



Urmston Grammar School

2025/26 SEN Information Report

Welcome to Urmston Grammar School's SEND Information Report. This report consists of information as to how the school contributes to Trafford's Local SEND offer. Trafford's local offer makes it easier for families to find out about the support that is available for children and young people with SEND. All schools and academies in Trafford are expected to identify and support students with special educational needs to make the best possible progress. [Trafford's Graduated Approach](#) document provides guidance on how Urmston Grammar school follow the principles to ensure ordinary available inclusive provision is provided to all students.

Urmston Grammar School is committed to ensuring that every student, regardless of their characteristics, background or level of need, is supported to thrive, achieve their potential and develop the personal qualities that will equip them for successful adult lives. Our tradition of courtesy, mutual respect and high expectations captured in our motto "*Manners Makyth Man*"—underpins an inclusive culture where all learners are valued, challenged and supported.

We believe that excellence is achievable for every student. High-quality teaching, strong pastoral care and a learning environment that blends long-standing tradition with modern innovation enable all students, including those with SEND, to access an ambitious curriculum and make meaningful progress. Staff expertise ensures that each individual is nurtured, encouraged to pursue their personal best and empowered to become an independent, confident learner.

Our school values of Pride, Participation and Empathy shape the character of our community and guide our approach to inclusion. We want every student to take Pride in who they are and what they can achieve; to Participate fully in school life, enrichment and wider opportunities; and to show Empathy towards others, contributing to a culture built on tolerance, respect and understanding.

Through this shared vision, we ensure that all students; particularly those with SEND are prepared not only for academic success but for adulthood, equipped with the knowledge, skills, confidence and character needed to lead fulfilled, responsible and resilient lives.

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

At Urmston Grammar School we are committed to ensure all students, especially those students identified as disadvantaged or SEND are provided high quality and adaptive inclusive teaching to ensure all students can access and progress through the school's ambitious and challenging curriculum, equipping students with the necessary knowledge, understanding and skills to achieve their potential and be successful in adulthood.



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At Urmston Grammar School, every teacher is a teacher of SEND and we support students with the following needs:

- Communication and Interaction (including Speech, Language and Communication Difficulties, Autistic Spectrum Condition)
- Cognition and Learning (including Dyslexia, Dyscalculia and Dyspraxia)
- Social, Emotional and Mental Health (including Attention Deficit Disorder)
- Sensory and Physical (Visual impairment, Hearing impairment, Physical disability)

At Urmston Grammar School 6.0% of our students are identified as having a SEND. Of this cohort of students, 0.5% have an EHCP and the remainder are placed at SEND support on the SEND register.

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?

Some students arrive from their previous educational setting already being identified as needing SEND support. Where this is the case information around the child is sent to the school. At Urmston Grammar School we have a primary to secondary transition programme. Primary schools pass on information about all students. Pastoral Leaders, the Senior Leadership Team and SEND staff visit students with a place at Urmston Grammar School in the summer term of Year 6 and gather information from class teachers. SEND information is passed onto the SENDCO, who will liaise and plan transition particularly if your child has an Education and Health Care Plan. Parents / carers of students in Year 6 who have already been identified as having SEND are invited to meet with the SENDCO/SEND team in the summer prior to the student's admission, when any concerns can be recorded and addressed.

At Urmston Grammar School any member of the teaching, SEND and pastoral staff can make a SEND referral if there is an area of concern around a student's progress or well-being. As part of the school's in-school assessment all students have a generic screening assessment in Year 7 to help identify any students who may require additional support. Then in the summer term of Year 9 all students are screened again using Lucid Exact. In addition to this, termly academic data collection for all subjects is used to monitor the academic progress of every student and help identify where further intervention is needed.

Additionally, teaching and pastoral staff are trained to identify needs and will refer students for assessment to the SEND team via the school's internal processes. Once a concern has been raised around a student who may have SEND, the SEND department will then collect information from your child's teachers and any external services / professionals who have previously been involved supporting them. Based upon the information gathered there may be no further action required. In the first instance, the school's aim is to meet the needs of all students through high quality adaptive and inclusive teaching, and it may be that these alongside a strategic learning plan using the graduated approach are sufficient to meet the needs of the student.

If it is felt that the student needs targeted provision or in addition to, what is usually provided, the student will be added to the SEND register. Equally, we may complete further screening for learning difficulties, or request that our designated Educational Psychologist or Specialist Assessor carries out a formal assessment of your child's needs. Access to Learning Plans will be co-produced by the classroom teachers, parents and



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students; this document provides an overview of the students' challenges and strategies to support individual needs in the classroom. If a child is still not making progress in-line with their starting point, an Assess, Plan, Do, Review cycle may be implemented to monitor the student against set targets to ensure the next steps are as effective as possible.

