



William Hulme's Grammar School

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2025 - 2026 SEND Information Report



United Learning

The best in everyone™



“The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.”

(Special Educational Needs and Disability Code of Practice, January 2015)

Key Information

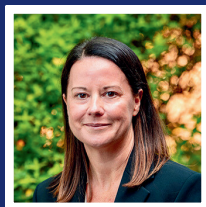
William Hulme's Grammar School is an all-through school located in Greater Manchester. We take pride in being a welcoming, inclusive, and multicultural community that nurtures happy, successful, and engaged individuals.

At WHGS, we are committed to delivering a first-class education with exceptionally high standards. We strive to challenge and inspire every student to reach their full potential and excel in all areas of school life.

As an inclusive school, WHGS provides tailored support for students with a wide range of Special Educational Needs and Disabilities (SEND). We offer provision across all four areas of need as defined in the SEND Code of Practice:

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

The SEND Team



Principal

Mrs Kate Heaton



**SENCO
(Primary)**

Mrs R. Britton



**SENCO
(Primary)**

Mrs D. Richardson



**Assistant SENCO
(Primary)**

Mrs A. Meredith



**SENCO
(Secondary and Sixth Form)**

Mrs P. Stewart



**Assistant SENCO
(Secondary)**

Mrs R. Dorling



**Resource Provision
Manager**

Mrs V. Friess



SEND Identification

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.”

(Special Educational Needs and Disability Code of Practice, January 2015)



Early identification of children and young people's needs, is crucial to ensuring appropriate support and positive outcomes. At William Hulme's Grammar School, we assess each pupil's skills upon entry—whether in the Early Years, Primary, or Secondary Phase—or following a referral from a parent, carer, or member of staff. This assessment builds on existing information from previous settings, medical professionals, and external agencies where applicable.

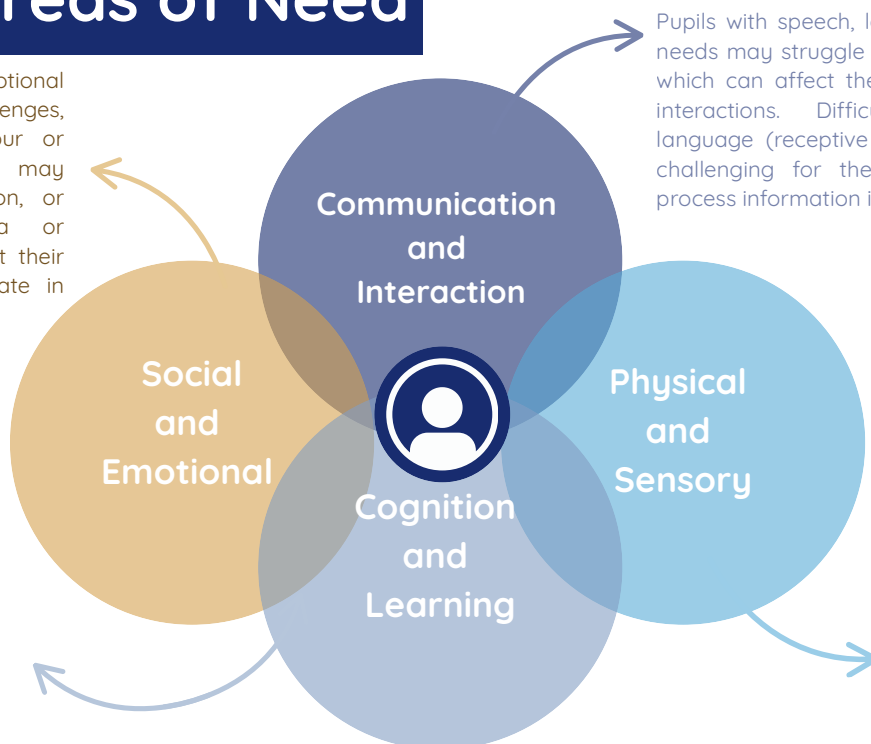
As part of this process, we also consider whether a pupil may have a disability as defined by the Equality Act 2010, and, if so, determine what reasonable adjustments may be required to meet their individual needs.

