

shs

SEND PROVISION

AT STROUD HIGH SCHOOL



CONTENTS

1. Introduction	2
2. Aim & Purpose of SEND Information report	2
3. School context	3
4. What is the SEND Code of Practice?	4
5. What is the Role of the Triage at SHS?	5
6. Who should I speak to about my child?	7
7. What is the Stroud High School graduated pathway?	8
a. Tiers of Support at SHS	9
b. Tier 1 – Universal Provision	10
c. Tier 2 – Targeted Provision	13
d. Tier 3 – Intensive Provision	15
e. Distinguishing Between the Additional Needs Register & the SEND Register	17
8. How does SHS consult and involve parents and students?	20
9. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	21
10. What support is available for me and my family?	23
11. How does SHS evaluate the effectiveness of support?	23
12. What should I do if I am not happy with provision?	25
Appendix 1. Glossary of terms	26

1. INTRODUCTION

At Stroud High School, we believe that every student should feel a strong sense of belonging and connection to enable them to thrive as part of our school community. We know that success looks different for each young person, and we are committed to providing the support, opportunities, and encouragement every student needs to achieve their very best.

Inclusion is at the heart of our approach. We aim to remove barriers to learning, nurture individual strengths, and build a culture where all students, including those with special educational needs and disabilities (SEND), are valued, challenged, and inspired.

This SEND Information Report explains how we identify and support students with additional needs, how we work in partnership with families, and how we help our students prepare for each stage of their education and for life beyond school. It is written for parents and carers so that you know what to expect from us, how we work, and how you can access the support available.

2. AIM & PURPOSE OF THE SEND INFORMATION REPORT

The purpose of this SEND Information Report is to:

- Give families a clear picture of how Stroud High School supports students with SEND
- Explain how we follow the statutory guidance set out in the SEND Code of Practice (2015)
- Share the systems we use to identify, assess, and review the needs of students
- Provide information on the range of support available, both in school and through external partners
- Signpost parents and carers to the Gloucestershire Local Offer and other sources of help and advice

Our overarching aim is simple: to ensure that every student at Stroud High School, regardless of their starting point or additional needs, can access a broad, balanced, and ambitious education in a supportive environment that raises aspirations and fosters independence.

This report sits alongside our SEND Policy and Accessibility Plan and is updated each year. It is part of our wider commitment to partnership with parents and carers. We know that children thrive best when school and families work together, and we want you to feel confident that your child will be well supported throughout their time with us.

3. SCHOOL CONTEXT

Stroud High School is a selective girls' grammar school for students aged 11–16, with a thriving and inclusive co-educational Sixth Form. We are proud to serve both our local community and a wider region, with students travelling from across Gloucestershire as well as Wiltshire, Swindon and Bristol.

We are ambitious not only for ourselves as a school, but also for every child and family who place their trust in us. Our aim is to combine the very best of tradition with the opportunities of a forward-looking education. As a 21st Century grammar school, we embrace the advantages that technology brings to learning, while holding firmly to the high standards, values and aspirations that have always defined us.

Currently, 17 students are on the SEND register at SHS, including 3 students with Education, Health and Care Plans (EHCPs). We also support students with a wide range of needs through our commitment to high quality teaching and through our universal pastoral systems, with a further 58 students on the Additional Needs Register.



4. WHAT IS THE SEND CODE OF PRACTICE?

Stroud High School follows the principles and statutory guidance outlined in the Special Educational Needs and Disability (SEND) Code of Practice: 0–25 years, 2015. This guidance sets out how schools and other settings should support children and young people with SEND, ensuring they have equal access to a high-quality education and opportunities to achieve their potential.

The Code of Practice groups needs into four broad areas, which often overlap:

1. **Communication and Interaction** – including speech, language and communication needs, as well as neurodiverse conditions such as autism spectrum condition (ASC) and ADHD
2. **Cognition and Learning** – including specific learning difficulties such as dyslexia or dyspraxia, as well as more general learning difficulties
3. **Social, Emotional and Mental Health (SEMH)** – including difficulties that affect a student’s emotional wellbeing, social development, or ability to manage their behaviour and self-regulation. Examples include anxiety, depression, attachment difficulties
4. **Sensory and/or Physical Needs** – including visual or hearing impairments, physical disabilities, or medical conditions that affect access to learning

Key principles from the SEND Code of Practice that guide our approach at Stroud High School include:

- **Early Identification:** Identifying students’ needs as early as possible allows us to put the right support in place quickly, reducing barriers to learning
- **Person-Centred Approach:** Every student is treated as an individual. Support is tailored to their strengths, needs, and aspirations, ensuring they are actively involved in decisions about their learning
- **Graduated Response:** We follow a structured approach known as the “Graduated Pathway” (Assess–Plan–Do–Review), which ensures that interventions are carefully planned, implemented, and reviewed for effectiveness
- **All Teachers Are Teachers of SEND:** At SHS, every member of staff takes responsibility for ensuring that students with SEND can access high quality teaching and learning. Where additional support is needed, we provide interventions, adaptations, and specialist input as part of our graduated approach
- **Collaboration:** We work closely with parents, carers, and external professionals to provide the best support, valuing your insights and encouraging open communication
- **Equal Opportunities:** All students, including those with SEND, are entitled to a broad, balanced, and ambitious curriculum. Our aim is for every student to thrive academically, socially, and emotionally

At Stroud High School, our SEND practice is shaped by this Code. It ensures that we are proactive, consistent, and accountable in meeting the needs of all our students, and that we continually review and adapt our provision in partnership with families and professionals.

5. WHAT IS THE ROLE OF TRIAGE AT SHS?

Triage is a core part of our school's approach to ensuring that all students receive timely, appropriate, and effective support. It is a structured, multi-disciplinary process through which we assess need, plan provision, and review the impact of support over time. The triage team brings together professionals from across the school, including those responsible for safeguarding, SEND, pastoral care, academic progress, attendance, and mental health and wellbeing. Meetings are held weekly or fortnightly and serve as a forum for discussing students who are either:

- Beginning to show emerging signs of need, or
- Already in receipt of support, where ongoing monitoring and review are required

Triage operates through the Assess–Plan–Do–Review model. This means that for each student discussed, the team:

- **Assesses need** – drawing on professional insight, student voice, and any other available data
- **Plans support** – identifying appropriate interventions, strategies, or referrals
- **Implements support** – allocating responsibilities and ensuring actions are followed up
- **Reviews effectiveness** – evaluating impact after a suitable period and making adjustments where needed

Triage is not just about individual issues. It plays a vital role in helping us understand the wider context of each student's experience. By bringing together multiple perspectives, it helps us identify patterns of vulnerability, including those that may relate to contextual safeguarding.

For example, triage discussions may highlight concerns about peer group influences, exposure to harmful online behaviour, unsafe community environments, or increased risk of exploitation. In these cases, the triage team works collaboratively to assess risk, plan protective measures, and coordinate with external agencies if needed. This proactive approach enables us to respond not just to symptoms of concern, but to the broader social contexts that may be putting a student at risk.

Ultimately, triage is central to our commitment to early intervention, joined-up working, and a holistic understanding of each young person's needs, ensuring that support is not only well-targeted, but also reviewed and refined over time to achieve the best possible outcomes.



ASSESS

PLAN

DO

REVIEW

6. WHO SHOULD I SPEAK TO ABOUT MY CHILD?

Please explain your concerns in an email to admin@stroudhigh.gloucs.sch.uk. This will then be forwarded to the relevant triage team. An appropriate person within that team will then respond.

Year 7&8

Led by Mr Peter John - Deputy Safeguarding Lead

Supported by

KS3 Manager - Miss Amber Ruther

Y7&Y8 Leader of Student Experience - Mrs Alyssa Collins

SENDSCO - Mrs Sally Easton

Pastoral Manager - Mrs Jo Harrison

Year 9

Led by Mrs Kim Pullon - Deputy Safeguarding Lead

Supported by

KS3 Manager - Miss Amber Ruther

Y9 Leader of Student Experience - Mr O Steels

SENDSCO - Mrs Sally Easton

Pastoral Manager - Mrs Jo Harrison

Year 10&11

Led by Mrs Nadine Moore - Safeguarding Lead

Supported by

KS4 Manager - Miss Nic Hooper

Y10& Y11 Leader of Student Experience - Miss Kim Pullon

SENDSCO - Mrs Sally Easton

Pastoral Manager - Mrs Jo Harrison

Sixth Form

Led by Miss Ria Patel - Deputy Safeguarding Lead

Supported by

KS5 Manager - Mrs Claire Williment

Assistant Head Sixth Form Y12 - Mrs Harriet Bowman

Assistant Head Sixth Form Y13 - Mrs Laura Arstall

SENDSCO - Mrs Sally Easton

Pastoral Support - Mrs Kerry Taylor

Key Safeguarding and SEND Contacts:

- **Mrs Nadine Moore** - Safeguarding Lead and Y10&11 Team NMoore@stroudhigh.gloucs.sch.uk
- **Mr Peter John** - Deputy Safeguarding Lead and Y7&8 Team
PJohn@stroudhigh.gloucs.sch.uk
- **Mrs Kim Pullon** - Deputy Safeguarding Lead and Y9,10&11 Teams
KPullon@stroudhigh.gloucs.sch.uk
- **Miss Ria Patel** - Deputy Safeguarding Lead and Sixth Form Team
RPatel@stroudhigh.gloucs.sch.uk
- **Mrs Sally Easton** - SENDSCO
SEaston@stroudhigh.sch.uk

7. WHAT IS THE STROUD HIGH SCHOOL GRADUATED PATHWAY?

At Stroud High School we use the Graduated Pathway to support students with additional needs. This is a four-step cycle that helps us understand each student's needs, put the right support in place, and regularly review how well it is working.

The cycle is:

1. **Assess:** We gather information from teachers, parents, students, and where appropriate, external professionals, to build a clear picture of a student's strengths and needs
2. **Plan:** We agree what outcomes we want the student to achieve and decide on the strategies or interventions that will help. Parents and students are involved in this planning
3. **Do:** Teachers and support staff implement the agreed strategies, drawing on classroom adaptations, targeted interventions, or specialist support as needed
4. **Review:** We evaluate the impact of the support after an agreed period and decide on any changes or next steps

This cycle is ongoing, meaning that support can be adjusted over time to ensure the best possible outcomes for students.



7A. TIERS OF SUPPORT AT SHS

The Graduated Pathway at Stroud High School is organised into tiers so that support is matched to the level of need.

Tier 1: Universal Provision

- All students benefit from high-quality teaching that is adaptive and inclusive
- Teachers are made aware of students' needs through a Pupil Profile, which highlights strengths, strategies, and adjustments required
- This ensures that students with additional learning needs can access learning alongside their peers
- Student and parents fully involved in creating and reviewing their Pupil Profile

Tier 2: Targeted Support

- Some students require additional help beyond Universal Provision
- These students may have a My Plan, which sets out personalised targets and specific strategies to support progress
- Parents and students are fully involved in creating and reviewing My Plans
- If the plan is designed to meet a student's SEND or disability needs, and with parental consent, we will share it with the Local Authority (LA) as part of Gloucestershire's Graduated Pathway

Tier 3: Specialist Support

- A smaller number of students require more intensive, multi-agency support
- These students may have a My Plan Plus or an Education, Health and Care Plan (EHCP)
- These plans involve collaboration with external professionals (such as educational psychologists, health services, or social care)
- If the plan is designed to meet a student's SEND or disability needs, and with parental consent, we will share it with the Local Authority (LA) as part of Gloucestershire's Graduated Pathway

Every student with additional learning needs at Stroud High School is supported through the Assess–Plan–Do–Review cycle, but the *type of plan* and the *level of support* will vary depending on whether their needs are met through Universal (Pupil Profile), Targeted (My Plan), or Specialist provision (My Plan Plus or EHCP).

7B. TIER 1 – UNIVERSAL PROVISION

Goal: To provide a consistent, inclusive environment where all students can thrive academically, socially, and emotionally.

Expectation: Every student benefits from high quality teaching, strong relationships, and a safe, supportive school culture without the need for additional intervention.

Who it is for: All students in the school. Universal Provision is everything that every student gets as part of our standard offer. It includes:

- Supportive practices that apply to everyone, not just selected students.
- Reasonable adjustments for individuals (eg seating position, use of laptop) as part of high quality teaching
- Pupil Profile to communicate additional needs to teachers

Adaptive High Quality Teaching

Universal high quality teaching refers to high quality practice that is designed to meet the needs of all learners from the outset, including those with additional needs, without the requirement for individualised support plans. High quality teaching is grounded in the principle of adaptive teaching, where teachers are responsive to students' strengths, barriers, and prior knowledge, adjusting the delivery, scaffolding and support during lessons in real time. The goal is for all students to access the same ambitious curriculum through intelligent planning and responsive pedagogy. High quality teaching is not about delivering separate lessons for different groups of learners, it is about providing multiple routes to understanding, using inclusive teaching strategies that make learning accessible, engaging, and challenging for all.

Digitally Inclusive Environment

Each student currently in Year 8 and Sixth Form has access to a laptop, touchscreen device and collaborative and organisational tools such as OneNote.

