LAURUS CHEADLE HULME

SEND Information Report 2025

Author: Mrs K Gibani
Last reviewed: June 2025
Next review: July 2026

Please click the relevant words on the wheel to be taken to the corresponding section.

Please see the following page for information on this setting's age range and setting type

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Name of Setting	Laurus Cheadle Hulme
Type of Setting *(tick all that apply)*	☑ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☐ Primary ☑ Secondary ☐ Post-16 ☐ Post-18 ☐ Maintained ☑ Academy ☑ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	11-16
Number of places	September 2025 – 1065 students on roll
Which types of special educational need do you cater for? *(IRR)*	☑ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters ***IRR*** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? ***(IRR)***

At Laurus Cheadle Hulme, we are committed to the early identification of students with SEND. Our Pastoral team and Learning Support department work with our feeder primary schools to collate information on the specific needs of students with SEND. We also collaborate with all of the relevant outside agencies and with parents, to ensure that a full picture of need is established. This process ensures that we have the right information so that the best possible provision, intervention and support can be put in place from the start of a student's time in our school.

We closely monitor the academic performance of all of our students via progress data which is reported three times a year. This allows us to target underperformance and to provide students with the right support to achieve their potential. We also screen students for potential literacy issues in the first term, to identify students who are in need of extra support. Our Pastoral team monitors the social and emotional well-being of our students and pick up concerns raised by staff, parents and the students themselves. This allows us to help students to develop within a supporting and caring environment.

What should I do if I think my child or young person needs extra help?

If you have any concerns about your child or young person and you think that they may need some extra help, then you can contact the following people at sendadmin@lauruscheadlehulme.org.uk

Assistant Head of School & Director of Inclusion – Krista Gibani
Key Stage SEND Lead (Years 7 & 11) – Sophie O'Brien
SEND Lead (Years 9 & 10) – Lucy Michaels
SEND Lead (Year 8) - Rachel Souter

Where can I find the setting/school's SEND policy and other related documents? ***(IRR)***

The school's SEND policy and other relevant policies can be found on the school website. ***(IRR)***

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches students with SEND in accordance with the Stockport Local Offer.
Laurus Cheadle Hulme is committed to ensuring full entitlement and access for students with SEND to high quality education within a broad, balanced and relevant curriculum. We will maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those students who have special educational needs.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

The Learning Support team produces a 'School Focused Plan' for each student with SEND, to outline specific strategies to be used by their teachers to support and plan for their individual needs. The plan also includes information on the student's strengths, difficulties and interests as well as targets for improvement. These documents are produced in conjunction with the student and their parents to ensure that they are highly personalised.
These documents are reviewed and amended on a continuous basis to ensure that they remain relevant.

All staff are dedicated to ensuring that the curriculum for students with SEND is tailored appropriately to meet their individual needs. The Learning Support team will liaise with parents, students and the appropriate outside agencies to make sure that the necessary reasonable adjustments are in place so that children and young people are fully included and supported. We educate students with SEND, wherever possible, alongside their peers in the classroom, using a curriculum that is adapted where necessary and provides a variety of learning opportunities for all students.

We recognise that some students require additional intervention to run parallel to their mainstream curriculum in order to support them to make progress academically, socially and emotionally. Provision mapping and timetabling of support for children and young people with SEND is completed by the Director of Inclusion/SEND Lead in consultation with Curriculum Leaders.

The additional intervention that we can currently provide is as follows;

- Additional literacy lessons
- Additional numeracy support
- Additional homework support
- Support to develop social, emotional and mental health

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Teaching, Learning and Support

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The management of the SEND budget is the responsibility of our Senior Leadership team in collaboration with the Director of Inclusion, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately.

We use performance data, and careful provision mapping, to make decisions on the best strategy to implement for each student, to ensure that they are able to make progress academically, emotionally and socially.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*

For students entering our school, transition information collated by our Pastoral team and Learning Support department, as well as prior attainment data, will inform the level and nature of the support provided for students with SEND. The decision on the provision that is necessary to meet a student's needs, will rest with the Director of Inclusion/SEND Leads and Trust Directors of Inclusion.

The Director of Inclusion, and the SEND Leads will continuously monitor the progress of students with SEND, both academically, socially and emotionally in conjunction with the rest of our Pastoral team. The Director of Inclusion and the SEND Leads will use academic progress data, as well as feedback from parents, staff and outside agencies, to measure their progress. The support and provision provided will be determined by their level of need.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

We are committed to ensuring that the necessary equipment and facilities are in place for all of our students. We regularly review our Disability Access plan to ensure that we continue to develop the learning environment so that it is fully accessible for students with SEND. We seek advice from Occupational therapists and other relevant external agencies for individual students, to ensure that we have professional advice on the equipment and facilities we require. We use our SEND budget to procure equipment to support students with SEND where necessary.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Each student's progress is assessed by their subject teachers continuously via internal assessments. Progress is reported to parents three times a year. There will be an annual parents' evening for parents/carers to discuss their child's progress in more detail, and to discuss how they can be further supported at home.