In Secondary, pupils are assessed half-termly; in Primary, this occurs termly. These assessments inform the Assess–Plan–Do–Review cycle, where keyworkers review progress using assessment data, teacher input, and pupil voice to set and review personalised outcomes. Outcomes are shared with staff and families, and support is adjusted as needed. Pupils with EHCPs also have a formal annual review to evaluate progress against long-term goals.

Areas of Need

These needs relate to emotional wellbeing, mental health challenges, and difficulties with behaviour or social interaction. Pupils may experience anxiety, depression, or issues related to trauma or attachment, which can impact their ability to learn and participate in school life.

Pupils with needs in this area may require additional support and differentiation to access the curriculum. This may involve a range of interventions from Occupational Therapy and physiotherapy. SEND team will support with identification, assessment and intervention for moderate learning difficulties such as dyslexia, dyscalculia and dyspraxia



Pupils with speech, language, and communication needs may struggle to express themselves clearly, which can affect their ability to engage in social interactions. Difficulties with understanding language (receptive language) can also make it challenging for them to follow instructions or process information in the classroom.

This includes a range of physical disabilities or sensory impairments that may affect a child's access to the curriculum. Pupils may have visual or hearing impairments, or conditions such as cerebral palsy, which require specialist support or equipment.



Contact with Parents



In the Primary Phase class teachers and learning support assistants communicate verbally on a daily basis with parents and carers. The SEND team are on the school gate every morning to speak with parents informally, formal appointments are also arranged.

In the Secondary Phase we operate on a key worker model whereby each pupil with SEND has an identified key adult who is the first point of contact for parents and carers.

Other means of communication, depending on need, are:



Parent
Diary/digital
daily log



Phone calls



Multi Agency
Meetings



Emails



Letters

Involving the Pupils

We have a person-centred approach where each young person's view is heard and acted upon where appropriate. The department has an open-door policy and SEND pupils always have access to a member of the team, should they require it.

All SEND pupils have a one-page profile to which they have made a significant contribution. This includes what people like and admire about them, what's important to them, how best to support them and reasonable adjustments; it is shared with all professionals working with them as well as with parents and carers.

Furthermore, pupils with EHCPs are encouraged to attend their annual review meetings to provide their input.





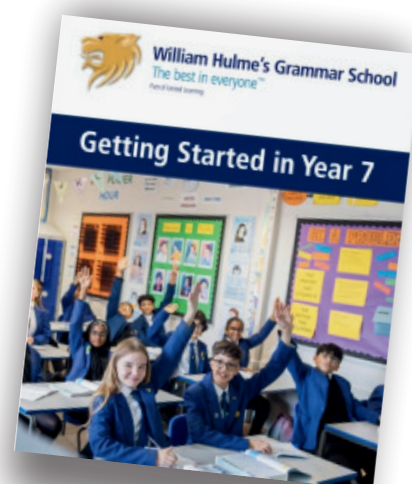
Transition between Phases



Transitions between year groups in the Primary Phase are planned in advance and personalised for each SEND pupil, with support such as transition booklets, visuals, and input from in-house specialists.

For the move from Year 6 to Year 7, a dedicated transition team works closely with vulnerable students. Support includes transition reviews, primary school visits, summer term events, bespoke packages based on individual needs, and meetings with parents. Transition forms are sent to all feeder primary schools, and SEND pupils receive a visit from the pastoral team to gather information and plan appropriate support. Pupils may attend two transition days—one for the full cohort and an extra familiarisation day for those who need it.

Post-16 transitions are planned from Year 9 for identified SEND students.



