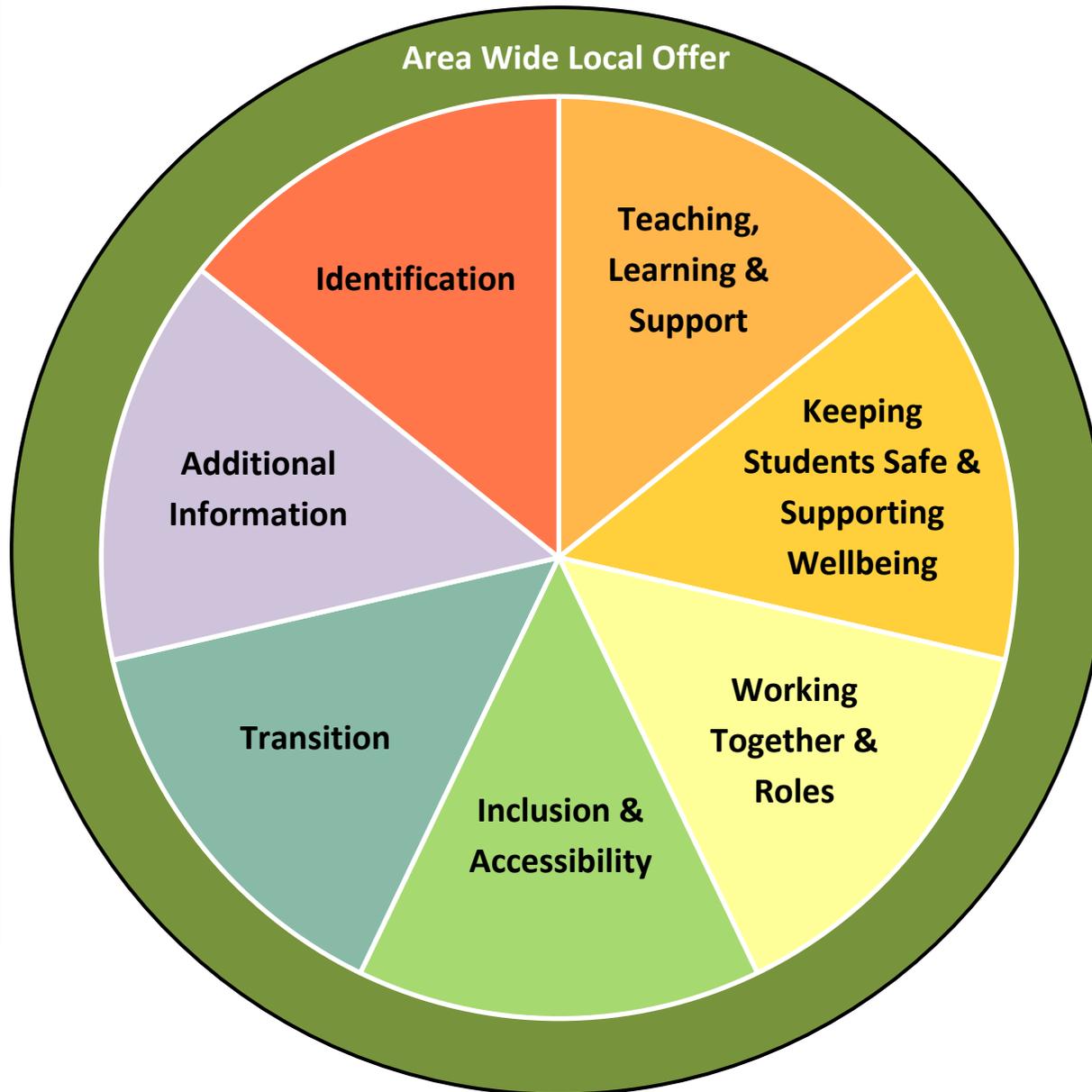




Special Educational Needs Information Report - Local Offer

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





Special Educational Needs Information Report - Local Offer

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Name of Setting	The Studio Knutsford Academy
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="text"/>
Specific Age range	14-19
Number of places	300
Which types of special educational need do you cater for?	<input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <input type="text"/>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

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).



