



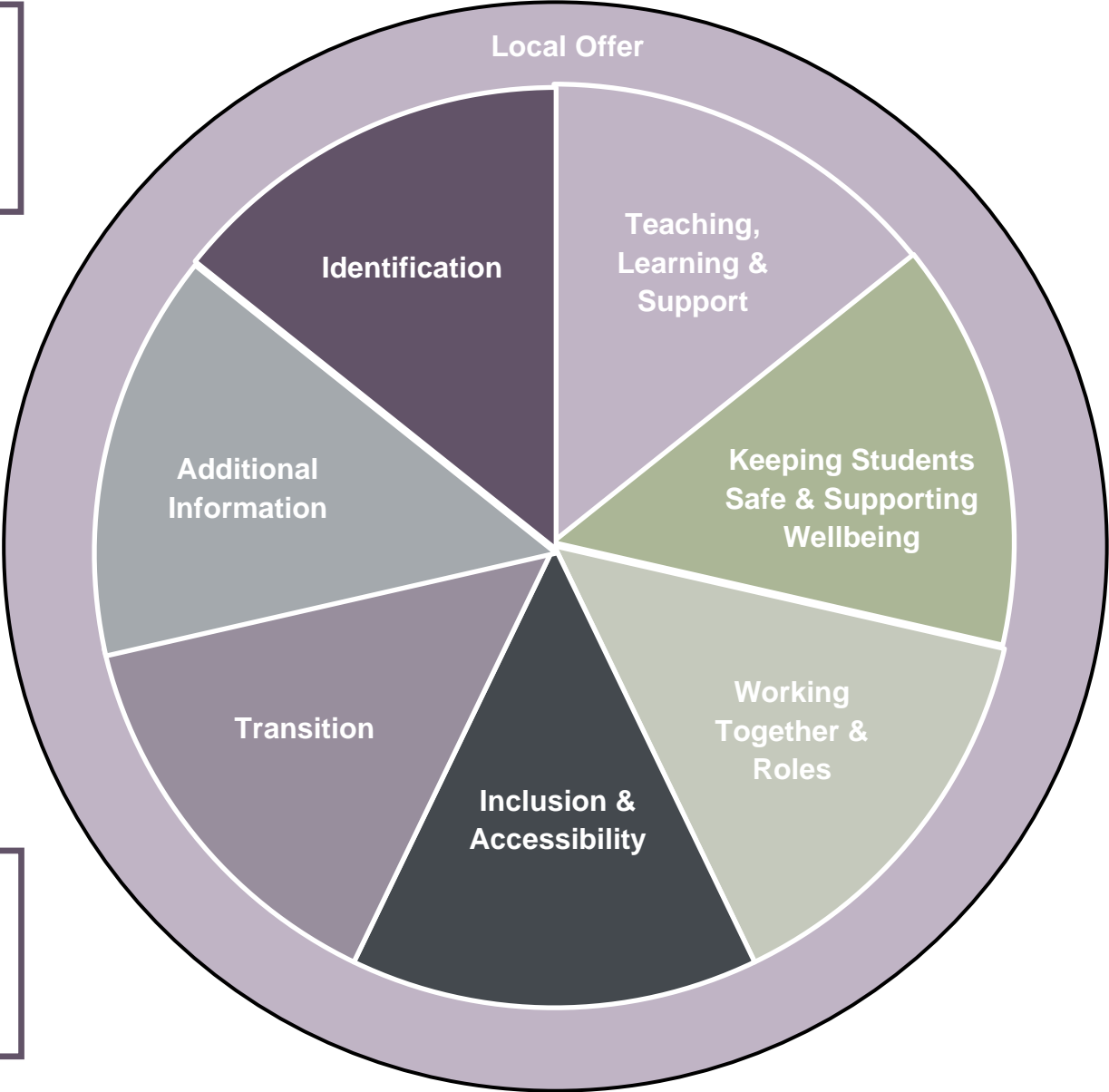
SEND Information Report

Author: J Buckley-Dibben

Last reviewed: May 2023

Next Review: June 2024

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type.

