



PRIESTNALL
SCHOOL

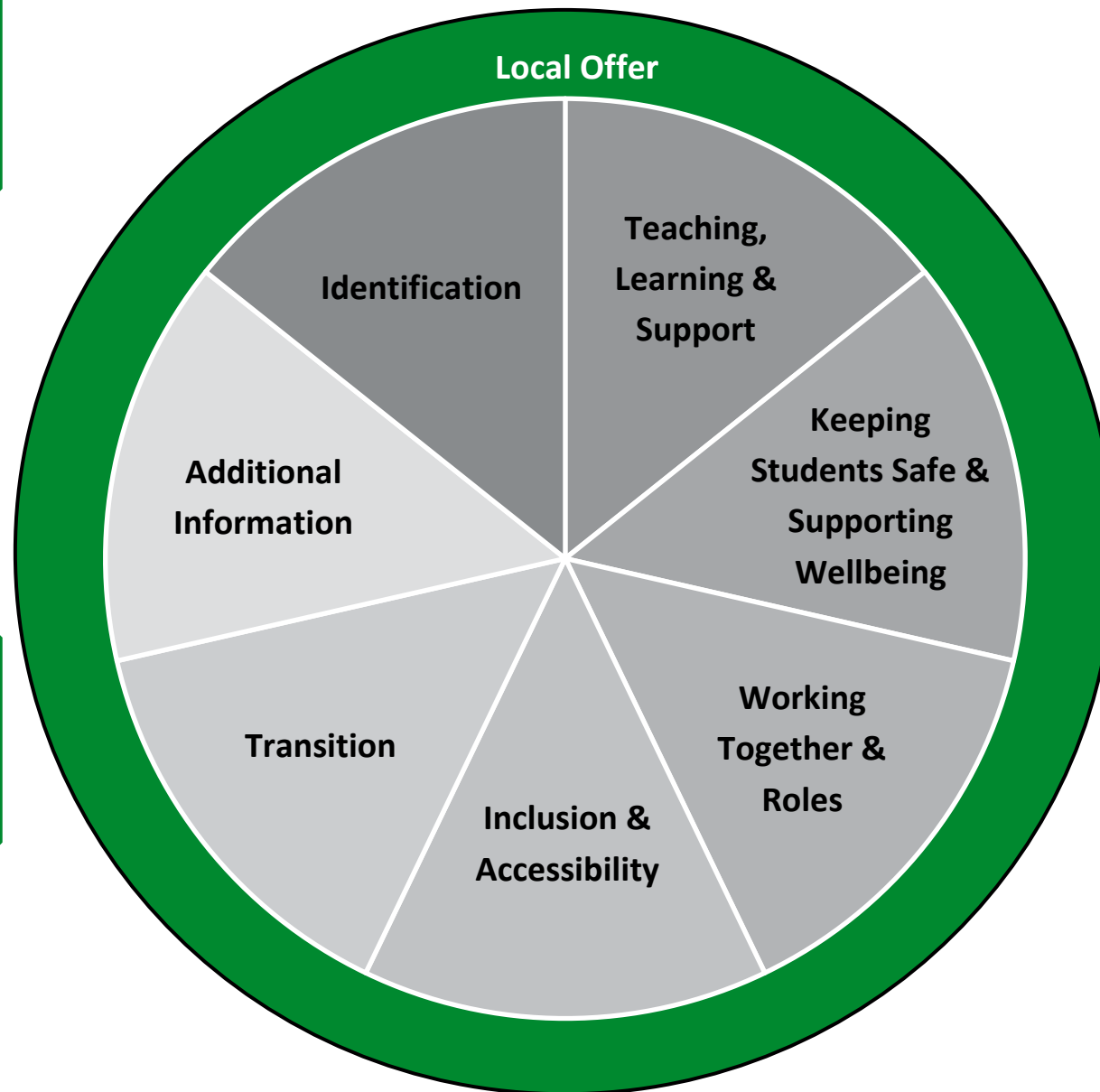
SEND Information Report

Authors: E Cookson and M Griffin

Last reviewed: September 2026

Next Review: July 2027

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	Priestnall School
Type of Setting (tick all that apply)	☒ Mainstream ☒ Resourced Provision ☐ Special ☐ Primary ☒ Secondary ☐ Post-16 ☐ Early Years ☐ Post-18 ☐ Maintained ☒ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	11-16
Number of places	September 2026 – 1324
Which types of special educational need do you cater for? (IRR)	We are an inclusive mainstream setting catering for ☒ We are an inclusive setting that offers a specialism in 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. ☒ Physical Disabilities

