



Special Educational Needs (SEND) Information Report 2025-26

Key Information

Principal: Adam Rogers
SENDCo: Isobel Walter
Assistant SENDCo: Fran Dutson and Elizabeth Parry
Assistant Headteacher Inclusion and SEND: Lisa Conce
SEND Administrator: Carly Poole
SEND Governor: Holly Cookson
Link to Local Offer: www.trafford.gov.uk/localoffer

Inclusion at Sale High School

At Sale High School, we are ambitious for all students. To achieve this ambition, we are committed to developing inclusive practices that ensure every child receives the support they need. It is driven by three trust-wide frameworks: high quality inclusive teaching; inclusion-led leadership at all levels; inclusive community approaches. By embedding inclusive practice across every layer of school life, we ensure that all children, regardless of need, are supported to succeed, feel a sense of belonging, and thrive in every aspect of their education.

The school offers a range of targeted support to meet individual students' academic, emotional and social needs. Academic support is provided through the Learning Hub, which delivers structured group and one-to-one interventions focused on developing skills in Maths and English. In addition, the school recognises the importance of emotional wellbeing and provides dedicated support through the Wellbeing Hub and Talking Hub. These hubs offer both group and individual sessions to support students who may be experiencing difficulties with their mental health, with provision carefully matched to students' needs to help them feel supported, confident and ready to learn.

Working with Families

We understand what a huge decision it is to choose a school which will enable your child to thrive. We strive to make sure that our families feel included and supported in all decisions made about their child.

Students and families are included in decision making through the following:

- Parent surveys
- Parent workshops
- Parent coffee mornings
- Annual reviews
- Pupil profiles shared with parents

Pupil Passports and Learning Plans:

- These are co-created with students and families, capturing strengths, aspirations, and preferred learning strategies.
- EHCP Process: Families are actively involved in the Education, Health and Care Plan (EHCP) process, contributing to assessments, outcomes, and reviews.
- Review Meetings:
 - Held termly or more frequently, these meetings include student and parent feedback on progress and support effectiveness.
 - Surveys and Feedback Tools: Parents are invited to complete surveys regarding SEND provision, communication, and satisfaction with interventions.





- Student Voice Activities: Students are encouraged to express their views through structured interviews, feedback forms, and participation in person centred review.

Context

What is the range of SEND supported within the school based on the current population of students with SEND?

As of September 2025, Sale High School has 1106 students on roll, of which 70 have an Education, Health and Care Plan (EHCP) and 127 access SEND Support (K). The most common type of need is speech and language and SEMH.

Admissions Arrangements

How do students with SEND get a place at Sale High School

No student will be refused admission to Sale High School based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Trafford Local Authority proposes to name Sale High School in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Sale High School welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification and Assessment

How are additional needs identified at Sale High School?

Sale High School follows Trafford's local offer and the SEND Code of Practice to identify and support students with SEND. The school aims to provide inclusive education and early identification of needs through a combination of:

- Transition data: Information from primary schools is used to support students entering Year 7.
- Baseline assessments: Reading age and cognitive ability tests are conducted for Year 7 and in-year admissions.
- Monitoring progress: If a student fails to make expected progress over two terms, further educational assessments are carried out to pinpoint areas of difficulty.
- Staff observations: Teachers and support staff monitor students and raise concerns when learning barriers are observed.
- Parental input: Parents are encouraged to share concerns and insights about their child's development.

According to the SEND Code of Practice:

- Slow progress or low attainment alone does not mean a child has SEND.
- Language barriers: A child whose difficulties stem solely from learning English as an additional language is not considered to have SEND.
- Temporary emotional or social challenges that do not significantly impact learning or access to education may not qualify as SEND.
- Lack of motivation or poor behaviour without an underlying learning difficulty or disability is not SEND.





Assess Plan Do Review

1. Assess

- Teachers, often with the SENCo, assess the student's needs using classroom data, observations, and screening tools.
- This includes academic performance, behaviour, and social interaction.
- Parental concerns are taken seriously and included in the assessment.

2. Plan

A support plan is created outlining:

- Specific outcomes
- Type and frequency of interventions
- Roles of staff involved
- Review dates
- Parents are informed and involved in agreeing on the plan.

3. Do

- The planned support is implemented.
- The class teacher remains responsible for the student's progress, even if interventions are delivered outside the classroom.