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Name of Setting	Hazel Grove High School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 200px; height: 15px;" type="text"/>
Specific Age range	11 – 18. 2023 – lower sixth only 2023 – 2024 Hazel Grove High School also includes resourced provision for students with complex needs in 11
Number of places	September 2023: 1500
Which types of special educational need do you cater for? (IRR)	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

At Hazel Grove High School, we are committed to the early identification of students with SEND. Our Heads of Year and SEND Department work closely with our partner primary schools to collate information on the specific needs of students with SEND. We also collaborate with all of the relevant outside agencies and with parents/carers, to ensure that a full picture of need is established. This ensures that we have the right information so that the best possible provision, intervention and support can be put in place from the start of a student's time in our school.

We closely monitor the academic performance of all of our students via progress data which is reported termly. This allows us to target underperformance and to provide students with the right support to achieve their potential. Our pastoral team and SEND team monitor the social and emotional well-being of our students and pick up concerns raised by staff, parents/carers and the students themselves. This allows us to help students to develop within a supporting and caring environment.

What should I do if I think my child or young person needs extra help?

If you have any concerns about your child or young person and you think that they may need some extra help, then you can contact the

Special Educational Needs Co-ordinator (SENDCo) – Mrs Jocelyn Buckley-Dibben –SEND@hazelgrovehigh.co.uk

Assistant SENDCo –TBC -SEND@hazelgrovehigh.co.uk

Resource Centre Manager – Ms Julie Cash SEND@hazelgrovehigh.co.uk

Director of Inclusion – Mrs Rachel Robinson SEND@hazelgrovehigh.co.uk

Deputy Head – Cherry Franklin enquiries@hazelgrovehigh.co.uk

Where can I find the SEND policy and other related documents? *(IRR)*

The schools SEND policy and other relevant policies can be found on the school website. *(IRR)*

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? (IRR)

The school teaches students with SEND in accordance with the Stockport Local Offer: <https://stockport.fsd.org.uk/>

Hazel Grove High School is committed to ensuring full entitlement and access for students with SEND, to high quality education within a broad, balanced and relevant curriculum. We will maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those students who have special educational needs.

How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)

All staff are dedicated to ensuring that the curriculum for students with SEND is tailored appropriately to meet their individual needs. The SENDCo and Learning Support Team will liaise with students, parents/carers, and the appropriate outside agencies, to ensure that reasonable adjustment is made to allow every student an equal opportunity to succeed and demonstrate their full potential.

We educate students with SEND, wherever possible, alongside their peers in the classroom, using a differentiated curriculum that provides a variety of learning opportunities for all students. The Learning Support team produce 'School Focused Plans' for each student with SEND, to outline specific strategies to be used by their teachers to support and plan for their individual needs. The plan also includes information on the student's strengths, difficulties and interests as well as targets for improvement. These documents are produced in conjunction with the student and their parents/carers, to ensure that they are highly personalised. These documents are reviewed and amended on a continuous basis to ensure that they remain relevant.

We recognise that some students require an alternative curriculum which is tailored to suit their individual needs, in order for them to make progress academically, socially and emotionally. Provision mapping and timetabling of support for children and young people with SEND is completed by the SEND team in consultation with Curriculum Leaders and the Senior Leadership Team.

We provide alternative curriculum pathways for identified students which may include provision outlined in the whole school provision map such as:

- Additional literacy lessons with a literacy specialist
- Additional numeracy sessions-with a numeracy specialist
- Interventions to develop communication skills and emotional regulation with an SEMH (social, emotional and mental health) specialist
- Individual and small group work for students with autism with member of the ASD Team
- 1:1 Counselling

Teaching, Learning and Support

- Personalisation of KS4 options

Students in the Resource Centre also benefit from:

- Specialist teaching for literacy and numeracy where applicable
- Bespoke timetables including some time included within mainstream lessons
- Therapy programmes as outlined in their EHCPs – including physiotherapy and speech and language therapy
- KS4 specific curriculum focussing on key skills in literacy, numeracy and life skills
- Alternative accreditation including AQA Awards and Entry Level Qualifications.

How are resources allocated and matched to children or young people's needs?

The management of the SEND budget is the responsibility of our Senior Leadership Team in collaboration with the SENDCo, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately. We use performance data, and careful provision mapping, to make decisions on the best strategy to implement for each student, to ensure that they are able to make progress academically, emotionally and socially.

- Top up Funding is used to support individual students as required or as part of their Education, Health and Care Plan, in order to meet the outcomes set out in these plans.
- Additional Funding can be secured by making an application for an Education, Health and Care plan (EHCP) to the Local Authority. Evidence of actions taken to support the needs of individual students as well as advice sought and implemented from outside agencies will be needed to make such applications.
- In exceptional circumstances, if a student requires immediate support which goes above and beyond that which can be provided from within school resources, the SENDCo can make an application for additional school support to the local authority.

