



Connection ● Communication ● Independence ● Aspiration

SEND Information Report 2025/2026

Approved by:	Headteacher/Governors	Date: September 2025
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(The Redwood offer links to Rochdale Councils Local Offer for learners with SEND)

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1 Introduction

Welcome to our SEND policy (includes SEN Information Report) which is part of the Rochdale Local Offer for learners with Special Educational Needs and Disabilities (SEND).

Redwood is one of the largest generic secondary special schools in the country. We currently have over 350 learners on roll aged 11-19, all of which have an EHCP (education, health and care plan), which details their SEND needs, their outcomes and what provision should be offered to meet need.

Redwood has multiple sites across Rochdale that support the diverse range of SEND learners needs and offer an aspirational curriculum that promotes nurture, engagement and personal growth from key stage 3 – key stage 5.

Main Redwood School Site	Hudson's Walk, Rochdale	Key stage 3-5
Middleton Campus - 6 th Form	Middleton Tech, Middleton	Key stage 5
Heywood Campus – Sixth Form	Church Street, Heywood	Key Stage 5
HUB - Matthew Moss	Matthew Moss, Rochdale	Key stage 3/4
HUB - Edgar Wood	Edgar Wood, Middleton	Key stage 3/4
Redwood Real Work Project	Rochdale Infirmary	Key stage 5 (year 14)
Redwood Real Work Project	Rochdale Football Club	Key stage 5 (year 14)
RISE	Rochdale Town Centre	Key stage 5 & Highly Personalised Provision

2 Types of SEND

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum condition (ASC)
	Speech and language difficulties (SLCN)
Cognition and learning	Specific learning difficulties (SpLD) including: <ul style="list-style-type: none"> • Dyslexia • Dyspraxia • Dyscalculia
	Moderate learning difficulties (MLD)
	Severe learning difficulties (SLD)
Social, emotional and mental health (SEMH)	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Profound and Multiple Learning Disabilities (PMLD)
	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

3 How does the school support children with SEND?

Redwood School is a school where every learner is valued and respected. We are committed to the inclusion, progress and independence of all our learners. We work to support our learners to make progress in their learning, their emotional and social development, as well as their independence. We aim to create a learning environment which is of high quality, but we also actively work to support the learning and needs of all members of our community both in and out of the classroom.

Working with a learner's EHCP, the curriculum and provision your child receives will be built around section F of their plan. All our EHCP's underpin our educational offer, and all learners are met through transition so we can get to know them and place them in the appropriate provision at Redwood.

As we offer provision for learners from year 7 to year 14, we get to know our families too and there are a range of non-class-based roles that further support the delivery of provision across Redwood.

As we are a special school, our classrooms and environments are built to support a range of learners. Our classes have smaller ratios of learners to teachers and all classes have a class teaching assistant, some have more. We have a lift on both of our main sites in Rochdale and Middleton and purpose-built changing rooms attached to and separate from learning spaces. We have a medical room and physio room, as well as 2 sensory studios. Several rooms have a hoist and calm rooms, and all rooms are accessible. We have a hydro pool on site at Hudson's Walk, performing arts studio, sports hall and have access to the leisure centre next door for swimming.

