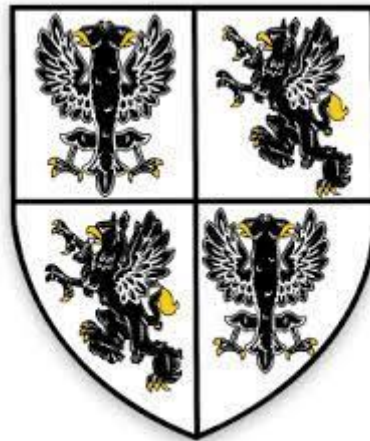




SEND INFORMATION REPORT

Headteacher	Miss N. Gregg
Deputy Headteacher	Mrs J Goodier
Special Needs Coordinator (SENDCO)	Miss K Davenport
Governor with responsibility for SEND	Mr Nathan Coleman

Policy Approved: July 2026
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Reviewed by the LGB Governors

“The Governors of Stanley High School are committed to safeguarding and promoting the welfare of children and young people at every opportunity and expect all staff and volunteers to share this commitment”

Introduction

Stanley High School is committed to providing all students, including those with SEND, the tools needed to achieve their full potential for a successful life.

Our highly skilled school staff pride themselves in working closely with each other and with our collaborative partners to ensure we have high ambition for all students and also to provide, where necessary, a personalised approach that supports each individual student.

Our aim is for all students to be part of a strong community and to get involved in all aspects of school life. They are offered a wide range of opportunities and personalised learning which allows all students to be happy, fulfilled independent learners.

Parent/Carer partnership is at the forefront of what we do and the relationship with our families is highly valued. We strive to ensure that all students are equipped for adult life and are prepared for their journey into further education.

Definition of Special Educational Needs

The law states that a child has a special educational need if he or she has a:

- significantly greater difficulty in learning than others of the same age.
- disability or health condition which prevents or hinders them from making use of educational facilities of a kind provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means:

“Special educational provision is provision that is different from or additional to that normally available to student or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school or to study at college.”

(SEND Code of Practice, 2015)

This means provision that goes beyond the high quality adaptive teaching and learning arrangements normally provided as part of high quality teaching.

The support will be tailored to individual need following thorough assessment by internal and, where necessary, external agencies and in accordance with the school's budget. We actively promote students working towards becoming independent learners to strive to achieve their full potential for a successful life.

Areas of special educational need

Stanley High School will make provision for students with the following areas of need:

- Communication and interaction.
- Cognition and learning.
- Social, emotional, and mental health.
- Sensory and/or physical.

Key practitioners you may wish to approach for advice

As in all dealings with school, your key and first point of contact is your child's form tutor. Should you need to seek further advice then heads of year and pastoral staff are available to support you.

If it is a specific SEND related issue, then please contact the Special Educational Needs Co-ordinator (SENDCO).

Identification of SEN and notifying parents of concerns and support

“A student has SEND where their learning difficulty calls for special educational provision, that is provision that is different from or additional to that normally available to students of the same age.” The Code of Practice - SEND 0-25

This means provision that goes beyond the high-quality adaptive classroom teaching approaches and learning arrangements normally provided as part of high quality teaching.

Where it is apparent that students need something that is above and beyond what school can provide within their resources to support a child's learning issues, and a graduated approach along with assess, plan, do, review cycles have been completed, then an assessment for an Education Healthcare Plan may be requested/considered. This stage involves cross agency working with Education, Health and Social Care as appropriate.

Any child who is currently supported by an Educational, Health and Care Plan (EHCP) will be on the SEND Support register until such time as the EHCP is no longer necessary or they reach the age of 25 (as indicated by the title of the Code of Practice 2015 - SEND 0-25)

At Stanley High School the identification of SEND is built into the overall approach to monitoring the progress and development of all students.

Class and subject teachers, supported by the leadership team, make regular assessments of progress for all students. Where students are falling behind or making inadequate progress given their age and starting point, they will be identified as needing extra support through the Quality First Offer stage.