Teaching, Learning and Support

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

For students entering our school, transition information collated by our Heads of Year and SEND department, as well as prior attainment data, will inform the level and nature of the support provided for students with SEND. The decision on the provision that is necessary to meet a student's needs, will rest with the SENDCo and Trust Director of SEND.

On an ongoing basis, the SEND Lead will use academic progress data, as well as feedback from parents/carers, staff and outside agencies, to regularly monitor and measure the progress of students with SEND. The support and provision provided will be determined by their level of need and will be decided by the SEND Lead, SENDCo and Trust Director of SEND.

Some students may require support that is 'additional to' the support received by their peers. This might include specialist teaching or small group interventions. These students will be supported at SEND Support level and will have an annual review to review their progress and to adapt provisions where necessary in light of their progress.

Students with complex needs who are in receipt of element 3 funding, will receive the support and provision as outlined on their Education, Health and Care plan (EHCP). These students will have an annual review to review their progress and to adapt provisions where necessary in light of their progress.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

We are committed to ensuring that the necessary equipment and facilities are in place for all of our students. We regularly review our Accessibility Plan, to ensure that we continue to develop the learning environment and ensure that it is accessible for students with SEND. We seek advice from Occupational Therapists and other relevant external agencies for individual students, to ensure that we have professional advice on the equipment and facilities that we may require. We use our SEND budget to procure equipment and facilities to support students with SEND where necessary.

Teaching, Learning and Support

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Each student's progress is assessed by their subject teacher. This is done continuously via internal assessments of their 'working at' grade. This information is used to produce a termly progress check, which is sent home to parents. Each year group has an annual Parents' Consultation Evening for parents/carers to discuss their child's progress in more detail, and to discuss how they can be further supported at home. The SENDCo or SEN Lead are available at each Parents' Evening to discuss the progress of students with SEND.

The Heads of Year, Heads of House and the Learning Support Team, are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team of people collaborate and communicate concerns regarding the progress of identified learners, and decide on the best form of action to take to ensure that each student has the support necessary to achieve their full potential.

Parents/carers with concerns throughout the course of the academic year are welcome to contact the Head of Year for their son/daughter's year group, subject teacher, Head of House or SEN Lead/SENDCo.

Parents/carers are invited to attend numerous events throughout the year which are designed to help parents in supporting their children at home. This includes the following events:

- Literacy and Numeracy evening
- SEND welcome evening
- Year 6 parent induction evening
- Year 9 options evening
- Parent Consultation evening for each year group
- Annual Review meeting for students with an EHCP or on SEN Support.

How does the school consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Students with SEND contribute to their School Focused Plan in conjunction with the SENDCo/SEN Lead and parents/carers. Every student with SEND, whatever their level of need, takes part in a yearly review meeting with a member of the Learning Support team, to allow them an opportunity to review and refine their School Focused Plan, and to express any concerns that they may have about their education.

Teaching, Learning and Support

An annual review for students with an Education, Health and Care plan and for students on SEN Support is used to evaluate the progress that is being made against set objectives. As part of this process, the student is asked to reflect upon their progress and the support that they receive. Students are encouraged to express any concerns they may have and to put their ideas forward. This helps to inform our planning for the following academic year.

How does the school assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

The school SENDCo, in collaboration with the rest of the Learning Support Team, Heads of Year and Heads of House, undertakes regular monitoring of student progress which allows us to assess the effectiveness of provision for students with SEND. Every intervention that we offer is assessed individually alongside the usual data tracking processes. Because of the nature of some of the interventions that we offer; academic quantitative data is replaced with qualitative data. This includes a student's own reflection on their progress, as well as observed progress by teachers, parents/carers and support staff.

Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Student safety is of the upmost importance. Information about students with SEND or vulnerable students is communicated to relevant school staff via their linked documents on our central student data base. These documents outline any areas which could pose a risk to the student.

Where risks are identified, measures are taken to limit these, these measures include;

- supervising students at the beginning and end of the day
- a highly supervised break and lunch area is provided
- there is specific support for resourced students over break and lunch time
- staff on duty during unstructured times
- access to Heads of Year, at any point during the day.