Universal high quality teaching also involves:

- Using digital tools to personalise access to learning content (eg immersive reader, read-aloud functions, colour filters, or text scaling)
- Providing collaborative workspaces via OneNote to support flexible grouping and peer learning
- Enabling students to record and organise their thinking using audio notes, stylus-based diagrams, or multimodal submissions (text, image, audio)
- Reducing barriers for students with additional learning needs through tools such as dictation, predictive text, or video-based instructions

Universal Pastoral Support

Universal pastoral provision refers to the everyday, school-wide systems, relationships, and practices in place to support the wellbeing, safety, and personal development of all students. It forms the foundation of a whole-school approach to pastoral care and ensures that every child feels safe, included, and valued, regardless of background or need.

This level of support is proactive, preventative, and inclusive, aiming to promote positive mental health, emotional regulation, social connection, and a strong sense of belonging. Universal Provision is both planned and responsive to need through the early help culture within the school.

Purpose:

- To meet the everyday emotional, social, and practical needs of students

- To identify early signs of concern and respond through pastoral care and guidance
- To provide a safe and structured environment in which all learners can thrive

This level of support ensures that the majority of students are able to manage school life without additional intervention and provides the essential foundation for identifying and supporting those who may require targeted or specialist input (Tier 2 or 3)

Planned Universal Provision

These are the elements that are planned, timetabled, or routinely delivered to all students as part of the school's core offer, rather than accessed at the point of need.

Curriculum-Based:

- PSHE/RSE Curriculum (Personal, Social, Health & Economic Education/Relationships & Sex Education)
- Wellbeing and Mental Health Education (eg emotional literacy, self-regulation, healthy coping strategies)
- Careers Education and Guidance (CEIAG)
- Online Safety and Digital Citizenship Lessons
- Tutor time wellbeing or personal development programmes

Timetabled or Routine Activities:

- Form Time (led by form tutors)
- Year Group or Whole-School Assemblies
- Mentoring (universal for Y10 & Y11)
- Transition Programmes (eg Year 6 into 7, Post-16 planning)
- Celebration Events/Recognition Systems (certificates, reward points, assemblies)

Policy-Driven Structures:

- Positive Behaviour Management Policy
- Attendance Monitoring Systems & Policy
- Safeguarding & Early Concern Reporting Structures
- Anti-Bullying Policy
- Equality and Diversity Plan
- Accessibility Plan

Environment and Staffing:

- Form Tutors allocated to every student
- Student Services/Inclusion Room/Quiet Space
- Trained First Aiders/Mental Health First Aiders
- Supervised Break and Lunch Areas with quiet or supported spaces
- Student Leadership/Student Voice Structures

Early Help

This type of support is important as universal does not mean inactive. A strong universal pastoral offer provides accessible, low-level support at the point of need, without requiring a formal referral or diagnosis. It contributes to an early help culture, where staff are alert to emerging needs and students feel safe to seek support early. By offering flexible options, like pastoral drop-ins, calm spaces, and open communication, schools can prevent issues from escalating and promote student wellbeing as part of everyday practice. This ensures that help is available before barriers to learning become entrenched, and that all students know support is there when they need it.

TIER 1 SUPPORT - UNIVERSAL PROVISION:

- **CORE OFFER - ALL STUDENTS**
- **HIGH QUALITY TEACHING**
- **INCLUSIVE CLASSROOM PRACTICES**
- **WHOLE SCHOOL PASTORAL SYSTEMS**



ADAPTIVE HIGH QUALITY TEACHING

- Meet needs of learners from outset
- Teachers responsive to students' strengths, barriers & prior knowledge
- Delivery scaffolding & support
- Digitally inclusive environment



UNIVERSAL PASTORAL SUPPORT

- Everyday school-wide systems, relationships & practices
- Wellbeing, safety & personal development of all students
- Proactive, preventative & inclusive
- Planned Universal Provision & Early Help

7C. TIER 2 – TARGETED PROVISION

Goal: To provide additional, focused support for students who need extra help to overcome specific barriers academically, socially, or emotionally, enabling them to fully access learning and school life.

Expectation: Students receive short to medium-term interventions tailored to their needs. These interventions aim to close gaps, build skills, or re-engage students, reducing the need for more intensive support.

Who it is for: Some students with emerging or moderate additional needs who require support beyond universal provision. This can include students with SEND requiring specific targeted interventions, as well as students without SEND who need additional help for particular challenges.