Where students continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teachers will work with the SENDCO to assess whether the child has a significant learning difficulty. Where this is the case, then parents will be invited to attend school and discuss the possible different/additional provision required for their child.

Once a potential special educational need is identified, four types of action will be taken to put effective support in place – Assess, Plan, Do, Review – this is the graduated approach called SEND Support.

Where a student is receiving SEND support, school and parents will meet regularly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the student and the school.

High Quality teaching provided to all students

Teachers set high expectations for every student and aim to teach them the full curriculum, whatever their prior attainment.

The approaches listed below reflect adjustments that can be offered within all classrooms at Stanley High School. They are indicative of high quality teaching and learning strategies and benefit a range of learners, whether they have been identified as requiring SEND support or not. For convenience the strategies have been grouped within the types of need identified by the Code of Practice. However, the intention is that teachers, with guidance and support from the SENDCO, will utilise the adjustments they feel will support the students in their class.

This is therefore not an exhaustive or exclusive list. It simply summarises approaches that can be drawn upon to create an inclusive learning environment. Approaches could vary considerably depending upon the needs of the students in a class or the subject taught. Stanley High School staff will make a professional judgement regarding the strategies they employ to promote progress.

Some approaches may be particularly pertinent to individual students. In these circumstances the desired strategies will be listed in the student's support plan where needed.

Approaches to support Communication and Interaction

- Visual timetables and supports
- Outcomes modelled and demonstrated
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Opportunities to work independently without interruption
- Time provided for students to process language
- Teacher able to access and employ communication methods appropriate to students need
- Clear and simple instructions

Approaches to support social, mental or emotional health

- Tactile sensory objects to calm student
- Adult directed time out and time away strategies
- Understanding of methods to motivate a range of learners
- Recognition of sensory needs and appropriate adjustments made
- Positive regular communication with parents
- Personalised rewards and sanctions – including motivators
- Consistent use of positive language
- Range of opportunities to support social and emotional development
- Class and school mediation strategies
- Clear and understood Behaviour Policy
- Solution focused approaches

Approaches that develop cognition and learning

- Positive peer models
- Consistent use of language and expectations
- Approaches to support cognition and learning needs
- Reading material accessible to students
- Students can present knowledge/views in a variety of ways
- Assessment for learning concepts – student aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts etc.
- Collaborative working opportunities
- Repetition and reinforcement of skills
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support sensory and/or physical needs

- Environmental adaptations to suit cohort or individual students
- Access to equipment to ensure mobility
- Awareness of seating positions to take into account sensory difficulties
- Adaptations to resources to ensure accessibility
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning
- Effective use of resources and technology

In addition to these, Sefton agreed, Quality First Offer strategies Stanley High School employs a team of experienced Teaching Assistants who may support students within the classroom or in small sessions where

appropriate. Stanley High School also contracts in to specialist teachers for those where needs have been identified are needing this support.

As a Physically Disabled resourced school since 2003, we are fully equipped and resourced for non-ambulant students. We also employ a specific First Aider to help ensure the needs of those with health issues are effectively met.

SEN Support Plan

Assess

The SEND team collates the relevant information about a student from a variety of stakeholders including where needed external agencies to gain a profile of a student's needs. A support plan, outlining the strategies, is created, if required. Parent/carer and student voice is also taken into consideration when completing SEND support plans. The plan supports staff to employ strategies to support students to access the curriculum and make progress. Learning is monitored and measured. Where external agencies are involved, their advice and recommendations are included in the support plan.

Plan

The support plan outlines the strategies for teachers to employ to support students learning and accessing the curriculum. The plan may include any or all of the following:

- a) High Quality teaching and learning strategies tailored to the individual student's needs.
- b) Focused in-class support that will, where possible, facilitate an individual student's progress and access to the curriculum. Support is directed by the classroom teacher with the aim of developing the student's independence.
- c) Proven interventions intended to achieve specific targets – and how they will be delivered and monitored.
- d) The roles of the parent/carer and student.