Keeping Students Safe and Supporting Their Wellbeing

Parents/carers are required to phone the school to report any absences. If a student doesn't arrive for the first lesson of the day, parents/carers are notified. Students are registered in each lesson and this is monitored by our attendance team. This allows us track where students are during school hours in order to effectively safeguard them.

What pastoral support is available to support my child or young person's overall well-being?

All students can access their Form Tutor at the start of the day. In addition to this, we have Heads of Year (non-teaching staff) who are responsible for the behaviour, achievement and well-being of each student within their year. These members of staff are available to support students at any time of the day, and have at their disposal the option to refer students to outside agencies where appropriate; some of which are based in school during certain times of the week. Heads of Year are available for students to report bullying issues to, and to provide help and support to those suffering from bullying. Bullying is always thoroughly investigated by Heads of Year with action taken immediately. The school's policy for bullying can be found on the school website.

The Heads of Year maintain close communication with parents/carers and the Learning Support Team to ensure that the needs of each student in their care are fully understood and communicated effectively.

We provide a number of mentoring programs for students who need some extra support. The form this mentoring takes is dependent on the needs of the student.

How will Hazel Grove High School manage my child or young person's medicine or personal care needs?

We have a dedicated member of staff responsible for managing the storage of medicines and medical information. This member of staff coordinates individual health care plans for students, ensuring that all members of staff have access to the right information, and that it is centrally stored within our school database.

Where a student's medical needs have a profound effect on their education and/or are at risk within school, a meeting is arranged with the relevant members of staff to ensure that we are equipped with the right information to support the student, and training is organised where necessary.

Separate, fully accessible facilities are available within our Resource Centre to provide maximum independence for students where possible. There is also a physio room and separate changing facilities available within our Resource Centre.

Keeping Students Safe and Supporting Their Wellbeing

In the event of a medical emergency, the school would follow the medical policy and the individual health care plan for the student, and utilise one of our many trained First Aiders to deal with the emergency, who are always on call.

Medical appointments are managed by the attendance team and in some circumstances where the appointment spans more than 48 hours, teachers are asked to provide work for students.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Where concerns are raised by the student, school staff or parents/carers about the emotional and social development of a child or young person, in the first instance we would discuss these with parents/carers and the child or young person. Where appropriate, children and young people may be referred to an outside agency, such as the Child and Adult Mental Health Services (CAMHS). Formerly Healthy Young Minds (HYMs).

Where a significant emotional or social need is identified, we offer one to one and/or small group intervention to target specific difficulties. This intervention is tailored to the needs of each individual in consultation with all relevant members of staff, outside agencies, parents/carers and the student themselves. These interventions include, social skills groups and counselling to support social and emotional development.

What support is there for behaviour, avoiding exclusions and increasing attendance?

There are a number of actions that Hazel Grove High School take to support and promote positive behaviour and to avoid exclusions.

All staff implement the school's behaviour policy, which is a whole school approach to managing behaviour. Most behaviour in school is managed and dealt with by the classroom teacher with support from subject or curriculum leaders where necessary. For children or young people who require further behaviour intervention, our Heads of Year intervene. We seek advice from outside agencies, where appropriate, to help support children and young people at risk of permanent exclusion. A wide variety of strategies are implemented where appropriate. These can include the following:

- mentoring
- report cards
- reward systems
- modified timetable
- emotional regulation support
- social skills support

Keeping Students Safe and Supporting Their Wellbeing

- learning break cards
- Individual Behaviour Support Plans
- Post Incident Learning opportunities
- Additional assessment of need, including Educational Psychologist

In terms of increasing attendance there are a number of actions Hazel Grove High School takes to support and promote good attendance;

- Children and young people are rewarded for good attendance throughout the year.
- Attendance is monitored on a daily basis by the school attendance team.
- Attendance is reported termly to parents/carers via progress checks and if there are concerns about attendance then letters are sent home to parents to highlight concerns.
- Completion of activities to identify and aim to remove barriers to attendance
- Meetings and individual strategies and plans are used to support students who have difficulties maintaining good attendance. Parents/carers are encouraged to contact Heads of Year to discuss any concerns they may have.
- Where appropriate, support with completing any gaps in knowledge and understanding
- School liaise with outside agencies to support attendance issues as necessary. There are regular meetings with the Education Welfare Officer.

Working Together & Roles

What is the role of my child or young person's class teacher?

Students will have a variety of different teachers throughout their school life. All students will have a Form Tutor with whom they will have daily contact during the week.