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“The school has effective processes in place to identify and meet the needs of pupils. Pupils with special educational needs and/or disabilities (SEND) are well supported.”
OFSTED, 2025

Adaptations

At William Hulme's Grammar School (WHGS), every teacher is a teacher of SEND, delivering high-quality first teaching that ensures all students are included and supported. Lessons are carefully planned to meet the diverse needs of all learners, with work appropriately differentiated to enable every pupil to make strong progress. Teachers provide targeted scaffolding and in-lesson adjustments, ensuring that pupils with SEND can access the curriculum effectively.

To support this, all staff have access to individual One Page Profiles that outline specific strategies for working with each pupil. Teachers are encouraged to seek advice and collaborate with the SEND department and specialists to continuously improve their practice and provision.

Curriculum and Interventions



Primary Phase: Some pupils follow the Toolkit Curriculum for Reading, Writing, and Maths. This approach breaks down year group expectations into smaller, more manageable steps, ensuring incremental and achievable progress.



Key Stage 3 (Years 7-9): Pupils with identified needs in phonics and reading receive targeted interventions based on their reading ages.



Key Stage 4 (Years 10-11): A range of pathways are available to support different learning needs and strengths, including GCSEs, BTEC, and ASDAN qualifications.



Resourced Provision: Students may follow a bespoke curriculum, which can include Functional Skills in Maths and other personalised learning programmes, tailored to their individual educational needs.

At all stages, WHGS is committed to providing a flexible, inclusive, and supportive curriculum that enables all students to thrive and succeed

Enrichment

All pupils, regardless of their level of SEND, are encouraged to participate in all areas of the school community ranging from extra-curricular clubs such as sports, music, art and cookery to participating in the annual school show may it be acting, singing, dancing, front of house or backstage.





Provision

We have a robust schedule of quality assuring the provision the SEND department offers. This includes termly observations of LSAs supporting in class, half-termly reviews of SEND pupil progress, teacher testimonials, regular parent and carer feedback and weekly monitoring of all pupils with EHCPs.



Staff training is ongoing in all areas of SEND. Within the SEND team there are staff members with expertise in communication and interaction, cognition and learning, sensory and physical and social, emotional and mental health areas of need. The rest of the team attend a wide range of CPD events throughout the year and knowledge gained is shared across the school through INSET sessions.

“The large number of pupils and students who speak English as an additional language, disabled students and those with special educational needs all receive very good support. Teaching Assistants make a significant contribution to the development of these pupils and students because they are well trained and are passionate about enabling their students to improve.”

Ofsted – April 2014

Pastoral



In the Primary Phase there is a designated calm space and work spaces near to the SENDCO.



In the Secondary Phase each pupil with an EHCP has a key worker who is their first point of contact and offers wrap-around pastoral care for them including support for improving emotional and social development and listening to the views of pupils with SEND and putting in measures to support.

The SEND team works alongside the mentoring team who support LAC/PLAC pupils. For those pupils who are supported by both teams, we provide a holistic approach.



External Agencies



The school works closely with a range of external agencies to support the individual needs of each child. We maintain regular contact with our link Educational Psychologist and a Speech and Language Therapist. Where appropriate, we also liaise with the Child and Adolescent Mental Health Service (CAMHS), social care, sensory support services, occupational therapy, and outreach teams from specialist schools.

In addition, we collaborate with health and social care professionals, local authority support services, and wider support organisations to ensure a comprehensive and coordinated approach to each pupil's development and wellbeing.

Complaints

The arrangements for handling complaints from parents of children with SEND about the provision made at the school can be viewed in the school's complaints policy which can be found on the school's website. The policy outlines the process for parents of pupils who are SEND support. For parents of pupils with EHCPs, parents may contact their local authority for advice.

If you require further information about SEND at William Hulme's Grammar School, please contact the relevant member of the SEND team.



Tel: 0161 226 2054



Email: SEND@whgs-academy.org

If you would like more information on what's available in the community, please visit the Manchester Local offer online:

www.manchester.gov.uk/sendlocaloffer