What it includes:

- Targeted support that is additional to universal provision
- My Plan: where needs can be met through a single agency or a joint approach between agencies



TIER 2 TARGETED SUPPORT:

- TIME LIMITED, TARGETED SUPPORT
- ADDITIONAL TO UNIVERSAL PROVISION
- PERSONALISED APPROACH



ACADEMIC SUPPORT

- Small group teaching
- Catch-up sessions
- Extra help



COMMUNICATION & INTERACTION

- Understanding and using spoken language
- Social communication
- Maybe associated with autism or language processing needs
- Often involves specialist input



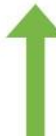
COGNITION & LEARNING

- Acquiring, processing & applying knowledge
- Areas such as reading, writing, maths & reasoning
- Aim to close learning gaps or develop specific skills
- Often involves specialist input



PASTORAL SUPPORT

- Build confidence
- Encourage resilience
- Support emotional regulation



ATTENDANCE/ ENGAGEMENT/ BEHAVIOUR SUPPORT

- Remove barriers
- Build positive routines
- Support return to school life



SOCIAL, EMOTIONAL & MENTAL HEALTH

- Managing emotions & behaviour
- Social interactions that affect learning & wellbeing
- Building self-regulation, resilience & positive relationships
- Overcome anxiety, low mood & social difficulties



SENSORY AND/OR PHYSICAL NEEDS

- Challenges in processing sensory information
- Targeted adaptations & specialist interventions
- Personalised support
- Often involves specialist input

7D. TIER 3 – INTENSIVE PROVISION

Goal: To provide highly personalised, specialist support for students with significant and/or complex needs, ensuring they can access learning, participate fully in school life, and achieve positive outcomes.

Expectation: Support is long-term, sustained, and bespoke. It is likely to involve coordination across school staff and external agencies.

Who it is for: A few students with high-level or complex needs, often including those with SEND requiring Intensive support within the Graduated Pathway, such as My Plan Plus or EHCP level provision.

What it includes:

- Intensive support is additional to universal and targeted provision.
- My Plan Plus/EHCP: where needs can only be met through a joint approach across agencies

Tier 3 Intensive Non-SEND Support

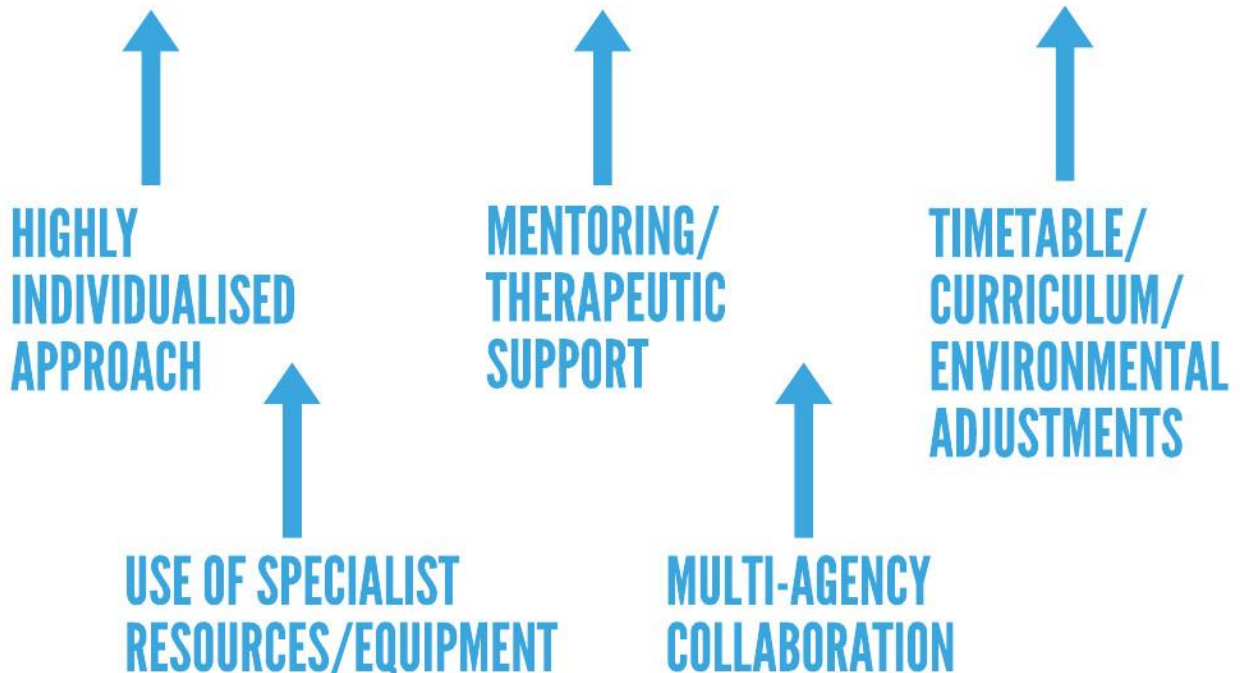
Tier 3 non-SEND support is for students facing significant and complex barriers to their education, attendance, wellbeing, or behaviour, but who do not currently meet the criteria for Special Educational Needs or Disabilities (SEND). These students require highly personalised, sustained, and structured interventions to help them re-engage with school life and overcome risks associated with their circumstances. Support at this level is intensive and often multi-faceted, frequently involving collaboration with external agencies such as health services, social care, or youth support services. It is characterised by comprehensive plans, such as Individual Behaviour Plans or Pastoral Support Plans, which guide tailored interventions and regular monitoring. Examples of students needing Tier 3 non-SEND support include those at risk of exclusion due to persistent behavioural issues, young carers managing complex responsibilities, or students experiencing trauma, anxiety, or social vulnerabilities that significantly disrupt their education.