When determining plans across the school, leadership will be mindful of the effective and efficient use of school resources. The school is responsible financially for up to the first £6,000 of any support it actions for an individual student, who has been identified as having a specific Special Educational Need and for whom the universal provision has proved insufficient as the sole means of supporting the student's progress.

Do

Once accepted by all stakeholders the plan becomes a working document. Support arrangements are updated and revised accordingly. If not involved already, this may include referral to appropriate external agencies. The plan can be revisited at any stage. The SEND team manages the plans and arranges the review meetings.

Review

A timescale is attached to the plan with specific outcomes so that everyone involved understands when outcomes are to be reviewed. The impact of the support offered and the progress made towards set targets are evaluated. An amended plan may be devised, if required, to enable students to achieve the next stages in their learning. It may also be decided that a student has made sufficient progress to cease the plan.

Education Health Care plans

A very small number of students may require additional support over and above the SEND support. As students are reviewed under the assess, plan, do review cycle and it has been identified, that after a graduated approach has been taken and consultation with the school's inclusion consultant has taken place, further support is needed, the school can look at beginning the process for applying for an EHCP assessment via the local authority. This process happens agreement and consultation with all stakeholders and professionals where it is felt further support is required.

Parents and carers may also request an EHC assessment. An EHC plan is only drawn up by the local authority once a needs assessment has determined that an EHC plan is necessary and after consultation

with relevant partner agencies. This is a legal document which details the education, health and social care support that is to be provided to the student who has SEND. It is reviewed annually with clear outcomes which must be measurable and worked towards.

EHCP plans will be reviewed annually with the input of all stakeholders. Recommendations from the LA will be followed when planning for students who have an EHCP.

Transitions

Transition between Key Stage 2 and 3

As such Stanley High School visit all feeder primaries, where appropriate, and gather information from class teachers and SENDCOs. A member of the transition team also attends transition information sharing events through Sefton, any reviews or meetings with other agencies where needed, prior to student's arriving in September. This forms the basis of planning for the arrival of these students and ensuring that transition is as smooth and effective as possible.

KS2 Teacher Assessment data is collected from all primary schools which helps support grouping structure for new starters in Year 7. This is also addressed early in the autumn term when other school data is available. Parents are informed of any changes to student setting that occurs throughout their child's education at Stanley High School.

A whole school transition day takes place in June when all prospective Year 7 students attend Stanley High School to experience life at Stanley High School, have initial introductions to form tutors and other key members of staff. Parents are invited along to an event in the evening to hear an introductory talk from the Head teacher and meet their Head of Year and other relevant staff. There is also an opportunity to come and meet their Child's Form Tutor in September and other, less formal, opportunities to speak with their child's Form Tutor about how they are settling in.

Where visits to primaries have highlighted a student who may experience unique difficulties or undue stress over transition then the transition team offer an enhanced transition program where students are invited to attend additional sessions to further support a smooth and effective transition for those individuals. This allows some Year 6 students to attend sessions over several weeks before transition, to help them become familiar with environment and key staff.

Transition between Key Stage 3 and 4

Currently students choose option courses to take from Year 10 alongside their compulsory studies. Students are supported in their choices by their form tutor's and subject teachers, based on their performance in areas related to the topics on offer. The support for the process of selecting option choices starts in the spring term of year 9. Once options are chosen, discussions have had between school and students to ensure that the options chosen are best placed.

Subject Teachers and Leaders provide advice for individual students in their area and will explain the content of courses and the requirements needed to be successful in the chosen subject.

An extensive information booklet is provided for Students and their parents to support their choices of preferred subjects at KS4, and this is accompanied by an information evening early in the spring term where parents and students have access to relevant staff (including local post 16 providers) and information to support them in choosing appropriate subjects.

Students (and their parents) are informed of the subjects they will be studying for KS4 examinations as soon as possible before the next curriculum year begins.

Transitions to post-16 and preparing for adulthood

Stanley High School has well established links with post-16 providers both locally and further afield. We invite these providers into school to talk with KS4 students, where appropriate throughout the year. Students also receive information from our careers advisor in the form of individual interviews to support students identifying career choices and suitable college courses.