Urmston Grammar School strives to communicate efficiently with parents/carers, students and staff throughout all of the above stages. We believe it is vital that the voices of parents/carers and students are heard. If you think your child may have a special educational need you are encouraged to discuss this with us at the earliest opportunity so that we can work together to support your child.

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

Throughout the academic year the progress of all students is monitored regularly and effectively via informal and formal assessment points. Subject teachers report on your child's levels progress/attainment, behaviour and attitude to learning via interim and full reports. Your child's Form Tutor oversees their pastoral needs and well-being, with the support a Head of Year and Key Stage Learning Mentor. Parents/carers also have the opportunity to discuss the progress of their child at parents' evening with the student's class teachers and can arrange an appointment with the SENDCO if they wish.

Students with an Education, Health and Care Plan will additionally have an annual review where the Local Authority will be informed and invited to attend. Any other relevant professionals involved in the provision for that student, for example a member of the Trafford Sensory Impairment Support Services, would also be invited to attend. The review is student centred and will be conducted in accordance with the timescales set out within the SEND Code of Practice.

In addition, you may contact us at any time to discuss any concerns or share successes.

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

Urmston Grammar School's curriculum is broad, challenging and ambitious which seeks to deliver our school vision to equip all students with the broad range of knowledge, skills and cultural capital needed to become valuable, contributing and successful members of society. The curriculum is underpinned by the school's motto 'Manners Makyth Man' and provides learners with countless opportunities to live our school values of 'Pride', 'Participation' and 'Empathy'. All students are taught in mainstream classes which are mostly mixed ability and will be supported in their learning of the intended curriculum by the delivery of lessons through high quality adaptive and inclusive teaching. Teachers are well equipped in planning and delivering lessons which are adapted for a range of needs, including those with SEND. In addition to using their own professional knowledge, teachers are supported by the SENDCO and where appropriate external specialist support services to find effective strategies to enable students with additional needs to thrive and achieve their potential.

Students requiring exam access arrangements will have individual arrangements for school and public examinations tailored to their needs, in line with The Equality Act 2010 and JCQ regulations. Applications will be made by the SENDCO on behalf of the candidate to awarding bodies, once the necessary exam access arrangement assessments and protocols have been followed.



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

All students will primarily be supported by subject staff for their academic progress and form tutors for pastoral support. The SEND Learning Support Team works collaboratively with teaching and support staff to ensure the needs of the students are met.

Any additional SEND provision will be coordinated by the SENDCO and implemented by teachers. In many cases a Pupil Passport is constructed to outline the additional support a SEND student is getting alongside the Quality First Teaching in the classroom. The Pupil Passport is reviewed and shared with parents when amended. The school liaises with outside services and specialists who may be invited to deliver training sessions to ensure that teaching staff are professionally informed about the best strategies to assist progress and kept up to date with new developments in SEND.

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

Decisions about what type and how much support a student will receive are made in consultation between the SENDCO, the student, parents/carers, relevant subject and pastoral staff and relevant outside agencies. These decisions will be based upon regular monitoring of student progress and through assessments within the school.

The SENDCO is responsible for planning and evaluating provision for your child/young person. We work closely with our students, parents and carers to ensure we have a person-centred and holistic approach. The individualised provision for a student is carefully assessed and planned for with reviews of its' effectiveness throughout the year using the graduated approach (Assess, Plan, Do, Review). The school also has an extensive provision map for SEND students which can be provided for students who may need additional support to meet their SEND need.

When a child has severe, complex and long-standing needs which require an EHCP then resource allocation is discussed and planned for in detail at review meetings. This ensures that each child has provision entirely tailored to their specific needs. The Local Authority allocates funding for each child with an EHCP. Within the realms of that budget, how much support and what it 'looks like' for that individual child is discussed and reviewed regularly.

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

Urmston Grammar school aim to be fully inclusive and plan thoughtfully where adjustments must be made.. There are times when an additional risk assessment may be required for an individual student with SEND, in order to ensure that they are able to participate safely in extra-curricular or a school day trip / residential visit. In such circumstances the trip leader would write a risk assessment, often in conjunction with parent / carer and the student in addition to any specialist external support services, if appropriate.



