

Hyde High School SEN Information Report 2025-26

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This report was updated during the first half of the Autumn term 2025

“Our aim is to work in partnership with you to support your child.” Hyde High School is a mainstream secondary school with an inclusive ethos. This Special Educational Needs Policy is provided as guidance for staff, parents and carers, and children, with reference to the following guidance and documents. The Special Educational Needs and Disability Code of Practice 0-25 years. (DfE/DoH 2015) The Equality Act 2010 The Children and Families Act 2014, and associated regulations Supporting Pupils at School with Medical Conditions (DfE 2024).

1. How does the school know if children need extra help?

At Hyde High School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- We talk to staff at your child’s previous school or setting to share information about any needs or support already in place.
- We look at your child’s progress in class. If they are working below the level expected for their age (for example, scoring below average on assessments), this may suggest that they need extra help.
- We listen to parents and carers. You know your child best, so we take your concerns seriously - whether they are about behaviour at home, changes in confidence, or worries about school performance.
- Teachers may raise concerns if they notice that your child’s behaviour, confidence, or self-esteem is affecting their learning. In this case, the teacher completes a short online form to share their concerns. The SENCo reviews this information and discusses it at our weekly triage meeting.
- We sometimes receive information from external agencies, such as the Speech and Language Therapy Service, CAMHS, the Visual or Hearing Impairment Teams, or other medical or educational professionals.
- We use a range of standardised assessments to help us understand your child’s strengths and needs. These may include tools such as GL Exact for dyslexia and dyscalculia screening, ISCAN, the Visual Stress Assessment Pack, NGRT, Boxall Profile, QB Test, and SNAP assessments for learning or behaviour.
- Some children already have an Education, Health and Care Plan (EHCP). Their needs are clearly identified within that plan, and their placement at our school is agreed by the Local Authority.

2. How do I raise concerns if I need to?

Talk to us – contact your child’s Head of Year or allocated keyworker about your concerns in the first instance. If you feel that you would like to speak to a senior member of the SEND Leadership Team directly, ask our admin team to arrange an appointment with the SENCo (Mrs Reveley), Deputy SENCo (Mr Patel), or Assistant SENCo (Mr Tristram). Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report or email c.cowdell-harrison@hydehighschool.uk

3. How will the school support my child?

3a Who will oversee, plan and work with my child and how often?

- Through High Quality Teaching, the class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area.
- Our SEND Leadership Team will oversee the progress of any child identified as having SEND.
- There may be a Teaching Assistant or HLTA (Higher Level Teaching Assistant) working with your child either individually, as part of a group, or as in-class support. The content of this support will be shared with parents when it begins and will be reviewed and updated during termly learning conversations.

We have teaching staff who deliver one-to-one interventions to students with EHCPs. This is overseen by our SEND teacher.

Small-group interventions are delivered throughout the year with a focus on both academic work and well-being. These are delivered mostly by our SEND teacher.

The key worker will keep the Pupil On A Page document up to date and update their targets 3 times a year (termly).

3b Who will explain this to me?

- Class teachers will meet with you formally on at least a yearly basis (this could be part of Parents' Evening meetings or separately), in order to discuss your child's progress and the support that they are receiving in different lessons. Parents and carers are able to contact individual teachers by email or phone if they have particular issues.
- Form Tutors and Heads of Year are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENCo to discuss support in more detail if required. We hold 'Meet the SENCo' drop-in mornings once every half term - usually the last Friday of each half term.
- Pupil on a Page documents will be shared with you, your child, and the teachers that support them.

4. What support will there be for my child's overall wellbeing?

4a What pastoral, medical and social support is available in the school?

- We are an inclusive school that places a child's emotional development as a priority.
- The Head of Year is the first point of contact for pastoral, medical and social care needs of every child in their year group.
- The Pastoral team monitors all developments and refers to outside agencies where necessary, and liaises with the SEND team as needed.
- Within the SEND team we have a full-time member of staff who works directly with students who may be struggling with their mental health.
- Any additional staff working with vulnerable children requiring support during the school day will work under the direction of the SEND Leadership Team or Safeguarding Team.

4b How does the school manage the administration of medicines?

- The Supporting Pupils with Medical Conditions Policy is available on the policies section of the school website. Parents can request a hard copy of this information from the school office.



- Parents should contact Student Services if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be handed in at Student Services in the original packaging dispensed by the pharmacy, with the child's name and the instructions for administration clearly shown. A medication proforma must also be completed with the parent when the medicine is handed in and subsequently collected from school.
- Student Services staff oversee the taking of the medication, as instructed on the packaging, on a daily basis. They will also record when medication is taken, as directed, in the relevant section of the medication proforma.
- Student Services staff who oversee the administration of medication are all First Aid trained. They regularly support students with a range of conditions and generally know those who require regular medication already.
- Spare inhalers and EpiPens are stored at Student Services. The school office staff are trained and familiar with their use in the event of an asthma attack or an allergic reaction.