Stanley High School also takes time to visit as many of these key learning centres as possible and provide students with an opportunity to see them in action and take part in taster sessions for their relevant courses.

Our SENDCO/Relevant Year Leader attends local college updates when introducing new courses and can advise on post-16 courses and establishments for individuals who experience learning or social difficulties. Again, discussions of this nature will take place as part of the review process for any student on SEND Support or for whom it may be otherwise appropriate.

The SEND department works closely with post-16 providers to transfer any SEND or other relevant information before the students arrive at their college of choice.

Building capacity

At Stanley High School we believe that by creating a family atmosphere in which all students feel happy, valued and supported they are able to realise their full potential. We are committed to providing a personal approach that treats all students as individuals, and we are not too big to be impersonal.

Wherever possible, all students with SEND will join in all the activities of the school with students who do not have identified SEND, although there may be occasions where this may be inappropriate. Students with SEND are encouraged to Aspire, Challenge themselves, and Excel as the school's learning motto makes clear. This inclusion policy covers all areas of the curriculum, acts of worship, school visits including residential trips, sporting activities, social activities, meal times and recreation times.

Appropriate provision will be made for students who need to use:

- means of communication other than speech, including computers technological aids, signing, symbols or lip-reading.
- non-sighted methods of reading, such as Braille, or non-visual or non-aural ways of acquiring information.
- technological aids in practical and written work.
- aids or adapted equipment to allow access to practical activities within and beyond school.

All in line with advice received from SSENIS (Sefton Special Educational Needs and Inclusion Service).

In the exceptional case of such a curriculum being inappropriate for a student with SEND, the Head teacher may give a special direction for either modifying or not applying the National Curriculum for the student for a period of time.

Students identified as having specific literacy needs under a specific target level will have access to individual or small group intervention sessions to support the specific area of need. These interventions last for the period of time that they are required for, and progress is monitored regularly.

The teaching arrangements for those students with an Education Health and Care Plan will be determined by the recommendations within these documents.

Accessibility

The building has wheelchair access, and there are toilet facilities for students and staff with disabilities. The school has implemented its Accessibility Plan since 2003, which aims to continue to further improve access to all facilities and the curriculum. The school has in place a DDA (Disability Access) plan in line with the

introduction of a Disability Equality Duty for the Public Sector. This is in response to the Disability and Discrimination Act of 2005 and in line with the Single Equality Act 2010. The current DDA plan is available from school on request.

Stanley High School has a purpose-built support base to allow for students with a variety of needs to access support during unstructured time. This enables students to participate more fully in all areas of school life.

We also have a purpose-built medical room, full time first aider and those experienced in supporting in different areas of the curriculum (including those with a more practical or specialist content). A variety of equipment around school helps to support able-bodied and non-ambulant students to access the school curriculum.

Each student will have their own individual needs to support progress and access to the whole school curriculum and these will be written into their SEND support plan or form part of their QFO teaching and learning strategies.

Supporting Social, Emotional and Mental Health Needs

Stanley High School recognises the importance of promoting positive emotional wellbeing and mental health for all students. We are committed to creating a safe, inclusive and supportive learning environment where students feel valued and able to succeed.

Support available may include:

- Form Tutor and pastoral support.
- Head of Year support.
- Access to the SEND Department.
- Mentoring and emotional support programmes.
- Small group interventions.
- Support from external agencies where appropriate.
- Individual risk assessments and support plans.
- Transition support programmes.
- Access to designated safe spaces during the school day where appropriate.

The school has a strong commitment to safeguarding and works closely with families and external professionals to support students whose emotional wellbeing may impact upon their learning.

The school actively promotes positive relationships, resilience, attendance, engagement and inclusion through its curriculum, behaviour systems and wider pastoral provision.

Information regarding safeguarding, attendance, behaviour and anti-bullying procedures can be found within the relevant school policies available on the school website.

Consulting and Involving Students and Parents

Stanley High School recognises that successful SEND provision is built upon strong partnerships between students, parents/carers and school staff.