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Teaching, Learning and Support

The Head of Year, Head of House and the Learning Support team are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team of people collaborate and communicate concerns regarding the progress of identified learners and decide on the best form of action to take to ensure that each student has the support necessary to achieve their full potential.

Parents with concerns throughout the course of the academic year are welcome to contact the Head of Year, Head of House or relevant SEND Lead.

Parents are invited to attend events throughout the year which are designed to support parents to support their children at home. This includes the following events;

- Literacy evening
- SEND welcome evening
- Year 6 parent induction evening
- Year 9 options evening
- SEND review meetings
- Parent consultation evening for each year group

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Students with SEND jointly create their School Focused Plan in conjunction with the SEND Leads and with their parents.
Every student with SEND, whatever their level of need, takes part in a yearly review meeting with a member of the Learning Support team, to allow them an opportunity to review and refine their School Focused Plan. Students are encouraged to express any concerns that they may have and to put their ideas forward. This helps to inform our planning for the following academic year.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The Director of Inclusion, in collaboration with the SEND Leads, Head of Years and Heads of House, undertakes regular monitoring of student progress which allows us to assess the effectiveness of provision for students with SEND. Every intervention that we offer is assessed individually alongside the usual data tracking processes.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Student safety is of the utmost importance. Information about students with SEND or vulnerable students is communicated to relevant school staff via their linked documents on our central student data base. These documents outline any areas which could pose a risk to the student.

Where risks are identified, measures are taken to limit these, these measures include;

- supervising students at the beginning and end of the day
- staff on duty during unstructured times
- access to the Head of Year throughout the day

What pastoral support is available to support my child or young person's overall well-being?

All students can access their Form Tutor at least once per day. In addition to this, we have Heads of Year (non-teaching staff) who are responsible for the behaviour, achievement and well-being of each student within the year group they are responsible for. The Head of Year maintains close communication with parents and the rest of the pastoral team, to ensure that the needs of each student in their care are fully understood and communicated effectively. The Head of Year is available to support students at any time of the day and has at their disposal the option to refer students to a confidential school counsellor or outside agencies where necessary. The Head of Year is available for students to report bullying issues and to provide help and support to those suffering from bullying. Bullying is always thoroughly investigated by the Head of Year with action taken immediately. The school's policy for bullying can be found on the school website.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Administration of medicines is covered by our medical policy which is available on the school website. We have dedicated members of staff responsible for managing the storage of medicines and medical information. These members of staff coordinate individual health care plans for students and ensure that all members of staff have access to the right information and that it is centrally stored within our school database.
Where a student's medical needs have a profound effect on their education and/or are at risk within school, a meeting is arranged with the relevant members of staff to ensure that we are equipped with the right information to support the student, and training is organised where necessary.

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Keeping Students Safe and Supporting Their Wellbeing

In the event of a medical emergency, the school would follow the medical policy and the individual health care plan for the student, and utilise one of our trained First Aiders to deal with the emergency, who are always on call.

Medical appointments are managed by the Head of Year. We always encourage students to take their appointments outside of school hours or on a Wednesday afternoon in order to avoid missing valuable teaching time. In exceptional circumstances where the appointment spans more than 48 hours, teachers are asked to provide work for students.

What support is available to assist with my child or young person's emotional and social development? ***(IRR)***

Where there are concerns about the emotional and social development of a child or young person, we would discuss these with parents/carers and the child or young person and decide on the appropriate actions or intervention that is needed to support their needs. This may involve additional support from the pastoral or SEND team to provide additional mentoring and guidance. Students may be able to access support and/or intervention from our SEMH or Intervention and Inclusion Specialist. Children and young people may be referred to an appropriate outside agency, such as CAMHS where necessary.

What support is there for behaviour, avoiding exclusions and increasing attendance?

There are a number of actions that Laurus Cheadle Hulme take to support and promote positive behaviour and to avoid exclusions.
All staff implement the school's behaviour policy, which is a whole school approach to managing behaviour. Most behaviour in school is managed and dealt with by the classroom teacher with support from subject or curriculum Leaders where necessary. For students who require further behaviour intervention, our Head of Year will intervene. We seek advice from outside agencies where appropriate to help support children and young people at risk of permanent exclusion. The Trust Directors of Inclusion also have specialist knowledge and experience in this area and can be called upon to support specific situations. A wide variety of strategies are implemented where appropriate. These can include the following:

- Key worker for students with complex SEND needs
- Pastoral mentoring
- Report cards
- Reward systems
- Learning breaks
- Further assessment of need
- Individual behaviour support plans