4c What support is there for behaviour, avoiding exclusion and increasing attendance?

The school has a Behaviour Policy, available on the school website. If a child has significant behaviour difficulties, the pastoral team identifies specific issues, puts relevant support in place, and sets targets with a view to identifying and addressing the underlying reasons for the behaviour. This may be recorded on the *Pupil on a Page* document so that staff are aware.

The school has an Attendance Policy. The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Designated Safeguarding Lead (DSL), who may involve the Early Help Assessment Team or Children's Services if this becomes a concern.

- The school is also able to support families in contacting other agencies that can provide appropriate support.

4d How will my child be able to contribute their views?

- Children who have a POAP (*Pupil on a Page*) can discuss their progress and targets when these are reviewed (as appropriate for their age), as well as when termly reviews are sent out and views are sought.
- If your child has an EHCP (*Education, Health and Care Plan*), parents' and carers' views will be sought before any review meetings (as appropriate for the child's age).
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning. There are half-termly SEND Student Voice activities and regular keyworker check-ins, usually once every two weeks.

5. How accessible is the school environment?

- Our school has an Accessibility Plan, which seeks to address the statutory requirements of the Equality Act 2010. It runs in conjunction with the Equality and Diversity Policy and SEND Policy, all of which can be viewed on the school website.
- All areas are accessible by wheelchair, and we have lifts to reach other floors, with the exception of two science classrooms. Classes are re-timetabled out of these rooms where necessary to support a wheelchair user.
- The school car park includes designated accessible parking bays at the front of the school building.
- Accessible toilet facilities are available near the main reception and at various points on all floors.



6. How will the curriculum be adapted to match my child's needs?

Our school is continuing its work on embedding a High Quality Teaching approach, based on evidence and research from the Education Endowment Foundation. We provide a programme of training for teachers to meet the Teacher Gold Standard, which includes whole-school training and bespoke, department-level training.

This approach expects that all lessons incorporate the SEND 5-a-day strategies. These are:

- The use of explicit instructions
- Cognitive and metacognitive strategies
- Effective scaffolding
- Flexible grouping
- Use of technology

In addition to this, all teachers use a SEND Strategy Mat, which has been developed by the SEND Leadership Team and lists strategies that are appropriate for students with ADHD, ASC (Autism Spectrum Condition), and ACEs (Adverse Childhood Experiences)/trauma. This ensures that teachers can utilise strategies proven to be effective for all learners, fostering a fully inclusive environment.

Students who require specialist equipment to access lessons are provided with it. This can include, but is not limited to:

- Assistive Technology and Devices
- Sensory Equipment
- Mobility and Physical Access Aids
- Visual Impairment Aids (provided by the Tameside VI service)
- Hearing Impairment Aids (provided by our Hearing Impaired Resource Base)
- Learning and Cognitive Supports
- Communication Aids

The SENCo reports regularly to the Headteacher and Governors to inform them about the progress of children with SEND and how resources are being utilised. The information provided will never name individual children, ensuring confidentiality at all times.

- The SEND Governor meets regularly with the SENCo. They report on their visits to the Governors to keep them all informed.
- The Governors oversee priorities for spending within the SEND and Pupil Premium budgets, with the overall aim that all children receive the support they need to make progress. This includes resourcing appropriate equipment and facilities.

How will we know if this has had an impact?

We will know that this support is having an impact by:

- Ensuring that each child is making progress academically against national or age-expected levels (or equivalents), and that the gap between them and their peers is narrowing
- Gathering verbal feedback from the child, parents, and teachers to build a wider picture
- Recording when children move off the SEN Register once sufficient progress has been made – parents will always be informed if this takes place.



7. How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?

- Your child's progress is continually monitored by their class teacher. This links to the whole-school reporting cycle, and progress information is sent to parents each term throughout the year.
- The progress of children with an EHCP (*Education, Health and Care Plan*) is reviewed at an Annual Review meeting with all adults involved in the child's education.
- Your child may have a POAP (*Pupil on a Page*) that includes individual targets. This is discussed with parents at least twice a year. The conversation will also include suggestions on how you can support your child's learning at home.
- Termly reviews are created by keyworkers and shared with families three times a year.
- Deep dives and learning walks are carried out by the Senior Leadership Team (including the SENCo and Deputy SENCo) to ensure that the needs of the children are being met.
- The SEND Leadership Team can offer practical support and advice on ways you can help your child at home. This may include recommendations from external agencies, e.g., a speech and language therapist.