Students are encouraged to participate fully in decisions about their education and support. Their views, wishes and aspirations are central to the planning process and are considered when:

- Identifying needs.
- Setting outcomes and targets.
- Reviewing support plans.
- Planning interventions.
- Attending annual reviews of EHCPs where appropriate.
- Preparing for transition to the next stage of education.
-

Parents and carers are viewed as valued partners in their child's education. The school seeks to work collaboratively with families and ensures that parents are consulted at all stages of the SEND process.

Parents are able to contribute through:

- SEND review meetings.

- EHCP annual reviews.
- Parents' evenings.
- Telephone consultations and meetings with the SENDCO.
- Student progress reviews.
- Surveys and feedback opportunities.

The school aims to communicate openly and honestly with parents and carers and encourages them to contact the SEND Department whenever they have questions or concerns regarding their child's education or wellbeing.

Stanley High School is part of the Sefton Local Authority provision. Sefton's Local offer can be found by following link below or by accessing link on the school Website.

[Local Offer - Special Educational Needs and Disabilities | The Sefton Directory](#)

Evaluating the Effectiveness of SEND Provision

Stanley High School is committed to ensuring that all students with SEND make progress from their individual starting points and are able to achieve their full potential. The effectiveness of SEND provision is evaluated through a range of measures and regular monitoring activities.

The progress of students with SEND is reviewed through:

- Ongoing teacher assessment and classroom monitoring.
- Whole-school assessment and tracking systems.
- Review of individual SEND Support Plans and Education, Health and Care Plans (EHCPs).
- Analysis of attainment, attendance, behaviour and exclusion data.
- Evaluation of intervention programmes to assess impact on learning and outcomes.
- Student and parent/carer feedback.
- Learning walks, lesson visits and work scrutiny conducted by school leaders.
- Regular meetings between the SENDCO, subject leaders, pastoral staff and senior leaders.
-

Students identified as receiving SEND Support are reviewed using the Assess, Plan, Do, Review cycle. Outcomes are evaluated against agreed targets and support is amended where necessary to ensure that provision remains appropriate and effective.

The SENDCO reports regularly to the Senior Leadership Team and the Governing Body, provision is monitored and outcomes reviewed to ensure the school is meeting its statutory responsibilities.

Staff Training and Expertise

Stanley High School is committed to developing the skills, knowledge and expertise of all staff to ensure that students with SEND receive high-quality support and inclusive educational experiences.

The SENDCO holds the National Award for Special Educational Needs Coordination (or is working towards the qualification within the statutory timescale). The SENDCO undertakes regular professional development to remain up to date with current legislation, research and best practice.

All teaching staff are teachers of students with SEND and receive regular training and guidance to support inclusive classroom practice. Training may include:

- Adaptive teaching strategies.
- Autism Spectrum Condition (ASC).
- Speech, Language and Communication Needs (SLCN).
- Specific Learning Difficulties (including Dyslexia).
- Social, Emotional and Mental Health (SEMH) needs.
- Physical disabilities and medical needs.

- ADHD and executive functioning difficulties.
- Assistive technology and reasonable adjustments.
- Safeguarding vulnerable learners.
-

Teaching Assistants and support staff receive ongoing training linked to the needs of students they support and to specific intervention programs delivered within school.

The school works closely with external professionals, including Educational Psychologists, Speech and Language Therapists, Occupational Therapists, SSENIS and Health Services, to provide specialist advice and training where appropriate.

Reporting Concerns

Stanley High School strives to work positively and collaboratively with parents and carers. We encourage any concerns about SEND provision to be raised as early as possible so that they can be resolved quickly and effectively.

Our complaints procedure can be found in our Complaints Policy on the school website.

Relevant School policies that underpin this school offer include:

- SEND Local Offer see <https://www.sefton.gov.uk/localoffer>
- Equal Opportunities Policy
- Disability and Accessibility plan

Legislative Acts taken into account when compiling this offer include:

- The Children and Families Act 2014
- The Equality Act 2010