

# Tytherington School

## SEND Information Report

### 2025-2026

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## 1. What kinds of special educational needs does the school provide for?

Tytherington School provides for students with Special Educational Needs and Disabilities (SEND) in line with the Equality Act 2010 and the SEND Code of Practice (2015).

SEND may be identified where a student: - Has significantly greater difficulty in learning than the majority of others of the same age; and/or - Has a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

The four broad areas of need outlined in the SEND Code of Practice are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical

Students with medical conditions are supported through Individual Healthcare Plans (IHCPs), developed in partnership with families and health professionals.

## 2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

Identification is based on a holistic, evidence-informed approach led by subject teachers and the SENDCo. This includes: - Progress, attainment and assessment data - Learning behaviours, attendance and wellbeing - High-quality formative assessment and early identification tools - Comparison with age-related expectations and national benchmarks

Where concerns persist, the school may draw on specialist assessments from external agencies such as educational psychology, speech and language therapy, occupational therapy or health services.

Early and purposeful discussion with students and parents/carers is central to identification. These discussions explore strengths, difficulties, parental concerns, agreed outcomes and next steps.

Parents/carers are encouraged to raise concerns at any stage and are valued as key partners in the identification process.

### 3. How will both you and I know how my child/young person is doing?

Progress is monitored through regular assessment cycles and shared via monitoring reports and parents' evenings. For students with SEND: - Additional review meetings are arranged as required - Parents/carers may meet with subject teachers, Heads of Year, SENDCo and support staff .

For students with an Education, Health and Care (EHC) Plan, Annual Reviews are held in line with statutory guidance

Teachers provide advice and strategies to support learning at home, including organisation, revision and subject-specific guidance.

### 4. How will the curriculum be matched to my child/young person's needs?

Tytherington School offers a broad, balanced and ambitious curriculum. Teaching is underpinned by a strong universal provision for all learners, including:

- Carefully planned adaptations and reasonable adjustments
- Explicit teaching of vocabulary
- Visual supports, modelling and scaffolded tasks
- Frequent checks for understanding

Where additional support is needed, targeted and time-limited interventions are implemented and reviewed regularly. Support is planned through the graduated approach:

#### **Assess – Plan – Do – Review**

Subject teachers retain responsibility for day-to-day teaching, supported by the SENDCo who coordinates provision across the school.

### 5. How will school staff support my child/young person?

Quality First Teaching is the foundation of support for all students. Where SEND support is required: - Needs are analysed by teachers in collaboration with the SEND team - Parents/carers are formally notified and involved in planning - Clear outcomes, strategies and review dates are agreed

Support may include:

- reasonable adjustments
- in-class strategies
- targeted interventions
- assistive technology
- exam access arrangements (in line with JCQ regulations).

The governing body has oversight of SEND provision, with a nominated SEND Governor working closely with the SENDCo.

## **6. How is the decision made about what type and how much support my child/young person will receive?**

In deciding whether to make special educational provision, the teacher and SENCo consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

For higher levels of need, school has arrangements in place to draw on more specialised assessments from external agencies and professionals. This information gathering includes an early discussion with the pupil and their parents. These early discussions with parents are structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the child and the next steps.

Where a pupil is identified as having SEND, school acts to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. Should there be a concern regarding the provision made at the school the usual complaints procedure should be followed.

## **7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?**

Tytherington School is committed to inclusive practice. Clubs, trips and residential visits are planned with reasonable adjustments and risk assessments to ensure participation wherever possible.

## **8. What support will there be for my child/young person's overall wellbeing?**

All pupils are able to access the Pastoral Support Team in school who liaise closely with the SEND Department to offer extra support if necessary. The SEND team offer pupils the facility to spend time in the department during breaks and lunch if they prefer a quiet area. There is the opportunity for social interaction with peers with support from TAs. Pupils are encouraged to share any concerns/anxieties with members of the team and there is close liaison with both parents and teachers.