8. How does the school know how well my child is doing?

- As a school, we track children's progress from entry in Year 7 through to Year 11, using a variety of different methods. Please ask the school if you require any further details.
- As a school, we track and analyse children's progress in learning against national and age-related expectations three times a year.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed, as part of High Quality Teaching.
- Where specific needs are apparent, the school has a range of assessments that can be used to explore a child's strengths and difficulties in more depth. We use standardised assessments at Hyde High School to track our students' progress and determine the most appropriate interventions to put in place.
- GL Assessment identifies students who we suspect may have a dyslexic profile.
- Access arrangements – We use a range of tests to identify sensory processing needs, and may recommend extra time to complete tasks.
- Visual Stress Assessment Pack – If a pupil shows possible signs of visual stress during a reading assessment, the school may recommend an external optometric assessment. While there is limited scientific evidence that coloured overlays or paper improve reading, where overlays form part of a pupil's normal way of working, this can also be applied in exams in line with JCQ guidance on reasonable adjustments.
- ISCAN – A test for receptive language, used to support a Speech and Language Therapy (SALT) referral.
- GL Exact provides information to support decisions around interventions and any additional help that students may need.

9. How will my child be included in activities outside the classroom, including school trips?

- All children are included in every part of the school curriculum, and we aim for all children to take part in school trips. We will provide the necessary support to ensure that this is successful and may discuss arrangements with parents in advance.
- A risk assessment is carried out prior to any off-site activity to ensure that everyone's health and safety are not compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity,



alternative activities covering the same curriculum areas will be provided within the school environment wherever possible.

- A variety of clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending on their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or to spend long periods of time outside. We provide a Safe Space to support this, and passes are issued where necessary. Each child's needs are considered on an individual basis.

10. How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting.
- There are additional transition days for students with SEND, where we offer circle-time activities with the SENCo and can create social stories with or for the children if transition is likely to prove challenging.
- For children starting in Year 7, the Headteacher holds a meeting for parents and plans a series of visits for children throughout the second half of the summer term to help children, parents, and staff get to know one another.
- A transition form is sent to all primary schools before children transfer to Hyde High School. The SEND Leadership Team, Attendance Team, or Year 7 Leader visit most settings from which students are transferring.
- We liaise closely with staff when receiving or transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs, an EHCP (*Education, Health and Care Plan*) or SEN Support Plan review may be used as a transition-planning meeting, to which we will invite staff from both schools.
- Transition between year groups and key stages within the school is managed as part of our annual programme of transitions and options.
- At any point where a child with SEND is preparing to leave our school, we arrange additional visits to support a smooth transition.

11. What specialist services and expertise are available at or accessed by the school?

- Our Curriculum Leader for SEND (*SENCo*) has the *NPQH* award and is currently completing the new *NPQ for SENCos* qualification.
- Within the school, we have a culture of sharing good practice and expertise. This enables us to ensure that our staff have as much knowledge as possible within the field of supporting children with SEND.
- As a school, we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school, including:
 - Children's Social Care – Early Help and Social Workers
 - Educational Psychology Service
 - CAMHS (Child and Adolescent Mental Health Service)
 - School Counsellors
 - School Nurse
 - The Bloom Wellbeing Project
 - Thrive Workshop and Energise Programmes
 - YOU Think – sexual health awareness (referrals accepted)
 - Branching Out – substance use (referrals accepted)
 - Youth Offending Team – preventative and post-offence work

- 42nd Street – counselling service (Wednesday drop-in)
- TPRE Outreach Support Services
- Mental Health Practitioners
- Health Mentor
- MAAT (Multi-Agency Autism Team)
- Police
- Speech and Language Therapist
- GP

12. What training have the staff supporting children with SEND had or are currently having?

- We ensure that there is a variety of skills within our staff team to enable us to support children in the best possible way.
- The school also operates an internal training programme for support staff, facilitated by the SEND Leadership Team. Whole-group sessions and bespoke training, based on the needs of both children and staff, are timetabled on a half-termly basis, often within SEND team meetings.

13. Who can I contact for further information?

- Please speak to the Pastoral Team in the first instance: Mr Leadbeater m.leadbeater@hydehighschool.uk (KS4), Ms Wells k.wells@hydehighschool.uk (KS3).
- General information relating to SEND can be found on the school website, including within the SEND Policy, which is located on the policies page.
- Further information is available from the SENCo (Mrs Reveley), Deputy SENCo (Mr Patel), or Assistant SENCo (Mr Tristram).
- The school has a Complaints Policy, which is available on the policies page of the school website.
- You might also wish to visit the following websites:
 - Tameside Council Local Offer – outlining services available for children and young people with SEND: <https://tamesidelocaloffer.co.uk>
 - SENDIASS (*Special Educational Needs and Disabilities Information, Advice and Support Service*), formerly Parent Partnership Service: <https://www.tameside.gov.uk/sid/support>
 - IPSEA (*Independent Parental Special Education Advice*): <https://www.ipsea.org.uk>

14. Who should I contact if I am considering whether my child should join the school?

Please contact admin@hydehighschool.uk in the first instance, and the team will support you in making contact with the relevant members of staff.