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 Priestnall School, we are committed to the early identification of students with Special Educational Needs and/or Disabilities (SEND). Our Heads of Year, Director of Studies and SEND department work with our partner 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/ carers, to ensure that a full picture of need is established. They ensure 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 termly. This allows us to target underperformance and to provide students with the right support to achieve their potential. Our pastoral team monitor the social and emotional well-being of our students and pick up concerns raised by staff, parents/ carers, and the students themselves. This allows us to help students to develop within a supporting and caring environment. During the transition process we hold summer schools where we carry out literacy screening of groups of students prior to them starting at Priestnall School in September and prepare for small literacy group interventions. We also monitor numeracy through a baseline screening process at the start of each year which will identify students in need of small group intervention. To monitor progress, we will analyse impact reports via mid-term and end of year assessments.	
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: sendleads@priestnallschool.org.uk Director of Inclusion: Mairsile Griffin SEND Lead KS3: Julie Kennelly SEND Lead Yr 9&10: Jessica Nall SEND Lead KS4: Bev Bradbury	
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)	

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's Local Offer. Priestnall School 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)*

All staff are dedicated to ensuring that the curriculum for students with SEND is tailored appropriately to meet their individual needs. We educate students with SEND, wherever possible, alongside their peers in the classroom, using a differentiated curriculum that provides a variety of learning opportunities for all students. The Learning Support team produce 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/ carers, to ensure that they are highly personalised. These documents are reviewed and amended on a continuous basis to ensure that they remain relevant.

We recognise that some students require an alternative curriculum 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 and SEND Leads in consultation with Curriculum Leaders and the Senior Leadership Team.

We provide alternative curriculum pathways for identified students which may include provision such as:

- Additional numeracy and literacy lessons
- Speech and Language sessions
- Social Skills intervention
- Counselling
- Interventions for Social, Emotional and Mental Health needs
- Reduced Curriculum Options at KS4

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Teaching, Learning and Support

The Director of Inclusion, SEND Leads and Learning Support Team will liaise with parents/ carers, children and young people and the appropriate outside agencies to make sure that reasonable adjustments are made to ensure that children and young people are fully included and supported in every aspect of school life.

Students are assessed for exams access arrangements where a need is identified. Assessments are conducted by Mrs Esposito, who holds the relevant Level 7 Assessors qualification. She employs a wide range of diagnostic assessments that meet the exam board requirements set out by JCQ. Applications for exams access arrangements must meet the strict criteria laid down by the JCQ, which is subject to change annually. The ultimate decision on whether an exam access arrangement is granted for a student lies with the JCQ exam board, based on the evidence submitted by the specialist assessor, Director of Inclusion and SEND Leads.

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 Trust Directors 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 Heads of Year, Head of House and SEND 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 Trust Directors of Inclusion.

The Trust Directors of Inclusion, Director of Inclusion and SEND Leads will continuously monitor the progress of students with SEND, both academically and socially and emotionally in conjunction with other members of our pastoral team. The SEND Lead will use academic progress data, as well as feedback from parents/ carers, staff, and outside agencies, to ensure that intervention and provision has a measurable impact on progress.

Students with complex needs who are in receipt of additional funding, will receive the support and provision as outlined on their Education and Health Care plan (EHCP). These students will have an annual review to review their progress and to adapt provision where necessary in light of their progress.

Teaching, Learning and Support

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 and to ensure 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 teacher. This is done continuously via internal in class assessments. This information is used to produce a termly progress check, which is sent home to parents/ carers. Each year group has 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.

The Heads of Year, Director of Inclusion, 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/ carers with concerns throughout the course of the academic year are welcome to contact the Head of Year for their son/daughter's year group, subject teacher, Head of House, Director of Inclusion or SEND Lead.

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

- Literacy and Numeracy evening
- SEND welcome event
- Year 6 parent induction evening
- Year 9 options evening
- Access Arrangements evening
- Parent consultation evening for each year group

Teaching, Learning and Support

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 Student Focused Plan in conjunction with SEND Leads and their parents/ carers.

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 Student Focused Plan, and to express any concerns that they may have about their education. An annual review of a student's Education and Health Care plan is used to evaluate the progress that is being made against set objectives. As part of this process, students are asked to reflect upon their progress and on the support that they receive. Students are encouraged to express any concerns 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 school Trust Directors, Director of Inclusion and SEND Leads, in collaboration with the rest of the Learning Support team, Heads of Year and Head of House, undertake 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. Due to the nature of some of the interventions that we offer, e.g., social skills, academic quantitative data is replaced with qualitative data, which includes a student's own reflection on their progress as well as observed progress by teachers, parents/ carers, and support staff.