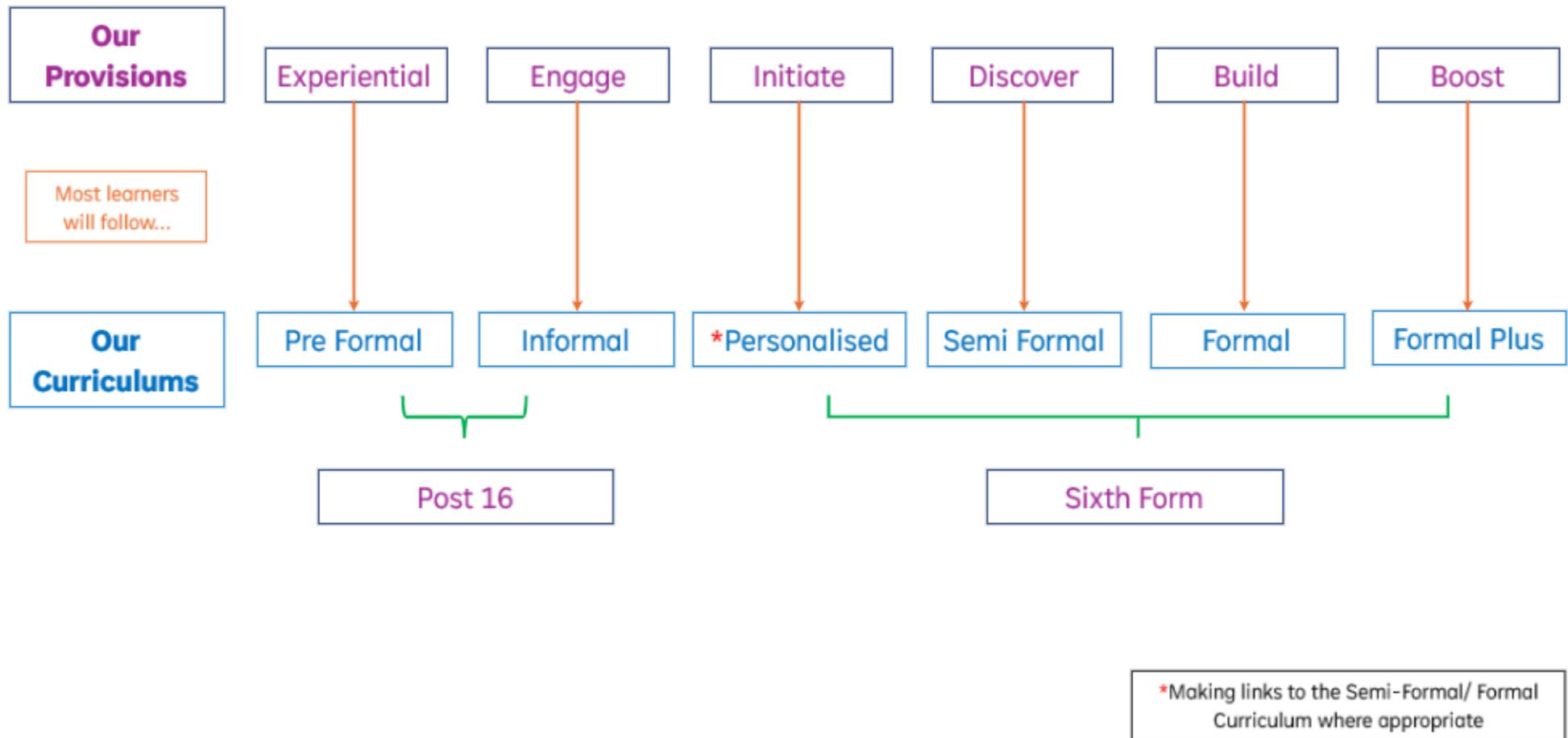
4 Which staff will support my child and what training have they had?

Redwood School staff strive to provide high quality provision to all our learners. Teachers and class leads prepare lessons which support the learning and progress of all learners through a variety of methods, creative and innovative teaching techniques and the use of a wide variety of resources. Individual curriculum areas are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners in their classrooms.

Our roles across Redwood vary. Each Assistant Headteacher are heads of a provision area and have whole school responsibilities to ensure the best provision is offered. Our curriculum and provision leads work with SLT and class teachers to ensure learning is sequenced and appropriate to each provision and key stage. Our teachers and class leads work daily with a range of teaching assistants to ensure learners communication and physical needs are supported. We have a dedicated behaviour support team, medical team, therapy team and safeguarding team.

All staff have access to regular training to improve their knowledge and skills through a core and enhanced CPD calendar.

5. What does my child's provision look like?



6. How does the school check that my child is making progress?

All staff are responsible for assessing, monitoring and tracking the progress of our learners. Each learner is regularly assessed in class in all subjects and progress is recorded on Arbor/Earwig and reported to parents at least once per term.