Our Local Offer for Special Educational Needs and/or Disability



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)*

The progress of all students is assessed and recorded by subject teachers, in line with the Multi Academy Trust's (MAT) Assessment, Recording and Reporting Policy. In terms of the identification of students who may need additional help:

- students may approach staff if they feel they may have an additional need
- Transition process, including liaison with previous school, for external entrants into The Studio at KS4 and KS5
- teachers, SEN Teaching Assistants, or other staff may highlight a particular concern relating to progress through use of tracking data or ability to access lessons and GCSE or post-16 curriculum
- additional needs may be identified from information from parents, previous schools and outside agencies

Such concerns will be discussed with parents and students to identify if extra help is necessary and the form it may take.

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

- If your child is currently a student in our school then please do contact us with any concerns regarding their progress.
- If your child has not yet joined the school then please contact the Studio Head of Year 10/11 (Mr Mason), the Studio Head of Sixth Form (Miss Hawkins) or the SENCO (Mrs Ramsey)
- If you have concerns regarding a particular subject then please contact the subject teacher or the subject leader (contacts can be found on the website or through phoning the KMAT reception)
- If the concern is more widespread please contact either your child's Form Tutor, Head of Year or the SENCO.

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

All current policies can be found on the Knutsford Multi Academy Trust (<http://www.knutsfordacademy.org.uk/>) under the policies section. If you do have issues accessing these, please contact the MAT office or reception who will help you access these documents.



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support

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

We very much encourage parents to work with us as partners for their child's education and progress.

For the vast majority of students with or without SEN, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching. Students within The Studio will be placed into English and Maths sets based on academic ability and this setting will be monitored via regular teaching assessments. For specialist pathways, personalised information, advice and guidance will be provided.

For other students, we may need to make further modifications following discussion with parents and with students:

- Targeted intervention programmes meeting the students' individual learning needs thus promote achievement.
- Students requiring additional or specialist support may also be withdrawn to work individually or within small groups in the Inclusion Resource Centre(The Hub); care is taken to avoid any student feeling stigmatised.
- Students with significant needs or an Education Health and Care Plan may be assigned a Teaching Assistant.
- Students with significant needs are also supported through work experience placements by a key member of staff such as the Head of Year or SENCO
- Students are encouraged to seek additional assistance at lunchtimes from Studio staff or SEN staff.
- Appropriate examination and assessment arrangements are made for students with specific needs.
- Student achievements are recognised, celebrated and, where appropriate, communicated to parents and tutor teams.

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

We have an expectation for Quality First Teaching. For most students' access to mainstream and quality first lessons, is the entirety of the support they may need. All staff are expected to differentiate to meet the needs of the students they teach. Teachers will differentiate based on information shared with them by the Head of Year (HOY), SENCO or Student Support Manager. Students with SEN are encouraged, along with their parents, to provide personal profiles highlighting their strengths, needs and particular strategies which they find helpful. Staff receive appropriate updates about the needs of particular students. Subject Leaders are expected to monitor that the teachers within their subject areas are meeting the needs of all the students they teach and we welcome parental feedback. Some students may need additional support and the senco or Intervention Manager will discuss this with parents, any provision being based on the need of the student and the type of extra support required to support progress. In these cases the setting up and monitoring of any plans that involve the provision of additional support will be the responsibility of the SENCO, Intervention Manager and Student Support Manager depending on the nature of the need and the type of extra support that has been put in place.

Bespoke curriculum provision, such as alternative qualifications to GCSE at Entry Level, for students with significant needs will be developed accordingly.

At times there will be a need to consult with outside agencies (e.g. Child and Adolescent Mental Health Services (CAMHS), Cheshire East Autism Team, Speech and Language Therapy, and/or Occupational Therapy) and this will be done through the SENCO or Intervention Manager, again depending on the identified need.

The whole school code of conduct, including anti-bullying protocols, and PHSCE fosters a culture of respect and teaches about the importance of British values.



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support

In terms of access arrangements for external exam provision, assessment for this will take place in Years 10 and 12 and will be conducted by the SENCO. Access to exam support is based on robust criteria including the results from a wide range of tests, and must meet the exam board requirements set out by the Joint Council for Qualifications.