Tier 3 Intensive SEND Support

Tier 3 SEND support represents the highest level of special educational provision within the school. It is designed for students with complex, long-term needs that require sustained, highly personalised, and often multi-agency support. These students are formally identified as having Special Educational Needs and/or Disabilities (SEND) and are recorded either at My Plan Plus or have an Education, Health and Care Plan (EHCP). At this level, support must go well beyond the school's universal and targeted offers, with detailed planning that draws on specialist expertise. Provision is delivered through a coordinated, graduated approach, and regularly reviewed in collaboration with families and professionals. Provision may involve significant curriculum modification, specialist teaching, therapeutic interventions, and/or physical or sensory adaptations.

TIER 3 INTENSIVE SUPPORT:

- **STUDENTS WITH SIGNIFICANT BARRIERS TO ENGAGEMENT, ATTENDANCE, WELLBEING OR BEHAVIOUR**
- **MAY HAVE COMPLEX OR SEVERE FORMALLY IDENTIFIED SEND NEEDS (EHCP/MY PLAN PLUS)**
- **SUSTAINED, STRUCTURED, PERSONALISED INTERVENTIONS**



7E. DISTINGUISHING BETWEEN THE ADDITIONAL NEEDS REGISTER & THE SEND REGISTER

In our school, we recognise that students may require varying levels of support at different times in their educational journey. To ensure we provide the right support at the right time, we maintain two distinct records: An Additional Needs Register and a SEND Register.

Additional Needs Register

The Additional Needs Register is a non-statutory, internal tracking tool used to monitor:

1. Students who may experience barriers to learning or require short-term or low-level support, but who do not currently meet the threshold for identification as having Special Educational Needs and/or Disabilities (SEND). These students are considered to have their needs met through Tier 1 of the school's graduated approach — that is, through ordinarily available provision such as high-quality, inclusive teaching and responsive classroom strategies.
2. Students with a known learning need (eg dyslexia, ASC) whose needs are fully met through high quality teaching and wider universal provision

Keeping students on the Additional Needs Register ensures that they are regularly reviewed and monitored. This allows the school to:

- Identify emerging needs promptly
- Adjust provision if necessary, enabling the school to respond in a timely and proactive manner should a student's needs change or escalate

Inclusion on this register does not constitute a formal SEND identification and does not trigger statutory processes. However, it supports early intervention and effective use of resources, which are crucial to preventing underachievement and promoting inclusion.

SEND Register

The SEND Register is a statutory requirement under the Children and Families Act 2014 and the SEND Code of Practice (2015). It includes students who have been formally identified as having SEND and who require provision that is additional to or different from that which is ordinarily available to all students, in order to access learning and make progress. Students on the SEND Register may be supported through a My Plan or My Plan Plus, or they may have an Education, Health and Care Plan. These students are subject to structured, termly reviews using the assess-plan-do-review cycle, and their progress is monitored in collaboration with families and external professionals where appropriate.

ADDITIONAL NEEDS REGISTER

SEND REGISTER

TIER 1 UNIVERSAL SUPPORT

Students with Pupil Profile and monitored via Additional Needs Register (eg dyslexia)

TIER 2 TARGETED SUPPORT

Students requiring non-SEND related support at Tier 2. My Plan likely to be in place.

Students with SEND who require targeted support at Tier 2. My Plan in place, shared with LA.

TIER 3 INTENSIVE SUPPORT

Students requiring non-SEND related support at Tier 3. My Plan Plus likely to be in place.

Students with SEND who require intensive support at Tier 3. My Plan Plus or EHCP likely to be in place.