4. Review

- Progress is reviewed regularly (typically termly).
- Adjustments are made based on the effectiveness of interventions.
- If progress remains limited, further cycles may be initiated or external specialists consulted

Reviewing Progress

What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

Graduated Approach: Assess, Plan, Do, Review

Assess

- Sale High School uses baseline assessments (e.g. reading age, cognitive ability) on entry and monitors progress termly.
- Teachers and the SENCo collaborate to identify students not making expected progress.
- Parent and student voice are captured through:
 - Initial concern forms
 - Review meetings
 - Pupil Profiles and Learning Plans that include student strengths and preferences.

Plan

- SMART targets are set in Learning Plans, co-created with input from students and parents.
- Plans detail:
 - Specific interventions
 - Staff responsibilities
 - Review timelines
- All staff working with the student are informed of the plan.

Do

- Interventions are delivered by teachers or support staff, but the class teacher retains responsibility.
- Students may receive:
 - In-class support
 - Small group or 1:1 session
 - Access to assistive tools (e.g. reading rulers, laptops).





Review

- Progress is reviewed three times a year, or more frequently if needed.
- Reviews involve:
 - Teachers
 - SENCo
 - Parents and students
- Outcomes are evaluated, and plans are adjusted accordingly

Whole School Evaluation of SEND Provision

Provision Map

- Sale High School uses Provision Map software to:
- Track interventions
- Monitor outcomes
- Share updates with parents

Impact of Interventions

- Effectiveness is measured through:
- Academic progress
- Attendance
- Engagement
- Feedback from students and staff
- The school uses EEF guidance to select evidence-based interventions.

United Learning SEND Audit & Adviser Support

As part of United Learning, Sale High School benefits from:

- Regular visits from Regional Directors and SEND advisers
- Access to SEND audits to evaluate strengths and areas for development
- Support with curriculum, safeguarding, and inclusion strategies.

Reports to Governors

- SEND is a standing item in the Standards and Achievement Committee.
- Governors receive:
 - Termly updates on SEND progress
 - Data on pupil outcomes and intervention impact
 - Feedback from audits and external reviews

High Quality Inclusive Teaching

Ambition for All: We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

Accessible Curriculum: We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively.

Equity in Assessment: All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.

Evidence-Based Interventions





1. Evidence-Based Interventions

Sale High School offers a range of targeted interventions that are selected based on research and proven impact. These may include:

- Literacy and Numeracy Support:
 - Lexia and Fresh Start
 - Maths (IDL)
- Social, Emotional and Mental Health (SEMH):
 - Zones of regulation
 - Thrive approach
 - Wellbeing sessions
 - Counselling

These interventions are tracked using the Provision Map system to monitor progress and ensure accountability.

2. Access to Specialist Support

- SENCo and Inclusion Team: Available for consultation, planning, and review.
- External Agencies:
 - Educational Psychologist
 - Speech and Language Therapist
 - CAMHS (Child and Adolescent Mental Health Services)
 - Occupational Therapy

3. Parent and Student Access

- Workshops and Information Sessions: For parents on topics like dyslexia, anxiety, and supporting learning at home.
- Regular Review Meetings: Parents and students are invited to termly reviews to discuss progress and next steps.
- Student Voice: Students contribute to their Learning Plans and review their own progress.
- Parent Voice: Captured through surveys, feedback forms, and informal conversations. This informs both individual planning and whole school SEND strategy.

4. Transition and Exam Support

- Transition Packages: For Year 6 into Year 7 and post-16 transitions, including visits, social stories, and key worker support.
- Access Arrangements: Support with exam concessions such as extra time, readers, or scribes, based on formal assessment.

Mentally Healthy School

Sale High School Senior Mental Health Lead is Lisa Conce.

Initiatives and Interventions - Our Offer

- Thrive workshops and one to one session
- Wellbeing sessions
- Pulse app
- PSHE curriculum





- Counselling
- #Beewell survey
- Mentoring
- Mental health champions

Behaviour Support

The SEND Code of Practice (2014) states that, *'Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.'*

Reasonable Adjustments

At Sale High School, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. Sale High School is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (*for more information please see our Behaviour Policy*).

Inclusive Community

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

Participation in the Wider School Offer

1. Student Leadership

Students with SEND are encouraged to take part in leadership roles through inclusive practices. The school promotes leadership opportunities for all students, including those with SEND, by ensuring accessibility and support through staff and peer mentoring.

2. Rewards

The school runs the SALE Awards, a personal development scheme that celebrates student achievements across a wide range of experiences and behaviours. Students with SEND are supported to engage with this scheme, ensuring their efforts and progress are recognised equally.

3. Extra-Curricular Offer

Sale High School offers a rich variety of clubs before, during, and after school. These are advertised during form time and lessons, and students with SEND are actively encouraged to participate. Staff adapt activities and provide support where needed to ensure full inclusion.

