

Date of Report: January 2026  
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.raynerstephens.org.uk/support/support-send-students/>

**Note:** If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia)
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Rosalind Knowles.

Mrs Knowles is an experienced SENDCo, who has been in role since February 2023. Mrs Knowles has previously worked as a Head of Year, Head of Religious Studies and an Associate Assistant Headteacher. Mrs Knowles is currently the Assistant Headteacher for Inclusion, as well as the school SENDCo.

Mrs Knowles achieved the National Award in Special Educational Needs Co-ordination in 2024. She is currently completing MAT SEND Leader training.

### Assistant SENCO

Our assistant SENCO is Mrs Emma Cowling.

Mrs Cowling has been Assistant SENDCo since 2019, and has previously worked as our Hive manager and a Teaching Assistant.

Mrs Cowling has completed extensive training in supporting students across all four areas of need, with a particular focus on supporting young people with autism and ADHD. Mrs Cowling completes our Qb screeners for ADHD, and attends Celebration Evenings to meet with all parents of students with SEND.

## **Class teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of students who have SEN. This includes training delivered by Speech and Language therapists, trauma-informed practice and training on identifying special educational needs and disabilities.

## **Teaching assistants (TAs)**

We have a team of 7 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have 3 teaching assistants who are trained to deliver interventions such as Zones of Regulation, Emotion Coaching, Lego Therapy and academic interventions.

In the last academic year, TAs have been trained in delivering the Incredible 5 Point Scale and DNA-V interventions.

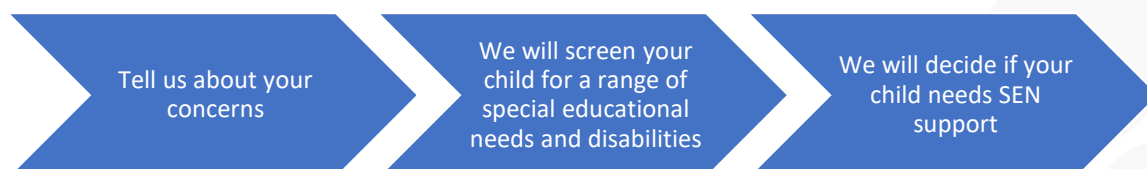
## **External agencies and experts**

Sometimes we need extra help to offer our students the support they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## **3. What should I do if I think my child has SEN?**

Parents or carers should inform the school if they have any concerns about their child's progress or development. You can share your concerns with any member of the SEND team, the pastoral team (including your child's Head of Year) or teaching staff. These concerns will then be raised as a SEND screening request with the SENDCo.



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO, Mrs Knowles, who will be in touch to discuss your concerns.

We will complete our screening tools with your child.

This includes completing a round robin to collate staff feedback, a Qb check to identify concerns around

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

You can also contact the SENCO directly via email at:

r.knowles@rshs.spt.ac.uk

ADHD, and screeners for dyslexia and dyscalculia.

## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any students who aren't making the expected level of progress in their schoolwork or socially. This might include struggling to complete work at the same pace as their peers, issues around communication and interacting with others and sensory issues.

If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student extra support to try to fill it. Students who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the student is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo will have discussions with your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

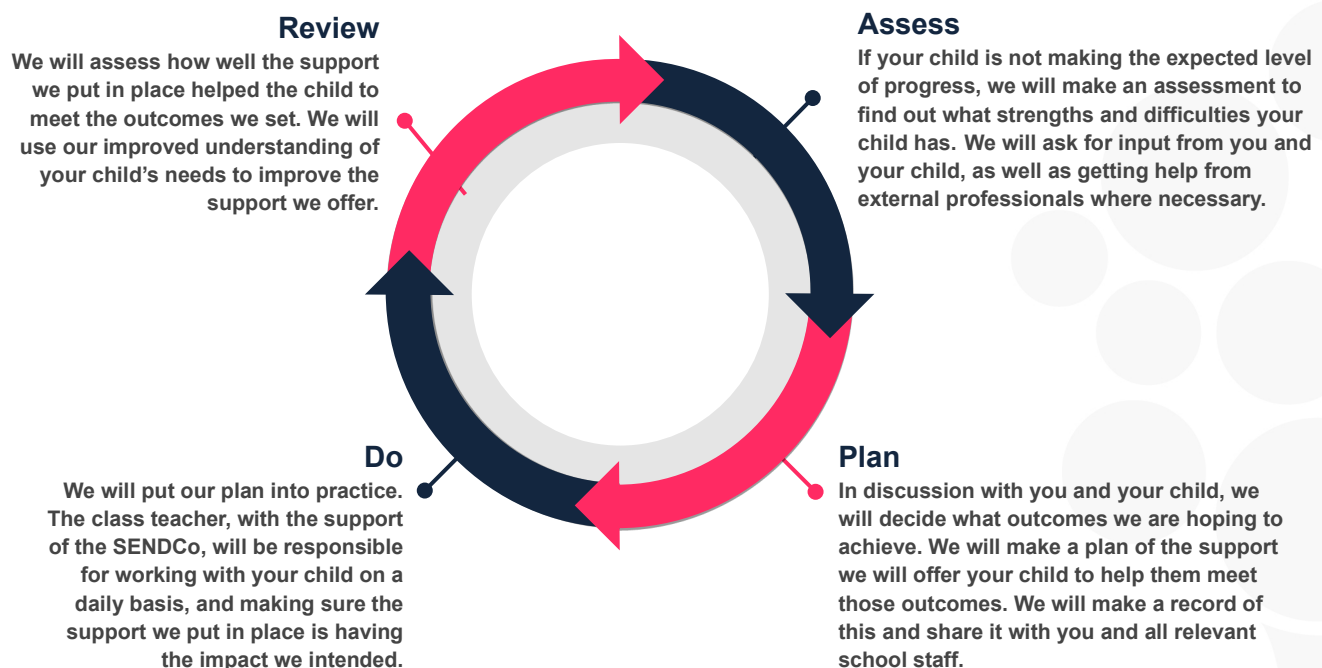
Based on all of this information, the SENDCo will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENDCo will work with you to create an individual education plan (IEP) for your child.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide termly reports on your child's progress.