8. HOW DOES SHS CONSULT AND INVOLVE PARENTS AND STUDENTS?

At Stroud High School, we know that students and their families are the experts on their own experiences. We believe that effective support for students can only be achieved through genuine partnership, where the voices of parents and students are heard, respected, and acted upon.

How we work with parents:

- We keep parents informed at every stage of the graduated pathway through meetings, phone calls, or written updates
- Parents are actively involved in developing and reviewing individual support plans or strategies
- We invite parents to contribute their views during reviews and transition meetings
- Parents are encouraged to share insights about their child's strengths, needs, and preferred strategies, which help us tailor support
- Our SENDCo and Triage Team are available for consultations and can arrange additional meetings as needed

How we work with students:

- Students are encouraged to share their views about their learning and wellbeing. We value their input when setting targets and reviewing progress
- Where appropriate, students attend reviews and meetings so they can contribute to decisions about their support
- We encourage students to reflect on what helps them learn best and what strategies they find challenging
- We promote self-advocacy, helping students develop the confidence to express their needs and aspirations

By working together with families and students, we aim to build strong, trusting relationships that enable every young person to thrive.

9. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS OR IN PREPARING FOR ADULTHOOD?

We know that moving between classes, year groups, or schools can feel daunting for some students. At Stroud High School, we place great importance on preparing students for each stage of their education and for adulthood. Our aim is to make transitions as smooth and positive as possible by working closely with families and, where appropriate, external professionals.

Transition into Stroud High School

- We work closely with primary schools to gather detailed information about students before they join us
- Our Triage Team and SENDCo attend transition meetings and, where needed, make additional visits to understand individual needs
- Students with additional needs may be invited to extra induction opportunities so they can get to know the site, meet key staff, and build confidence
- Parents are offered early opportunities to discuss their child's needs with us before the September start

Joining Stroud High Sixth Form

- We liaise with SHS staff and, where relevant, other schools to ensure we have a full understanding of the needs of students entering Sixth Form
- For internal students, support continues seamlessly with updated Pupil Profiles, My Plans, or My Plan Plus documents shared with new subject teachers
- For external students, our Triage Team works with families and previous schools to gather information and ensure support is in place from the start
- We provide induction opportunities to help students familiarise themselves with Sixth Form routines, expectations, and support systems

Transitions within school

- As students move between year groups or subject choices, information is shared with new teachers through Pupil Profiles and support plans
- The Triage Team helps staff to understand any adjustments or strategies that need to continue
- Students are encouraged to share what helps them most so that their voice is central to planning for change

Transition to Post-16 and Post-18

- From Year 9 onwards, we support students to begin thinking about their long-term goals and aspirations
- Careers guidance and planning are adapted to meet the needs of students with additional needs.
- We work with colleges, sixth forms, apprenticeship providers, and universities to share information and support smooth progression
- For students with an EHCP, transition reviews include the Local Authority and relevant professionals to ensure next steps are well planned

Preparing for Adulthood

- Our approach to transition is always forward-looking: we aim to build independence, self-advocacy, and resilience so that students leave SHS ready for the next stage of their education, training, or employment



10. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

Every local authority must publish a Local Offer. The Local Offer tells you what support the local authority expects to be available for children and young people with special educational needs and/or disabilities. It must include information about education, health and care provision. It should also tell you about training, employment and independent living for young people with special educational needs and/or disabilities.

Click [here](#) for information about Gloucestershire's Local Offer, or go to <https://tinyurl.com/gloslocaloffer> .

11. HOW DOES SHS EVALUATE THE EFFECTIVENESS OF SUPPORT?

All support at Stroud High School is monitored through the Assess–Plan–Do–Review cycle. This ensures that every intervention or adjustment is purposeful and regularly evaluated for impact.

- **Reviewing progress:** After an agreed period, we assess whether the strategies and support put in place have helped the student meet their outcomes
- **Adapting support:** If the support has been successful, many students' needs are met effectively and they may move from Tier 2 (Targeted support) back to Tier 1 (Universal provision) with a Pupil Profile
- **Stepping up support:** If progress is limited, we may increase the level of support by moving a student further along the Graduated Pathway to Tier 2 (My Plan) or Tier 3 (My Plan Plus or EHCP), involving external professionals
- **Parent and student involvement:** Parents and students are fully involved in these reviews, so their voices and experiences help shape next steps

This cyclical process ensures that provision is never static but adapts to meet changing needs.

Measuring Outcomes for Students with SEND

In addition to individual reviews, we also look at outcomes for students with SEND as a group to evaluate how effective our overall provision is. This helps us identify strengths and areas for development in our practice.