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Keeping Students Safe and Supporting Their Wellbeing

In terms of increasing attendance there are a number of actions Laurus Cheadle Hulme takes to support and promote good attendance;

- Children and young people are rewarded for good attendance throughout the year.
- Attendance is reported termly to parents via progress checks and if there are concerns about attendance then letters are sent home to parents to highlight concerns.
- Meetings and individual strategies and plans are used to support children and young people who have difficulties maintaining good attendance. Parents are encouraged to contact the Head of Year to discuss any concerns they may have.
- Laurus Cheadle Hulme liaise with outside agencies to support good attendance as necessary. There are regular meetings with the Education Welfare Officer.
- Parents are required to phone the Attendance Officer to report any absences so that this can be carefully monitored and to safeguard our students if they are absent from a lesson for any reason. If a student doesn't arrive for the first lesson of the day, parents are notified.

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Working Together & Roles

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- Every student with SEND has a School Focused Plan which is produced in conjunction with parents and the students themselves. This document outlines the specific needs of the student and how best to support them in the classroom. These are updated on a continuous basis in response to changing needs.
- The Director of Inclusion and SEND Leads ensure that all SEND documents including EHCPs are stored centrally and are attached to a student's profile.
- The Director of Inclusion and SEND Leads ensure that any changing or emerging needs are communicated via email, meetings and staff briefings where necessary.
- The Director of Inclusion and SEND Leads collect feedback on the progress of students with SEND from subject teachers on an ongoing basis.
- The Director of Inclusion and SEND Leads provide regular training, support and advice to all staff, on the specific needs of students with SEND, and on adaptive teaching strategies within the classroom.

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Working Together & Roles

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

We are committed to delivering high quality professional development to staff on all aspects of SEND. This is built into our professional development calendar.

The Director of Inclusion for Laurus Cheadle Hulme is an experienced teacher having been employed in education for 22 years, including teaching Science (KS3/KS4), with a specialism in Biology. The Director of Inclusion holds the following qualifications: BSc Biology/Environmental Science, BEd Education, the National Award for SEND Co-ordination and the National Professional Qualification for Senior Leadership.

The LCH Director of Inclusion is supported by the Trust Directors of Inclusion:

Mark Sackville-Ford, Trust Director of Inclusion, has been a teacher for 23 years and has extensive experience across a range of educational sectors. He has held the position of SENDCO in the past and has significant experience around behaviour and social, emotional and mental health needs (SEMH). He also holds the following qualifications; PGCE Primary Education, MA Inclusive Education and SEND, Doctor of Education (EdD)

Emma Warrington, Trust Director of Inclusion, has over 16 years of experience working with young people with SEND and 10 years experience as a SENDCO. The Trust Director of SEND has achieved SLE (Specialist Leader in Education) status in the area of SEND and Mathematics. The Trust Director of SEND also holds the following qualifications; PGCE Maths, BSc Psychology, National Award for SEND Co-ordination, National Professional Qualification for Senior Leadership, MA Education.

Which other services do you access to provide for and support students and students with SEND (including health, therapy and social care services)? *(IRR)*

Laurus Cheadle Hulme will rely on the expertise of external agencies to provide support and guidance where necessary, such as support from;

- Children and Adolescent Mental Heath Services (formerly HYMs)
- Education Welfare Officer
- Services for Young People
- Children’s Services including Social Workers and Family Support Workers
- Occupational Therapy

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Working Together & Roles

- Physiotherapy
- Educational Psychology service
- Speech and Language Team (SALT)
- Hearing and Vision Specialist Service (HI, VI)
- Youth Offending service

A referral to an outside agency would always be made in consultation with, and with consent from parents. Outside agency support from agencies not listed above would be sought where necessary.

Who would be my first point of contact if I want to discuss something?

The first point of contact is dependent on the topic of discussion;
To discuss behaviour, achievement or wellbeing, a student's Head of Year would be your first point of contact:

Year7 Head of Year – Vicky Lord
Year 8 Head of Year – Kate Forshaw
Year 9 Head of Year – Millie Cheetham
Year 10 Head of Year - Cherrie Jones
Year 11 Head of Year – Claire Amos

To discuss academic progress, our Heads of House would be the first point of contact:

Magnus – Charlotte Rowcliffe
Citius – Beth Wrigley
Fortius – Beth Castell
Altius – Oliver Holmes

Please direct any queries to **enquiries@lauruscheadlehulme.org.uk**

Who is the SEN Coordinator and how can I contact them? ***(IRR)***

The Director of Inclusion for Laurus Cheadle Hulme is Mrs Gibani. She has responsibility for the leadership of SEND within the school.

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Working Together & Roles

Please direct any enquiries to sendadmin@lauruscheadlehulme.org.uk

What roles do have your governors have? And what does the SEN governor do?