Independent reports cannot be used as primary evidence for access arrangements in any circumstance. It must be made clear that occasionally parents ask for extra support in exams where there is no history of previous need. Currently this would preclude a child from accessing such support.

For parents who wish to find out about the variety of subjects that are taught at The Studio, information may be found on the website at <https://www.knutsfordacademy.org.uk/> or an appointment may be made with the school.

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

Currently the SEN budget is managed by the MAT leadership team and is allocated to the provision of resources. These include:

- Teaching Assistants
- Inclusion Resource Centre
- Resources for students with SEN
- Provision of outside specialist services
- Reasonable adjustments to learning resources or environment are made in consultation with young people, parents and specialist services

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)*

In terms of the support for the young person, the decision making process for the type of support the child needs would begin after identification that such extra help is necessary. Once this has been identified and discussed with the parents and the student, then the type of support that they require will be discussed. The majority of such extra support can be found within the provision already put in place by The Studio (e.g. targeted intervention programmes and individualised literacy/ numeracy programmes from The Hub). If there is a need for support that is not currently already in place within The Studio, this will be discussed with parents and the feasibility of implementing additional support discussed. If necessary, the Senior Leadership Team would also be consulted, for example where timetable modifications were recommended.

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

The SENCO will take the primary lead in securing equipment or facilities for young people. This may be delegated to the appropriate SEN Teaching Assistant, Intervention Manager, Subject Leader, Student Support, HOY or teacher but this will be coordinated in all cases by the SENCO.

Again parents may know of suppliers of equipment/ facilities/ facilitators that may be beneficial for a student with particular needs. In such cases recommendations are always welcomed – although the feasibility of utilising them would be discussed.



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support

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)

In terms of progress within the classroom, student progress is reported at four points during the year by subject teachers. These reviews are closely monitored by the HOY, Form tutor, SEN Teaching Assistants, SENCO and Intervention Manager. Progress is shared with parents via SIMS Learning Gateway and parents are also invited into the Academy to meet with teaching staff and discuss the progress of their child annually at Parents Evenings (please see website for dates).

Pastoral support is also offered through form tutors, Heads of Year, Student Services and the SEN team to ensure that students are able to fully integrate socially into the life of the school and access any enrichment activities which are of interest.

Additional meetings with the SENCO and Intervention Manager are scheduled for students with Education Health and Care Plans. For students accessing intervention programmes, scheduled meeting may take place between parents and the Intervention Programme Managers or SENCO.

If a parents wishes to have more detailed and individual discussions about their child's progress we would encourage contact with their child's Form Tutor, the subject teacher/leader (if it is subject related) or if wider concerns the HOY, Student Support Manager, SENCO.

We encourage all parents to take an active role in using the above structures to monitor the performance of their child and work with us to ensure their child makes the best progress. Details about what students are studying can be found on the KMAT website. Information regarding what a parent can do to help their child at home can be obtained either from the Form Tutor, HOY, SSM or SENCO.

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

In addition to the above arrangements, students with SEN regularly review their progress with SEN staff and are encouraged, along with their parents, to provide personal profiles highlighting for staff their strengths, needs and specifically helpful strategies. EHC plans are reviewed annually with students by the SENCO together with any relevant external agencies and parents.

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 SENCO and Senior Leader SEN link (Mrs Key) will review the effectiveness of the Policy as part of the SEN Development Plan.



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support
The work of the Special Needs Learning Centre will be monitored and reviewed within the MAT's cycle of major reviews.