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

All students have a pastoral support system; the form tutor is usually the first point of contact. In addition, students have various outlets and staff members that they may access for specialist support dependent on their needs. They can also access our Learning Support room where the SEND team can offer a safe base for students to come and address any difficulties, find a reassuring adult or take the opportunity to celebrate successes. For those students who may need more support around their wellbeing, Heads of Year will make referrals for students to be discussed at Key Stage inclusion panels consisting of the SEND department, DSL, Key Stage learning mentors, Heads of Year and Deputy Headteacher. Each case is discussed on an individual basis using a range of hard and soft data to then put a personalised support plan together.

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

The SENDCO and pastoral team works with a range of external services to ensure the needs of all students, including those with SEND are met. These include:

- Autism and Trafford Pathways across Trafford & Greater Manchester;
- School Counsellor Sensory Services;
- CAMHS;
- Speech and Language Therapists;
- Educational Psychologist;
- Occupational Therapist;
- School Nurse;
- SENAS- Special Educational Needs Advisory Service;
- Thrive;
- Trafford Team Together TTT

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

Training is provided to all staff as part of the school's Professional Development programme. This can range from annual SEND updates and further training through INSET days and CPD sessions, where topics covered are linked back to how they can be used to support students with SEND. The school also engages with external providers and is currently going through the NDIS Programme and the Belong Programme. Both of these are providing teachers with practical strategies to help embed in classrooms to further support all students, but especially those with SEND.

Staff who join the school, such as ITT students, ECT teachers, follow an induction programme which includes training and information on SEND.

The SEND Team work with individual departments on a personalised basis to help support teachers to deliver high quality adaptive and inclusive teaching.

The SENDCO attends various SEND training courses and is part of the Trafford SENDCO Network to ensure her expertise is current and is developing in line with government policy.



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11. How accessible is the school environment?

The school is a mixture of the traditional and original school building and more modern buildings. The school has lifts which can be used for students who may need support to move around the school, ensuring the majority of areas of the school can be reached by all students.

The school's Accessibility Plan can be accessed for further information.

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

We hope that both our students and their parents/carers feel involved in school at all times. All students have access to Satchel One, which aids clear lines of communication between home and school. Students and in particular SEND students will be involved in regular student voice, so their voices are heard, listened to and acted upon.

In addition, direct contact is made with home in the form of Interim Reports, Parent Evenings/Information Evenings. We hold termly coffee mornings for parents of SEND children, where parents are invited to speak with the SEND Department, Deputy Headteacher and any other relevant professionals, regarding their child's needs.

For those students with an EHCP an Annual Review will take place as part of the annual review.

13. Who can I contact for further information?

SENDCO – Mrs Kate Bourne (KBourne@urmstongrammar.org.uk) & Mrs Sue Wollen (SWollen@urmstongrammar.org.uk)

Medical Lead & SENDCO Assistant - Mrs Suzanne Wood (swood@urmstongrammar.org.uk)

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?

Each academic year we have an open evening where Year 5 students and their parents/carers can visit the school and the SENDCO will be available to answer questions and make initial contact.

The school's admission policy has more information and details for Access Arrangements for SEND students in the entrance exam: [Admissions Policy for the admission of children in September 2027](#)

We have planned programs covering all key transitions from Year 6-13. We understand that transitional support is key to all young people and the SEND department works closely with pastoral staff to ensure that information is appropriately shared in the best interests of the young person. This process has been outlined in more detail in question 2.

For Year 12 transfer students and in year admissions the school will make contact with the students' previous educational establishment to ensure transfer of relevant information and liaison regarding students' SEND needs. As with all SEND students, a Student Passport will be co-created with the student and reviewed by the parent/carers to ensure that their needs are understood and planned for. Meetings with the SENDCO will be arranged as necessary to ensure a smooth transition.



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Whilst at Urmston Grammar School students receive a comprehensive Careers provision and guidance in Key Stage 3, 4 and 5. This is delivered through the school's PSHE curriculum by teaching staff and is supplemented by external providers delivering a range of events such as Careers talks, days and careers fair. The school is also supported by an impartial Careers Officer who will meet with all students during their time at the school, but with a razor sharp focus on disadvantaged and SEND students.

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 SEN on the Trafford Service Directory [Trafford Directory | Trafford SEND Local Offer](#) or by contacting the Family Information Service: Telephone: 0161 912 1053 Monday to Friday, 8:30am until 5pm
Email: fis@trafford.gov.uk Twitter: [@traffordfis](#) Facebook: www.facebook.com/traffordfis