The SENDCo or Assistant SENDCo will contact you at least once per term to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

You may be invited to attend an in-person meeting to discuss these outcomes in more detail.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **8. How will the school adapt its teaching for my child?**

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Teaching assistants will support students on a 1-to-1 basis when this is a stated provision as part of an EHCP.

➤ Teaching assistants will support students in small groups throughout a range of subjects

We may also provide the following interventions:

<b>AREA OF NEED</b>	<b>CONDITION</b>	<b>HOW WE SUPPORT THESE STUDENTS</b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Overlays
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD	Movement breaks Wobble boards Fidgets
	Adverse childhood experiences and/or mental health issues	Think Good Feel Good intervention Mental Health Support Team
<b>Sensory and/or physical</b>	Hearing impairment	Microphone devices Priority seating
	Visual impairment	Limiting classroom displays Enlarged materials
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to Tameside Local Authority's local offer.

## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 sessions
- Using student questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority as part of EHCP provision.

## **11. How will the school make sure my child is included in activities alongside students who don't have SEN?**

All of our extra-curricular activities and school visits are available to all our students, including our before and after-school clubs.

All students are encouraged to go on our school trips, and to participate in our extra-curricular activities. We regularly offer students opportunities to take part in external events such as Barclay's Life Skills sessions, JDUP and XL Academy via Ashton Sixth Form College.

All students are encouraged to take part in our PD+ curriculum, allowing students to explore interests such as eco fashion design, batik, chess and the school newspaper.

No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

## **12. How does the school make sure the admissions process is fair for students with SEN or a disability?**

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Rayner Stephens High School strives to be a fully inclusive environment and, where appropriate, upon transition, children with identified needs will be supported through liaison meetings with key staff from both settings.

### **13. How does the school support students with disabilities?**

Our approach to adapting the curriculum and the learning environment is described in our Equality information and objectives statement. We aim to have a highly ambitious curriculum for all students. We make the following adaptations to ensure all students' needs are met:

- Adapting our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, reading pens and iPad.
- Flexible lesson timings pass for students with physical needs or students with ASD
- Seating plans consider students' physical and environmental needs.
  - Lift and toilet pass
- Access to "The Hive" during social times
- Subject leaders work closely with SENDCo/ASENDCo to make suitable adaptations.
- RSHS will work with external professionals to make adaptations

### **14. How will the school support my child's mental health, and emotional and social development?**

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school's leadership opportunities
- Students with SEND are also encouraged to be part of initiatives/clubs to promote teamwork/building friendships etc.
- Bespoke interventions such as Healthy Hyde and Counselling
- Access to "The Hive" during social times and during school day (where flexible timing passes are used)
- The application of the school's behaviour system considers individual students' SEND needs

We have a zero-tolerance approach to bullying; further detail can be found in the Trust's anti-bullying policy.

### **15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

#### **Between phases**

The SENDCo of the primary school meets with our SENDCo to discuss the needs of the incoming students near the end of the summer term.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.

We invite students to participate in our transition day events in the final half term, and hold additional transition sessions for students with SEND. Please contact the SENDCo of your child's primary school if you would like your child to attend the additional transition sessions.

#### **Moving to adulthood (for secondary schools)**

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. All students with SEND are offered additional sessions with our Careers Advisor in an effort to support our students with further study, employment and adulthood.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Our pastoral team will work with Mrs Knowles, our SENDCo, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. You can find further information about SENDIASS here:

<https://www.togethertrust.org.uk/community-support/sendias>

## **18. What support is available for me and my family?**

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Tameside Local Authority's local offer. Tameside Local Authority publishes information about the local offer on their website:

<https://tamesidelocaloffer.co.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

<https://www.togethertrust.org.uk/community-support/sendias>

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – When teachers adapt how they teach in response to a student's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- **SEN support** – special educational provision that meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, schools or institutions or life stages