The role of a subject teacher is to:

- ensure that all students have access to a broad, balanced and relevant curriculum in which they can thrive and make progress
- ensure that all differentiation and reasonable adjustments are made in line with the School's Quality First Teaching approach
- monitor student progress and report on this regularly
- implement any additional support (catch-up sessions)
- ensure that any concerns about a student's learning needs or welfare are raised with the appropriate staff
- ensure that all Learning Support Assistants are aware of the level of support needed for a particular subject and are actively deployed
- ensure that they are aware of any students with SEND and the strategies that are implemented to meet their needs
- ensure that any student who is entitled to exam access arrangements receives these for any in-class assessments/tests.

Who else has a role in my child or young person's education?

- Students with SEND may have additional LSA support in class and/or receive targeted interventions from the Learning Support Faculty.
- Students in the resourced provision receive support from the Resource Centre Team
- The SENDCo and Trust Director of Inclusion will manage provision for students with SEND to ensure that their needs are met.
- The Heads of House are responsible for ensuring that the learning needs of our students are met. They ensure that academic progress is carefully monitored, and appropriate interventions are put in place where necessary.
- Heads of Year provide pastoral support to ensure that students are supported socially, emotionally and behaviourally as well as academically.

Working Together & Roles

What does Hazel Grove High School do to ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- Every student with SEND has a School Focused Plan which is produced in conjunction with parents and the students themselves. This document outlines the specific needs of the student and how best to make adaptations for them in the classroom. These are updated on a continuous basis in response to changing needs.
- The SENDCo ensures that all SEND documents including EHCPs are stored centrally, and are attached to a student's profile.
- The SENDCo ensures that any changing or emerging needs are communicated via meetings, staff briefings and via email where necessary.
- The SENDCo collects feedback on the progress of students with SEND from subject teachers on an ongoing basis.
- The SENDCo and Trust Director of SEND provide regular training, support and advice to all staff, on the specific needs of students with SEND, and on differentiation strategies within the classroom.

What expertise is available at Hazel Grove High School in relation to SEND? *(IRR)*

We are committed to delivering high quality professional development to staff on all aspects of SEND. This is built into our professional development calendar.

The SENDCo for Hazel Grove High School is a qualified teacher with 14 years of teaching experience, including 12 years specialising in SEND. The SENDCo holds the following qualifications: BA Hons in Sociology with English; MA in Sociology; PGCE in English with SEN; Post-Graduate Award in Specific Learning Difficulties and the National Award for SEND Co-ordination.

The Manager of the Resource Centre has over 18 years' experience of working with students severe and complex learning needs. She has worked at HGHS for 17 years.

The Director of Inclusion has over 26 years of experience teaching and working with young people with SEND in both Primary and Secondary settings, 12 years' experience as a SENDCo, 5 years' experience of being an English Subject Lead, and 10 years as a Specialist Reading Teacher. The Director of Inclusion has achieved SLE (Specialist Leader in Education) status in the area of Reading and Phonics. The Director of Inclusion also holds the following qualifications; PGCE Primary , BA (Hons) English Literature, National Award for SEND co-ordination, NPQLL.

Working Together & Roles

Which services does Hazel Grove High School access to provide for and support students and students with SEND (including health, therapy and social care services)? *(IRR)*

The school relies on the expertise of external agencies to provide support and guidance where necessary. Currently Hazel Grove High School can access support from:

- ASD Team
- CAMHS formerly HYMs
- School Nurse
- Education Welfare Officer
- Services for Young People
- The Educational Psychology Service
- Children's Services including Social Workers, Family Support Workers
- Occupational Therapy/Physiotherapy
- Speech and Language Team (SALT)
- Sensory Support Services (HI, VI)
- Youth Offending Team
- Mosaic drugs and alcohol support
- Beacon Counselling
- Young Carers
- The Inclusion Team

A referral to an outside agency would always be made in consultation with, and with consent from parents. Outside agency support from agencies not listed above would be sought where necessary.

Who would be my first point of contact if I want to discuss something?