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Keeping Students Safe and Supporting Their Wellbeing
How do you ensure that my child or young person stays safe outside of the classroom?
Peter Kingdom (Designated Safeguarding Lead), alongside Heads of individual units, will ensure appropriate safeguarding and child protection measures are in place to support all young people.
What pastoral support is available to support my child or young person's overall well-being?
The Student Support Manager is Clare Storrow, supported by Student Support Officer (Mrs Jones). Mrs Storrow and Mrs Jones support student well-being across the School, College and Studio. Where needed specialist multi-agency support is accessed and co-ordinated by the Student Support Team. Students can access the Student Support Team via their form tutor, teachers or directly by email or in person. Pastoral support is provided by the Heads of Year and form tutors, complimented by the PSHE curriculum. This includes information, awareness sessions and signposting to services for specific pastoral issues. School health drop-in sessions are available to all students.
How will the setting, school or college manage my child or young person's medicine or personal care needs?
Individual Healthcare Plans (including reviews) and supervision of medicines kept in school are the responsibility of Sue Heward on the Bexton Road College Campus in liaison with a medical professional and the Student Support Manager. If there are medical or personal care concerns parents or the School Nurse should inform the School or College. The School Nurse will produce a Care Plan. This information is entered onto the Academy's Medical register and shared with key staff. The Head of Student Support, in liaison with the Head of Year and SEN department is responsible for ensuring that students with medical needs are supported appropriately in order to facilitate their academic achievement.
What support is available to assist with my child or young person's emotional and social development? <i>(IRR)</i>
The Student Support Manager and Student Support Officer, aim to provide access to support for students on an individual and group basis according to their needs. This support would include multi-agency working, referrals to outside agencies for further support and liaison with parents and carers as appropriate.
What support is there for behaviour, avoiding exclusions and increasing attendance?
The Student Support lead for The School, College and Studio is Clare Storrow who works alongside the Student Support Officer, Mrs Jones. The monitoring of attendance will be led by the Head of Year alongside Student Services. Students who require additional support are identified early and that interventions are



Our Local Offer for Special Educational Needs and/or Disability



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Keeping Students Safe and Supporting Their Wellbeing

coordinated with Student Services to maintain and improve attendance and achievement levels. These interventions could include attendance review meetings with the student, parents and carers, referrals to the Education and Welfare Service and liaison with the teaching staff. Head of Year or Student Support will aim to deliver individually tailored interventions for students to supplement The Studio behaviour policy in order to avoid exclusions and provide students with the opportunity to remain engaged positively with their education.

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Working Together & Roles

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

The role of the class teacher at The Studio is to ensure that learning is differentiated appropriately to meet all needs within the classroom. They will ensure that additional support is identified and met through wider specialist support services if necessary.

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

Students with an Education Health and Care Plan (EHP), and other students with significant SEN, may be assigned a Teaching Assistant (TA). The TA's will liaise closely with students, teachers and parents and work with them to ensure that concerns are addressed, progress celebrated and matters that arise communicated – if appropriate, they will support students in lessons. Where individual learning programmes are needed, these will be taught by Intervention Manager or SENCO in the Inclusion Room (The Hub).

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?

Within The Studio we share with all staff an SEN register that details the needs of all students with SEN. We also have an Additional Needs register which provides advice about students whose needs are not as significant (as defined in the SEND Code of Practice). SEN student profiles are accessed by all staff and when new information comes in this is usually shared with staff via email and SIMS

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

All staff have been trained to understand the needs of a range of special educational needs including Autism, Speech and Language Difficulties and Dyslexia. Staff and governors have received training on the new SEND Code of Practice hyperlinked to Individual Student Profiles to promote the development of personalised strategy. A number of staff have completed external accredited qualifications on dyslexia, autism and emotional needs



Our Local Offer for Special Educational Needs and/or Disability



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Working Together & Roles

Where there is a particular need of a student the SENCO will endeavour, with support from parents and other groups, to source and provide training opportunities for staff.

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

At times it is necessary to seek the advice and support of other agencies so that the needs of students can be met. Currently we access support from:

- The Educational Psychologist – Andrea Soykan
- CAMHS (Child and Adolescent Mental Health Services)
- CEAT (Cheshire East Autism Team)
- School Nurse – Stephanie Gleave
- And where possible, Occupational Therapy and the Speech and Language Team (SALT)

Access to, advice from, and actions taken as a result will only be undertaken after discussion with parents and the student.

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

For parents who are worried we suggest a number of different routes depending on the nature of your concern:

- The form tutor
- The Head of Year
- The Student Support Manager or Student Support Officer for pastoral issues
- The SENCO, for concerns regarding learning difficulties
- Subject teachers/ subject leaders for concerns relating to a particular subject

If a parent is worried please DO contact us asap – preferably by email but by phone if necessary.