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 upmost 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
- Highly supervised break and lunch areas is provided in the Student Support Centre (SSC), DT4 and the Pond Quad
- Staff on duty during unstructured times
- Access to Heads of Year, at any point during the day
- Students have access to the support in the Student Support Centre (SSC) throughout the school 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 five Heads of Year (non-teaching staff) who are responsible for the behaviour, achievement and well-being of each student within their year. These members of staff are available to support students at any time of the day and have at their disposal the option to refer students to the school nurse, a confidential school counsellor or outside agencies where necessary. Heads of Year are available for students to report bullying issues to, and to provide help and support to those suffering from bullying. Bullying is always thoroughly investigated by Heads of Year with action taken immediately. The school's policy for bullying can be found on the [school website](#).

The Heads of Year maintain close communication with parents/ carers, Learning Support and the SEND Leads to ensure that the needs of each student in their care are fully understood and communicated effectively.

There are a number of social and emotional based interventions designed to support students with social, emotional and mental health issues. These include access to a SEMH specialist, MHST, ARC, Mosaic, School Nurse, Young Carers and Beacon Counselling. These services run confidential advisory services, counselling, social skills groups, self-esteem, anger management and anxiety workshops for identified students. We provide a number of mentoring programs for students who need some extra support. The form this mentoring takes is dependent on the needs of the student, but students are identified who it is felt would benefit from having a keyworker and LSAs are allocated based on the year group that they work with most closely.

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Keeping Students Safe and Supporting Their Wellbeing	
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 a dedicated member of staff responsible for managing the storage of medicines and medical information. This member of staff coordinates individual health care plans for students and ensures that all members of staff have access to the right information which is centrally stored within our school database. Where a student's medical needs have a profound effect on their education and/or they 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. We have a hygiene room and accessible toilets to provide maximum independence for students. In the event of a medical emergency, the school would follow the medical policy and the individual health care plan for the student, utilising one of the many trained First Aiders to deal with the emergency, who are always on call. Medical appointments are managed by the attendance team and 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? <i>(IRR)</i>	
Where there are concerns about the emotional and social development of a child or young person, we would discuss these issues with parents/ carers and the child or young person. Children and young people may be referred to an appropriate outside agency, such as Child and Adolescent Mental Health Services (CAMHS) where necessary. Where necessary, we offer one to one or small group intervention to target specific emotional and/or social difficulties. This intervention is tailored to the needs of each individual in consultation with all relevant members of staff, outside agencies, parents and the student themselves. These interventions include, social skills groups, counselling and self-esteem, anger management and anxiety workshops.	
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Keeping Students Safe and Supporting Their Wellbeing

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

There are a number of actions that Priestnall School 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 children or young people who require further behaviour intervention, our Heads of Year intervene. We seek advice from outside agencies where appropriate to help support children and young people at risk of permanent exclusion. 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
- Modified timetables
- Social skills support
- Timeout cards
- Further assessment of need
- Individual Behaviour Support Plans
- BLIP Pathway – a new programme within school designed to provide extra support for those students most at risk of permanent exclusion due to their challenging behaviour

In terms of increasing attendance there are a number of actions Priestnall School 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, 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/carers are encouraged to contact Heads of Year to discuss any concerns they may have
- Priestnall School liaise with outside agencies to support good attendance as necessary. There are regular meetings with the Education Welfare Officer (EWO)
- 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

Working Together & Roles

What is the role of my child or young person's class teacher?

Students will have a variety of different teachers throughout their school life. All students will have a Form Tutor with whom they will have contact with Monday-Friday during tutor periods.

The role of a subject teacher is to;

- Ensure that they are aware of any students with SEND and the strategies that are implemented to meet their needs
- Ensure that all students have access to a broad, balanced and relevant curriculum in which they can thrive and make progress
- Monitor student progress
- Implement any additional support (catch-up sessions)
- Ensure that any student who is entitled to exam access arrangements receives these for any in-class assessments/tests

Who else has a role in my child or young person's education?

- Children or young people with SEND may have additional LSA support in class and/or receive targeted interventions from the Learning Support Faculty
- The Trust Directors of Inclusion, Director of Inclusion and SEND Leads will manage provision for students with SEND to ensure that their needs are met
- The SEND team, Head of Department and Head of house are responsible for ensuring that the learning needs of our students are met. They ensure that academic progress is carefully monitored, and appropriate interventions are put in place where necessary
- A child or young person has a Head of Year is responsible for looking after pastoral needs. Each year has a Senior Leadership Link

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 Student Focused Plan (SFP) which is produced in conjunction with parents/ carers and the students themselves. This document outlines the specific needs of the student and how best to support them in the classroom with quality first teaching strategies. These are updated on a continuous basis in response to changing needs.

