND pupils with complex needs have regular meetings with their keyworkers and talk through any difficulties they might have and what they think might help them
- Pupils who are having particular difficulties are invited to 'RAG' their timetables with staff and explain their thoughts

• Drop-in sessions are offered to parents who have pupils with SEND needs throughout the year, these can take place in person, online or via telephone. Members of the SEND Team will also be present at Parents Evenings.
• Keyworkers will communicate with home each half-term to QA one-page profiles.

**Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs or disabilities concerning the provision made at the school**

Any concerns or questions about the progress or provision made for SEND pupils should firstly be raised with one of the SENDCo's, Miss Yuille on 0161 477-3544 or via email at: h.yuille@reddish.stockport.sch.uk
Or Mr Dodd on 0161 477-3544 or via email at: M.Dodd@reddish.stockport.sch.uk
Should a parent/carer feel a concern not be rectified satisfactorily by Miss Yuille or Mr Dodd, they should contact Mr Moroney (Headteacher) via his PA, Miss McNeill, on 0161 477-3544 or via email at: k.mcneill@reddish.stockport.sch.uk
Should a parent/carer still feel concerned that their complaint has not been responded to appropriately, they should follow the school's complaints procedure, which is available on the school website.

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils**

The school acknowledges and respects the effectiveness of working collaboratively with other professionals who are already working with pupils. When they contact the school, meetings are arranged and held regularly.
• The school may commission further assessments from other external agencies such as The Educational Psychology Service or Speech and Language Therapy, if a child presents with significant difficulties
• If there is a safeguarding concern, the Safeguarding Team will refer to Children's Services. The school may begin an EHA (Early Help Assessment) and request involvement using that process if required.
• As required other external agencies will be approached to support the pupils with their special educational needs, working together with parents/carers and school staff

**School's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.**

The SEND Team is heavily involved in the KS2-KS3 transition process for SEND pupils joining Reddish Vale High School. This can involve:
• Taster visits and tours
• Extra transition days
• Meetings with the child's year 6 teacher and the SENDCo in their primary school
• Parental meetings at the end of year 6 (if needed) to find out further information about the child's needs and how we could support them
• Attendance at Yr6 annual EHCP review meetings
• Keyworker visits to the pupils in their primary setting

• Attendance of the SEND team at the transition evening in Yr6 for parents
• Visual timetables as required
• Attendance of the SEND team at the Yr7 tutor evening in the first half term of Yr7

SEND pupils are supported in the KS3-KS4 transition by:
• The opportunity to attend options Evening
• Keyworker conversations around options
• SEND appointments to select options and parental contact

Preparing for post-16 education, SEND pupils are supported in the KS4-KS5 transition by:
• The opportunity to attend college taster days
• Support completing application forms
• Speaking to parents/carers and colleges on behalf of the pupil
• Early careers appointments
• Attendance of the school Careers Advisor at Year 11 annual reviews
• The school arranges transition annual reviews for pupils with EHCPs and invites post-16 providers to attend.

**Further SEND Information for Parents:**

- **Stockport's local offer** makes it easier for families to find out about the support that is available for children and young people with Special Educational Needs or Disabilities (SEND). More information on Stockport's local offer can be found at: https://www.stockport.gov.uk/landing/send-local-offer
- **The Special Education & Disability Information, Advice & Support Manchester (SENDIASS)** offers information, advice and support around SEND education in the city. It's a free, confidential and impartial service with a dedicated Information, Advice and Support IAS helpline. About SENDIASS Manchester (https://www.togethertrust.org.uk/SENDIASS
- **Stockport's School Avoidance support for Parents** - A tool for parents/carers and schools to talk to children and young people regarding their anxieties and to provide strategies to encourage school attendance. Anxiety Based School Avoidance: https://www.acceptingbehaviour.com/school-avoidance-stockport/
- **Stockport's Neurodevelopmental and Emotional Wellbeing Offer** - ND Team Padlet
- **Stockport's Mental Health and Wellbeing Support** - Information for parents and carers to help their children to thrive and to access support for mental health and wellbeing Mental Health & Wellbeing Padlet
- **Stockport's Special Educational Needs and Disabilities Directory** – this provides parents with details of statutory services, local and national organisations and community groups in Stockport who support children and young people with SEND https://www.stockport.gov.uk/directories/send
- **EBSA Padlet** - https://padlet.com/epsnotts/emotionally-based-school-avoidance

Additional information about the steps school has taken to prevent pupils from being treated less favourably by others and facilities we provide to help disabled pupils access the school can be found in our Accessibility Plan