To discuss behaviour, achievement or wellbeing, a student's Head of Year would be your first point of contact. For the academic year 2020/2021 we have the following staff:

Working Together & Roles

Year 7 Head of Year – Vanessa Verity - enquiries@hazelgrovehigh.co.uk
Year 8 Head of Year – Katie Lamb - enquiries@hazelgrovehigh.co.uk
Year 9 Head of Year – Leigh Clarke - enquiries@hazelgrovehigh.co.uk
Year 10 Head of Year – Katherine Murphy - enquiries@hazelgrovehigh.co.uk
Year 11 Head of Year – Carrie Leach - enquiries@hazelgrovehigh.co.uk

Director of 6th Form - enquiries@hazelgrovehigh.co.uk

Who is the SEND Coordinator and how can I contact them? *(IRR)*

The SENDCo for Hazel Grove High School is Mrs J Buckley-Dibben. She has responsibility for the strategic and operational leadership of SEND.
jocelyn.buckleydibben@hazelgrovehigh.co.uk

SEND@ hazelgrovehigh.co.uk

The Manager of the Resource Centre is Ms J Cash
SEND@ hazelgrovehigh.co.uk

The Director of Inclusion
Mrs Rachel Robinson
SEND@ hazelgrovehigh.co.uk

The Trust Directors of SEND are
Miss E Warrington
Dr M Sackville-Ford

What roles do have your governors have? And what does the SEND governor do?

Our Trustees are fully involved in the admissions procedure for students with SEND, and are always involved in any changes to policy and practice within the Learning Support Department. Our SEND link Trustee, Pauline Benton, is involved in the monitoring, evaluation and review of the SEND

Working Together & Roles

policy and the annual development plan for Learning Support. The local governing body has a linked governor responsible for making sure that the necessary support is in place for any student who attends school who has SEND.

How will my child or young person be supported to have a voice at Hazel Grove High School?? *(IRR)*

- Students' views are sought as part of our student voice scheme.
- Children and young people are encouraged to attend meetings which discuss their progress and plan for their future, especially Annual Review meetings for SEN Support and Education, Health and Care Plans.
- Children and young people may have mentors with whom they are encouraged to express their concerns and views.

What help and support is available for the family through Hazel Grove High School? *(IRR)*

In terms of providing help to families to complete required paperwork and forms, or in sourcing information and guidance, parents/carers can contact the following people:

For support in matters relating to SEND:

The SENDCo for Hazel Grove High School is Mrs J Buckley-Dibben. She has responsibility for the strategic and operational leadership of SEND.
SEND@hazelgrovehigh.co.uk

The Manager of the Resource Centre is Julie Cash
SEND@ hazelgrovehigh.co.uk

Director of Inclusion - Mrs Rachel Robinson
SEND@ hazelgrovehigh.co.uk

For support in matters relating to behaviour, wellbeing or achievement:

Year 7 Head of Year – Vanessa Verity enquiries@hazelgrovehigh.co.uk

Year 8 Head of Year - Katie Lamb enquiries@hazelgrovehigh.co.uk

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Working Together & Roles

Year 9 Head of Year – Leigh Clarke - enquiries@hazelgrovehigh.co.uk
Year 10 Head of Year – Katherine Murphy - enquiries@hazelgrovehigh.co.uk
Year 11 Head of Year – Carrie Leach - enquiries@hazelgrovehigh.co.uk

Director of 6th Form - Jo Lambert - enquiries@hazelgrovehigh.co.uk

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? (IRR)

We ensure that all students are able to attend enrichment opportunities such as after school clubs and school trips wherever possible. We work creatively and flexibly to make the relevant adaptations to enable students with SEND to attend. This may mean that an additional Learning Support Assistant is provided and alternative travel is arranged, as well as additional risk assessment procedures where necessary.

Is the building fully wheelchair accessible?

Ramps and physical adaptations are in place to allow access to all ground floor rooms. In recent years, additional ground floor classrooms have been created. There is currently no access to the first and second floor in West building and to the first floor in East Building. Where needed, classes are re-roomed to a ground floor classroom for wheelchair users and for those with limited mobility. Fully accessible facilities are available in our Resource Centre.

Are accessible changing and toilet facilities available?

We have accessible toileting facilities in the Resource Centre

Do you have parking areas for pick up and drop offs?

We have arranged with parents/carers of students with a disability to drop students off in a designated area of the school, close to the Resource Centre and SEN/Student Support Centre .

Do you have accessible parking spaces for students?

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Inclusion & Accessibility

Accessible parking spaces are available within the school car park.

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Transition

Who should I contact about my child/young person joining Hazel Grove High School? *(IRR)*

Information, including the admissions policy, can be found on the school website. This details the admissions requirements and entitlements for students with SEND.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

Contact Ms C Franklin, Deputy Head of School, on 0161 549 7700 to discuss mid-year transfers or general admissions.