Working Together & Roles

- The Trust Directors of Inclusion, 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 Trust Directors of Inclusion, Director of Inclusion and SEND Leads ensure that any changing or emerging needs are communicated via meetings, staff briefings and via email where necessary.
- The Trust Directors of Inclusion, Director of Inclusion and SEND Leads collect feedback on the progress of students with SEND from subject teachers on an ongoing basis.
- The Trust Directors of Inclusion, 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 differentiation strategies within the classroom.

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

We are committed to delivering high quality Continuous Professional Development to staff on all aspects of SEND. This is built into our CPD calendar.

Our highly skilled Learning support department include staff who have specialisms in the following areas;

- Numeracy
- Literacy
- Autism Spectrum Condition (ASC)
- Attention deficit (hyperactivity) disorder
- Social Emotional and Mental Health (SEMH)

This is not an exhaustive list, and appropriate training is undertaken where necessary to ensure that our knowledge remains up to date and appropriate to the needs of our students.

The Director of Inclusion and SEND Leads are supported by the Trust Director of Inclusion.

Mrs Cookson has over 20 years of experience working with young people with SEND and 10 years' experience as a SENDCO. The Trust Director of Inclusion has achieved SLE (Specialist Leader in Education) status in the area of SEND and Mathematics. The Trust Director of Inclusion also holds the following qualifications: Designated safeguarding level 3, PGCE Maths, BSc Psychology, National Award for SEND co-ordination, NPQSL, NPQH and MA Education.

Miss Griffin has been a teacher at Priestnall school since 2002. She has held many positions over the years including Director for Learning Design & Technology, Director of Studies Bridgewater College, and Senior Lead for Resource Base. She has significant experience in working with young people and families in dealing

with social, emotional, and mental health needs (SEMH), ASC, behaviour, speech and language and inclusion. She holds the following qualifications: PGCE Art and Design, Leadership Pathways, Leading from the Middle, National Award for SEND co-ordination qualification and NPQSL.

Ms Kennelly has over 20 years of experience working with young people with SEND and has significant experience as a Key Stage SEND Lead, implementing and providing provision across all 4 areas or need. She has worked closely with families and external agencies to ensure that students, no matter what their barrier, reach their full potential. She has undertaken extensive training around behaviour and social, emotional and mental health needs (SEMH), Autism and speech and language. Ms Kennelly also has a HLTA qualification

Mrs Nall has worked and taught in schools across the UK since 2010, including London, Wales, Staffordshire, Cheshire, and Greater Manchester. She holds a PGCE and Qualified Teacher Status in English and Drama, as well as a BA (Hons) in Drama and HLTA status. Since her teacher training year, she has been passionate about the care and support offered to young people with SEND and has since specialised in SEND provision with a specific focus on Autism and SEMH needs, including working closely with Local Authorities and Agencies across Greater Manchester. She is delighted to bring her experience and expertise to Priestnall.

Mrs Bradbury has been working in the Education Sector for over 20 years and has worked with students in many different capacities both in the classroom and as Head of Year. Her experience and expertise of working within different areas of the school has allowed her knowledge to expand, and her working with young people, with a variety of needs, to grow. Her work with internal and external agencies to promote the well-being of all students will enable her to fulfil her role and maximize students' potential as KS4 SEND Lead.

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

The school rely on the expertise of external agencies to provide support and guidance where necessary. Currently Priestnall School has access to support from:

- The Educational Psychology Service
- Children and adolescent Mental Health Services (CAMHS)
- School Nurse
- Education Welfare Officer
- Services for Young People
- Children's Services including Social Workers, Family Support Workers
- Occupational Therapy
- Physiotherapy
- Speech and Language Team (SALT)
- Sensory Support Services (HI, VI)
- Youth Offending Team
- Jigsaw
- Mental Health Service Team

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

Working Together & Roles

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

The first point of contact is dependent on the topic for discussion;

To discuss behaviour, achievement or wellbeing, a student's Head of Year would be your first point of contact:

hoy@priestnallschool.org.uk

- Year 7 – Ms Wells (Mon, Tues. Wed) and Mrs Collins (Wed/ Thurs/ Fri)
- Year 8 – Mr Istanbul
- Year 9 – Mrs Bolland
- Year 10 – Miss Thompson
- Year 11 – Ms Brooke
- Head of Pastoral Care – Ms A Foster