All learners have an EHCP and will have their progress reviewed during their annual review meeting with their teacher and family. External agencies also contribute to this meeting and any progress made towards their EHCP outcomes. All staff are responsible for setting each learner achievable yet challenging targets and having high expectations of progress.

Teachers and leads, as well as the assessment lead regularly check on the progress of learners and raise a concern if learners are not making expected progress.

7. How will I be involved in decisions made about my child's educational provision?

We will provide regular updates on your child's progress alongside their annual review. Your child's teacher will communicate this with you.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND provision we are providing is impacting your child outside of school.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

8. How will my child be involved in decisions about their educational provision?

Our learners are at the centre of what we do, and we like to involve them as much as possible in shaping our school culture and delivering our educational offer. We have a learner council in school who meet and share what they think is important for us to hear. We carry out learner surveys around key themes at different points in the year with themes ranging from gauging their perception on how we support behaviour to what our sports day should look like and include.

All learners contribute to their annual review and can be present in the meeting to share how they feel and what they feel works best for them and what they need to focus on.

9. Admission Arrangements at Redwood

Admissions arrangements for a place at Redwood are through the admissions process at Rochdale Council as we are a local authority maintained school and information relating to the admissions process can be found on the Rochdale website. A link is provided below.

Once families have applied direct to the council for a place at Redwood, we work with the local authority around available placements and suitability of our provision for year 6 consultations.

The process for requesting a place at Redwood in year, is the same. Families must apply to the local authority as we cannot agree placements directly.

10. Transition to and from Redwood

Redwood School understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and learners, especially for learners with SEND.

For further information on transition, please see the school transition policy on our school website.

11. Work with external agencies

Where a learner with SEND is not making progress or struggling and Redwood School feel that they need advice and support from external professionals, we will discuss such a need with parents/carers. If it is felt appropriate, we will then refer a learner to an external agency and/or professional for diagnosis, support or advice and intervention. After such a referral, we will work with the external agency and families to support such learners, using their support and advice.

12. Equality (including Accessibility)

‘All schools have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments to prevent them being put at a substantial disadvantage.’ ‘Schools also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.’ (Quotations taken from the Special Educational Needs and Disability Code of Practice: 0 to 25 years. Published July 2014 for implementation from September 2014.)

Redwood School actively seeks to promote the inclusion of learners with SEND. We use our best endeavours to ensure that all learners with SEND can fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND learners to enable them to participate in all school trips and other out of class activities.

13. How will the school evaluate whether the provision in place is appropriate for my child?

Every learner at Redwood has an Educational, Health and Care Plan (EHCP) which enables the school to provide provision to meet need. EHCP's are reviewed annually. We have quality

assurance activities that take place throughout the academic year to ensure that we are constantly reviewing our offer and that our provision fits for the learners that attend. Changes to our curriculum and provision may be required as the cohorts' change, and appropriate training is put in place to ensure staff are skilled in offering any different level of need.

There will be occasions where a child's needs change and where an interim EHCP review will take place. This is to explore what the new or emerging needs are and whether Redwood School is the most appropriate provision for a child. Families and professionals, including the LA, would be present at this meeting to ensure appropriate support is being sourced and offered for the child.

14.Safeguarding

All members of our school community fully understand their safeguarding responsibilities and all staff are trained annually on the statutory guidance around "keeping children safe in education" and "guidance for safer working practice".

Our school DSL is Sinead Walsh. For further information on our safeguarding procedures please see our school policy on the school website.

15. Who do I contact if I am not happy about my child's educational provision?

Headteacher – Paul Evans

Contact email: paul.evans@redwood-school.com

Deputy Headteacher (Quality of Education & SENCO) – Joanne Connor

Contact email: joanne.connor@redwood-school.com

Deputy Headteacher (Quality of Care) – Rosie Thorley

Contact email: rosie.thorley@redwood-school.com

Complaints

Complaints about issues to do with Special Educational Needs should follow Redwood's standard procedure for dealing with complaints. Please see the 'Procedure for Complaints' policy on our website.