How can parents arrange a visit to your setting, school or college? What is involved?

Parents, carers and young people can visit the school and talk to staff representing each faculty. Details of the Open Evening are published on the school's website.

How will you prepare and support my child or young person to join your school and how will you support them to move on to the next stage, or move on to adult life? *(IRR)*

We recognise that 'moving on' and change can be especially difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible:

If your child is moving to HGHS:

- If your child has an EHCP, the SENDCo will usually be invited to Year 5 and Year 6 Annual Review meetings at the Primary School. This means that information on the support needs of your child can be gathered and detailed information about their strengths, areas of difficulty and strategies for supporting their progress is then available at the very start of the school year to all of your child's subject teachers, through their School Focused Plan.

Transition

- Where appropriate, as well as the Induction Day for all new students, additional visits are arranged to enable your child to meet some key people at HGHS and to begin to get to know the layout of the school etc.
- Prior to starting at HGHS, students with a high level of need and especially students with ASD will be given a booklet with photographs of places around the school and of key staff members they will be working with when they join the school.
- You will have several opportunities to speak with the SENDCo / Pastoral Staff transition and welcome events

If your child is moving to another school:

- We will contact the school SENDCo and ensure that they know about any special arrangements or support that needs to be put in place for your child.
- We will make sure that all records about your child are passed on as soon as possible.

If your child is moving up to the next year in school:

- Information about your child will be shared with their new teachers through the School Focused Plan. This includes information about their strengths, learning needs and strategies to support their learning and progress.

Transition to 6th Form, College or Further Education:

- If your child has an EHCP they will meet with the Young Person's Advisor from Year 9 onwards. They will work with the student and parents/carers to create a plan for their Post-16/Post 18 education.
- The SENDCo and Young Person's Advisor will support your child in finding a new school/College.
- If necessary, the SENDCo will help arrange visits to the new school / College for your child.
- If your child does not have an EHCP they will still meet with a Career's Guidance Officer during the course of KS4 to explore the opportunities available and to draw up an Action Plan. Further guidance and information on applications to College is given through the Tutorial Programme.

Additional Information

What other support services are there who might help me and my family? (IRR)

Additional Information

Where a parent wishes to access another support service, the school are more than happy to support them or direct them to the appropriate professional.

Parents and Carers Together, Stockport (PACTS) are a service designed to support parents and offer advice and guidance. This service can be accessed via:

www.pactstockport.co.uk

If you would like some independent advice and support with finding out more about support available for students with additional needs, you can contact the Information, Advice and Support Service by ringing 0161 480 3189 or by emailing stockport@kids.org.uk KIDS provide independent and impartial support directly to children and young people with SEND and to their parents/carers to ensure their views are foremost in planning support.

Some additional useful websites are listed below: -

www.sensupportstockport.uk

www.dyslexiaaction.org.uk

www.bdadyslexia.org.uk – British Dyslexia Association

You may also find the following information helpful:

SEND e-learning: <https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=UULtzG71LLY>

Co-production charter: <https://stockport.fsd.org.uk/kb5/stockport/fsd/site.page?id=nudlaU2nLlw>

Entitlement Framework: https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=Uc-vb_eXkRM

Stockport I-Outcomes: https://stockport.fsd.org.uk/kb5/stockport/fsd/advice.page?id=refl_wFOjT0

When was the above information updated, and when will it be reviewed?

Additional Information

This document was updated in May 2023 and will be updated in May 2024

Where can I find the Stockport Local Offer? (IRR)

www.sensupportstockport.uk

What can I do if I am not happy with a decision or what is happening? (IRR)

Parents can give feedback to the school through a number of ways;

- Contact can be made with reception on 0161 549 7700, who will direct the call to the relevant member of staff
- Emailing enquiries@hazelgrovehigh.co.uk or SEND@hazelgrovehigh.co.uk with your request will allow it then to be forwarded on to the appropriate member of staff
- Feedback can also be given at parents' evenings

If you are unhappy with the SEN provision your son/daughter is receiving, then please contact the Director of Inclusion to share and discuss your concerns using the email addresses below.

Rachel Robinson - SEND@hazelgrovehigh.co.uk

If you wish to make a formal complaint, this needs to be undertaken in conjunction with the trust's complaints policy which is available on the Laurus Trust website. All complaints need to be in writing. We will address all complaints objectively and in line with policy and standard procedure.