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

The Director of Inclusion Miss M Griffin

The KS3 SEND Lead is Mrs J Kennelly

The Y9 & 10 SEND Lead is Mrs J Nall

The KS4 SEND Lead is Mrs B Bradbury

sendleads@priestnallschool.org.uk

To contact via phone, the number is: 0161 549 7300

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 practise within the Learning Support Department. Our SEND governors are consistently involved in the monitoring, evaluation and review of the SEND policy and the annual development plan for Learning Support. Our link Trustee for SEND is Gill Turnpenney and Priestnall SEND governor is Lynsey Burrridge.

Working Together & Roles

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
- Children and young people are encouraged to attend meetings which discuss their progress and plan for their future especially Annual Review meetings for Education, Health and Care Plans
- Children and young people 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/ carers 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 paper work and forms or in sourcing information and guidance, parents can contact the following:
For support in matters relating to SEND:

- KS3 SEND Lead: Mrs J Kennelly
- Y9 & 10 SEND Lead: Mrs J Nall
- KS4 SEND Lead: Mrs B Bradbury
- Director of Inclusion: Miss M Griffin

sendleads@priestnallschool.org.uk

For support in matters relating to behaviour, wellbeing or achievement;

- Year 7 – Ms Wells (Mon, Tues, Wed) & Mrs Collins (Wed, Thurs, Fri)
- Year 8 – Mr Istanbul
- Year 9 – Mrs Bolland
- Year 10 – Miss Thompson
- Year 11 – Ms Brooke
- Head of Pastoral Care – Ms A Foster

HOY@priestnallschool.org.uk

For help and guidance with careers or transfer to college post 16, at this time parents can contact our careers advisor Mrs C Threader on 0161 5497300 email:

enquires@priestnallschool.org.uk

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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, alternative travel is arranged and additional risk assessment procedures are in place where necessary.

Is the building fully wheelchair accessible?

Details (if required)

There are several rooms in the geography, languages and science blocks which are second floor with no lift access.

Are accessible changing and toilet facilities available? ☒

Details (if required)

There is a hygiene room and accessible toilets.

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

Details (if required)

There are accessible parking bays in the main carpark at reception.

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

Details (if required)

N/A

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 email enquires@priestnallschool.org.uk to discuss mid-year transfers or general admissions.

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)

Transition

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.
- Head of years, Heads of House and the SEND department work with our partner primary schools to collate information on identified students with SEND.
- Where appropriate, Priestnall School organises additional transition events for students with SEND on top of 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 student's dependent on need.
- Contact HoY to discuss mid-year transfers or general admissions.

Enquiries@priestnallschool.org.uk

Contact Learning Support if you would like to find out more about our support for students with SEND, using the email address:

sendleads@priestnallschool.org.uk

- Director of Inclusion Miss M Griffin
- KS3 SEND Lead is Mrs J Kennelly
- Y9 & 19 SEND Lead is Mrs J Nall
- KS4 SEND Lead is Mrs B Bradbury

For young people transferring from KS4 to Post 16:

- During the summer term, the Trust Director of SEND, Director of Inclusion and KS4 SEND Lead will liaise with the local colleges/6th form centres to discuss transition needs for students with SEND and to provide the necessary information on each student's individual needs.
- Young people with a Education, Health and Care Plan will have a transition focus as a part of their Annual Review from Year 9. This will be supported by Services for Young People.

Services for Young People (SfYP) supports students in their preparation for transition Post 16. For SfYP contact Sue Barron on 0161 474 2300 or via email sue.barron2@stockport.gov.uk

Additional Information

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

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

Parents in Partnership Stockport (PIPS) are a service designed to support parents and offer advice and guidance. This service can be accessed via;

www.pipstockport.org

Some additional useful websites are listed below: -

www.sensupportstockport.uk **www.stockportsays.co.uk**

www.dyslexiaaction.org.uk

www.bdadyslexia.org.uk – British Dyslexia Association

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

This document was updated in September 2024, November 2025 and January 2026 and September 2026.

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

[SEND Local Offer - Stockport Council](#)

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

Parents/ carers can give feedback to the school through a number of ways;

- Contact can be made with reception who will direct the call to the relevant member of staff
- Emailing enquiries@priestnallschool.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 the Trust Directors of Inclusion to share and discuss your concerns using the email addresses below FAO.

Emma Cookson- enquiries@priestnallschool.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.