Our governors are fully involved in the admissions procedure for students with SEND and are always involved in any changes to policy and practice within the SEND Department. Our SEND governors are consistently involved in the monitoring, evaluation and review of the SEND policy and the annual development plan for the Learning Support department.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- Student's views are sought as part of our student voice scheme
- Students are encouraged to attend meetings which discuss their progress and plan for their future especially during annual review meetings
- Students may have mentors with whom they are encouraged to express their concerns and views.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents have the opportunity to join the board of governors when vacancies arise; they are displayed under the vacancies section on the school website.

What help and support is available for the family through the setting, school or college? *(IRR)*

In terms of providing help to families to complete required paperwork and forms or in sourcing information and guidance about SEND, parents can contact the following staff at sendadmin@lauruscheadlehulme.org.uk:

Assistant Head of School & Director of Inclusion – Krista Gibani
Key Stage SEND Lead (Years 7 & 11) – Sophie O'Brien
SEND Lead (Years 9 & 10) – Lucy Michaels
SEND Lead (Year 8) - Rachel Souter

For support in matters relating to behaviour, wellbeing or achievement, families should contact the following staff at enquiries@lauruscheadlehulme.org.uk:

Year7 Head of Year – Vicky Lord
Year 8 Head of Year – Kate Forshaw
Year 9 Head of Year – Millie Cheetham
Year 10 Head of Year - Cherrie Jones
Year 11 Head of Year – Claire Amos

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We ensure that all students are able to attend enrichment opportunities such as after school clubs and school trips wherever possible. We work creatively and flexibly to make the relevant adaptations to enable students with SEND to attend. This may mean that an additional Learning Support Assistant is provided and/or alternative travel is arranged, as well as additional risk assessment procedures where necessary.

Is the building fully wheelchair accessible? ☑

Details (if required)

Are accessible changing and toilet facilities available ☑

Details (if required)

Do you have parking areas for pick up and drop offs? ☑

Details (if required)

Do you have accessible parking spaces for students (post-16 settings) ☑

Details (if required) N/A

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Inclusion & Accessibility

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Transition

Who should I contact about my child/young person joining your setting, school or college? ***(IRR)***

Information, including the admissions policy, can be found on the school website. This details the admissions requirements and entitlements for students with SEND.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

Please contact Lisa Ambrose-Jones via email at enquiries@lauruscheadlehulme.org.uk to discuss admission requests.

How can parents arrange a visit to your setting, school or college? What is involved?

The school has an Open Evening each year. Parents, carers and young people can visit the school and talk to staff representing each faculty. Details of the Open Evening are published on the school's website.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) ***(IRR)***

For children and young people joining us in Year 7 from Primary School:

- There is a one-day transition event for each student joining our school. This is designed to facilitate a smooth transition by introducing students to our curriculum and to our pastoral support systems.
- Heads of year, Heads of House and the SEND department work with our partner primary schools to collate information on identified students with SEND.

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Transition

- Laurus Cheadle Hulme organises additional transition events where appropriate, for students with SEND in addition to the ones provided for all students.

For children and young people joining us within an academic year from other schools/ educational establishments:

- Individual transition plans will be made for students dependent on need.

Contact Lisa Ambrose-Jones to discuss mid-year transfers or general admissions at enquiries@lauruscheadlehulme.org.uk
Contact the Director of Inclusion Krista Gibani, sendadmin@lauruscheadlehulme.org.uk if you would like to find out more about admission procedures for students with SEND.

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Additional information

What other support services are there who might help me and my family? ***(IRR)***

Where a parent wishes to access another support service, the school are more than happy to support them or direct them to the appropriate professional.

Some additional useful websites are listed below: -

www.sensupportstockport.uk
www.stockportsays.co.uk
www.dyslexiaaction.org.uk
www.bdadyslexia.org.uk

When was the above information updated, and when will it be reviewed?

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Additional information

This document was updated in June 2025 and will be updated in July 2026

Where can I find the Stockport Local Offer? *(IRR)*

www.stockport.gov.uk/send

What can I do if I am not happy with a decision or what is happening? *(IRR)*

Parents can give feedback to the school through several ways;

- Contact can be made with reception who will direct the call to the relevant member of staff
- Emailing enquiries@lauruscheadlehulme.org.uk with your request will allow it then to be forwarded on to the appropriate member of staff
- Feedback can also be given at parent's evenings

If you are unhappy with the SEN provision your son/daughter is receiving, then please contact Mr Peet, Head of School, to share and discuss your concerns at enquiries@lauruscheadlehulme.org.uk.

If you wish to make a formal complaint, this needs to be undertaken in conjunction with the trust's complaints policy which is available on the Laurus Trust website. All complaints need to be in writing. We will address all complaints objectively in line with policy and standard procedure.