For those with medical/physical needs school follows the statutory guidance for supporting pupils with these needs. There is also a team of specialist TAs who work closely with those pupils whose needs are long term.

School will support the emotional, mental and social development of pupils with SEND which will include extra pastoral support arrangements for listening to the views of pupils and their parents.

If a child has a medical condition school will liaise with all professionals working with the child and will follow their advice and strategies to support the child in school.

School has a designated member of staff to work with attendance issues alongside the appropriate agencies from the local authority.

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

Tytherington School will involve a specialist where a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. School works closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. This might include schools commissioning specialist services directly such as educational psychologists, Child and Adolescent Mental Health Services (CAMHS), speech and language therapists, occupational therapists and physiotherapists.

In school there is:

- An Assistant Headteacher for SEND, Inclusion and Transition, who is the SENDCo
- 3 x SEND Department Managers (Deputy SENDCo with oversight of KS4/5/ Head of LINKS (Enhanced Mainstream Provision)/EHCP Manager)
- The SEND team including:
  - One specialist teacher,
  - Two intervention tutors,
  - 14 Learning Mentors of whom 1 has HLTA status, 4 specialists in Autistic Spectrum Condition (ASC), SALT, SEMH, ELSA and all staff are experienced in working with children with physical/medical difficulties.
- The Pastoral Support Team including:
  - 3 Heads of Year
  - 1 Assistant Head of Year (Y7 & 8)
  - 1 Pastoral Manager
  - An Attendance & Wellbeing Manager

## 10. What training have the staff supporting children/young people with SEND had?

All staff supporting the pupils with SEND receives appropriate training and this is updated as required. Learning Mentors working with those with physical and medical difficulties attend specialist courses and liaise with all appropriate outside agencies – Physiotherapist, GP etc.

## 11. How accessible is the school environment?

The school site is accessible and there are identified disabled parking spaces.

Adjustments are made according to the needs of the pupils and there is an Accessibility Plan in place. The site has lifts installed at some points around the school site.

All our changing rooms are accessible and we have disabled toilet facilities in school.

Specialist equipment required for individual pupils would be either loaned or purchased following advice from the appropriate specialist service.

Support is available for families where English is an additional language, including access to translation services where required.

## **12. How are parents and young people themselves involved in the school?**

Where it is decided to provide a pupil with SEND support, the parents are notified. Parents will be given clear information about the impact of the support and interventions provided enabling them to be involved in planning next steps at meetings in school. Parents are invited into school to discuss their child's progress as and when needed. There are regular monitoring reports sent home and parents can communicate directly with the SEND department via [sendhelpdesk@tytheringtonschool.co.uk](mailto:sendhelpdesk@tytheringtonschool.co.uk) or by phone. For those pupils with an EHC plan, Annual Reviews will be held and pupils and their parents will be invited to contribute to the proceedings. All pupils are encouraged to contribute their views in school via regular questionnaires and via Pupil Voice. Those pupils with EHC plans participate in the Annual Review process by attending the meeting and sharing their views in the form of a questionnaire document.

## **13. Who can I contact for further information?**

If a parent/carer wishes to discuss concerns about their child the first point of contact would be the Head of Year. Following this if the issues are thought to be about SEND the school SENCo would be informed.

## **14. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?**

School operates a system of advance planning for incoming pupils by attending Year 5/6 reviews and liaising closely with their primary schools. There is a transition team lead by the Assistant Headteacher for SEND and Transition. Pupils who have SEND are invited into school for extra transition sessions to familiarise them with their new surroundings, enabling them to meet the teachers and Learning Mentors. At Key Stage 4 pupils with SEND are supported by the school's careers team. They are given high quality advice and guidance regarding options for Post 16.

## **15. What other support is available?**

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on Cheshire East Local Offer: [Local offer for children with SEN and disabilities](#)

Impartial advice and support is available via Cheshire East Information, Advice and Support Service (CEIAS). [Cheshire East Information Advice and Support](#)