4. Educational Trips

Students with SEND are included in educational visits and trips. The school ensures that reasonable adjustments are made to accommodate their needs, including additional adult support, tailored itineraries, and pre-visit planning to reduce anxiety and ensure safety.

How does the school involve other agencies and organisations in supporting students with SEND and their families?





1. Multi-Agency Collaboration

The school works closely with:

Trafford Local Authority – following the Graduated Approach to SEND, which ensures a structured and responsive support system.

Health and Social Care Services – including:

- CAMHS (Child and Adolescent Mental Health Services)
- Speech and Language Therapists
- Occupational Therapists
- Sensory Impairment Services
- Educational Psychologists

These professionals contribute to assessments, interventions, and reviews, especially for students with Education, Health and Care Plans (EHCPs).

2. Specialist Support Services

- SEND Independent Advice Support Service (SENDIASS)
- Special Educational Needs Advisory Service (SENAS)
- Therapeutic Services for emotional and mental health needs
- Connexions – for careers advice and transition planning

3. Family Engagement and Communication

- Families are involved in annual reviews, keyworker updates, and planning meetings.
- The school shares specialist advice and recommendations with parents to help them support learning at home.
- Student voice and parent voice are central to compiling Pupil Profiles, which guide classroom strategies.

4. Transition Support

- For students joining or leaving the school, Sale High coordinates with feeder schools, new institutions, and external agencies to ensure smooth transitions.
- EHCP students receive tailored taster days and additional transition support.

Transition

At Sale High School, we have a Primary school liaison programme where members of the Pastoral and SEND team visit children and liaise with the SENCo and year 6 teachers at our feeder primary schools. These children are also invited to experience life at Sale High on a Year 6 transition day. If your child has an EHC, they will be invited for a further transition day tailored specifically for a small cohort of EHC students.

If your child is already at secondary school and is transferring to Sale High, we will arrange a tour and meetings with the Head of Year and SENCo in preparation for transition. If your child is transferring to a new school, then all the relevant information regarding learning support is provided and we liaise with the new school to ensure a smooth transition where your child's special educational needs can continue to be met.

In Key stage 4, we thoroughly prepare our students to move onto their next stage of education and life through our PSHE curriculum. We work closely with Connexions, keyworkers and form tutors who support our pupils with applications and interviews for further education. We liaise with colleges and sixth forms sharing relevant transition information.





Staff Expertise

What training do staff undertake at Sale High School to support students with SEND?

1. Whole-School Responsibility for SEND

Every teacher is considered a teacher of SEND. This means all staff are expected to differentiate and adapt their teaching to meet the needs of students with SEND.

Teachers receive ongoing guidance and support from the SENCo and the SEND team to ensure inclusive classroom practices.

2. SENCo-Led Training and Support

The SENCo and assistant SENCo staff provide:

- Advice and coaching on effective strategies for supporting students with specific needs.
- Training on the use of Pupil Profiles, which outline tailored strategies for individual students.
- Support with classroom-based interventions, such as overlearning, use of assistive tools (e.g. reading rulers, computers), and seating arrangements.

3. Learning Support Team

A dedicated team of Learning Support Assistants (LSAs) work closely with teaching staff and students.

LSAs receive training to:

- Support students in lessons.
- Deliver small group interventions.
- Assist with homework and exam access arrangements.

4. Specialist Roles and Exam Access

Staff such as the Learning Hub Manager and Assistant SENCo for Exam Access Arrangements are trained to:

- Identify and implement appropriate access arrangements for assessments.
- Ensure compliance with JCQ regulations and support students with EHCPs or other identified needs.

5. Transition and Identification Training

- Use cognitive ability testing, reading assessments, and classroom observations to identify SEND.
- Understand how to interpret data and refer students for further assessment when needed.

6. External Training and CPD

- Local Authority CPD programmes (e.g. Trafford's Graduated Approach).
- Safeguarding and inclusion training relevant to SEND.

Communication and Complaints Process

Should you be unhappy with the special education provision for your child we would welcome your views and the SENCo would be keen to meet with you to discuss. We would always try to work in partnership and so





develop mutual trust. However, we do have a complaints procedure, which can be obtained from the Head teacher's PA.

Accessibility Plan

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided; and
- improving the availability of accessible information to disabled pupils.
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Links to other Useful Policies

- *SEND Policy*
- *Safeguarding Policy (including an explanation of the arrangements for supporting looked after children with SEND.)*
- *Accessibility Policy*