We track and analyse:

- **Academic outcomes** – progress and attainment in line with starting points, including GCSE and A Level results
- **Attendance and engagement** – whether students with SEND attend regularly and engage fully in lessons. School data from the academic year 2024-25 shows that attendance of students at Stroud High School, both with and without SEND, have a higher attendance rate than the national average
- **Participation in wider school life** – involvement in clubs, trips, leadership roles, and enrichment opportunities
- **Post-16 and post-18 destinations** – ensuring students move on to ambitious and appropriate next steps, whether that is further study, training, or employment

By looking at these outcomes, we ensure that our provision is not only supporting learning in the classroom, but also fostering inclusion, wellbeing, and aspiration.



12. WHAT SHOULD I DO IF I AM NOT HAPPY WITH PROVISION?

At Stroud High School, we recognise that, despite our best efforts, there may be times when parents or carers feel concerned about the support their child is receiving. We want to be open about this: we may not always get everything right first time. What matters is how we work together to resolve concerns constructively, always with the child's best interests at heart.

Strong, trusting relationships between home and school are essential in creating the safe and supportive environment that every young person needs. When issues arise, our approach is to:

- Listen carefully to your concerns.
- Be open to reflection and improvement.
- Seek practical solutions together, involving your child in the process where appropriate.
- Bring in other professional voices if this will support a balanced and informed way forward.

What to do if you have concerns:

- In the first instance, please speak to us directly so that we can work together on a resolution.
- If your concern remains, you can ask to meet with Nadine Moore, our Assistant Headteacher responsible for SEND and provision. Email nmoore@stroudhigh.gloucs.sch.uk
- If you still feel that your concern has not been addressed, you may contact Louise McGinty, our Trustee with responsibility for SEND and safeguarding. Email governancemanager@stroudhigh.gloucs.sch.uk
- If, after these steps, you wish to take the matter further, please follow our [Complaints Policy](#). This can be found on our website: <https://stroudhigh.gloucs.sch.uk/>

Our commitment is to a relational, dynamic, and responsive approach: listening, adapting, and working in partnership with families to secure the very best outcomes for every student.

APPENDIX 1. GLOSSARY OF TERMS

- **ASC:** Autistic Spectrum Condition – a lifelong neurodevelopmental disorder which affects the way individuals perceive and interact with the world around them
- **ADHD:** Attention Deficit Hyperactivity Disorder – a condition which can lead to inattentiveness, hyperactivity and impulsivity
- **Annual Review:** The review of an EHC plan which the school and local authority must make as a minimum every 12 months
- **CAMHS:** Child and Adolescent Mental Health Service treats children and young people with emotional, behavioural or mental health difficulties
- **C&I:** Communication and Interaction
- **C&L:** Cognition and Learning
- **Early Help:** A social care service and assessment of a child and their family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family
- **EHCP:** Educational Health Care Plan – A statutory document which outlines outcomes and provision for young people with complex needs
- **EP:** Educational Psychologist, a specialist service which supports a range of cognitive needs
- **Graduated approach:** Assess, Plan, Do and Review – a model used to identify and plan the right support for each individual student and their families
- **IHCP:** Individual Health Care Plan - document designed to ensure that children with special healthcare needs receive the necessary health services during the school day
- **Local Offer:** The Local offer is a guide which describes the range of services and support a local authority offers and provides for young people with SEND. It can be found on the LA website
- **OT:** Occupational Therapist, a specialist service which supports a wide range of needs and physical impairments
- **Person centred approach:** A person-centred approach is about ensuring that a young person with a need or disability is at the centre of setting their own goals and decisions which relate to their life and education
- **SALT:** Speech and Language Therapy/Therapist, a specialist service which supports language, communication and interaction
- **SEND Code of Practice:** A key document which provides statutory guidance in relation to SEND support and provision. It is part of the Children and Families Act 2014
- **SEMH:** Social, Emotional and Mental Health
- **SpLD:** Specific Learning Difficulty is a term that refers to a difference or difficulty with particular aspects of learning eg Dyslexia and Dyspraxia
- **Standardised Test:** A test that requires all test takers to answer the same questions, or a selection of questions in the same way. It is used to compare the performance students of the same age nationally
- **Standardised Score:** Standardised scores and percentile ranks enable test-takers to be compared with a large, nationally representative sample that has taken the test prior to publication. They are a scaled score where the average is 100



www.stroudhigh.gloucs.sch.uk

 @StroudHighSch

 @stroud.high

EVERYTHING IS POSSIBLE.

shs