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

The SEN Senior Leader link is Mrs Key (kky@knutsfordacademy.org.uk) and the SENCO is Mrs Sarah Ramsey (sry@knutsfordacademy.org.uk) Student Support Manager Mrs Clare Storrow (csw@knutsfordacademy.org.uk)



Our Local Offer for Special Educational Needs and/or Disability



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Working Together & Roles

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

The SEND Governor is Valerie Young MBE. She works closely with the SEN team on developing policies and ensuring that the needs of students with SEND are represented at Governors meetings.

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

- Students with SEN regularly review their progress with the Teaching Assistants, SENCO and Intervention Manager.
- Students have a significant role in the production of their personal Student Profiles.
- As part of their EHCP review all students are asked for their views on their progress, the type of support they receive and how they would like this to develop.
- Within the Academy students are encouraged to have their voice heard through the Student Parliament.

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

Parent Governor elections will take place as vacancies arise on The Studio local governing body. Parents are also encouraged to participate in the wider development of The Studio. Please contact the school to discuss opportunities available.

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

The Student Support Manager for The Studio is Clare Storrow, supported by Student Support Officer Ashleigh Jones. Family support details may be obtained through contacting them via email:

Clare Storrow – csw@knutsfordacademy.org.uk

Ashleigh Jones – ajs@knutsfordacademy.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)*

Extra-curricular activities are published on the website and promoted within assemblies and through form and subject teachers. Students with SEND are encouraged to participate in extra-curricular activities by SEND staff, Form Tutors & subject staff.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

The Studio is fully wheelchair accessible with a lift.

Are disabled changing and toilet facilities available?

Details (if required)

Disabled toilets are available situated in the ground floor of the Studio and also in the ground floor of Knutsford Academy.

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

Details (if required)

There is parking immediately adjacent to Studio building

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

Details (if required)

There is parking immediately adjacent to Studio building, assignable to disabled post 16 students within Studio if required.

Additional Points:

For students who use a wheel chair or who require disabled provision and access, we would strongly recommend that parents contact us and ask for a meeting with the SENCO and Head of School and a tour, as the site is not entirely accessible to certain types of disabilities and this would need discussion with the parents. The Studio is wheelchair accessible; however there may be areas of the Knutsford Academy building which require further discussion. Please follow link to Accessibility Plan. <https://www.knutsfordacademy.org.uk/wp-content/uploads/KMAT-Accessibility-Plan-2017.pdf>



Our Local Offer for Special Educational Needs and/or Disability



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Inclusion & Accessibility

For SEND students who require a measure of additional support to meet aspects of their SEND this should be discussed with the SENCO or SLT link for SEND Mrs Key.

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Transition

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

The Studio complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. 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 pupils. Prospective students should contact Reception to arrange a visit to the Academy and a personal discussion regarding our unique offer.

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

We welcome visitors anytime for a tour and discussion. Please contact Reception.

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)*

There are a number of transition events for students including Open Evenings and Transition Days:

- For vulnerable and external students an extended transition programme is offered
- During the summer term members of staff will obtain advice on students including progress grades, SEND information and particular levels of need from Year 9 progress data in The School at KMAT or previous schools as necessary
- SEN students will benefit from additional Careers Advice and options support on entry into Year 10 or 12 and progression from Year 13 into Further Education or Apprenticeships
- There are a number of events for parents and students to attend including Open Evenings, Taster Events and Inspiration Days.
- For students joining us from other schools/ educational establishments we would ask parents in these circumstances to contact us directly

When students with Special Needs are preparing to transfer to Higher or Further Education, or preparing for adulthood and independent living, the Academy supports these students and their parents in exploring a variety of post 16 providers. When reviewing provision for students with statements or EHCPs the SENCO will provide guidance into suitable courses. Once a post 16 placement has been identified the SENCO liaises with the post 16 provider to ensure a smooth transition. All SEND students receive bespoke career guidance.



Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

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

Where a parent may want access to a support service we would advise that they contact the Student Support Manager(SSM), SENCO or Intervention Manager.

Where parents need advice and information – please see the links listed below that will direct them to a number of local and national organisations that will help them with support and advice:

- www.councilfordisabledchildren.org.uk/getting-involved/sen-and-disability-reform-support-organisations/north-west
This link will take you to a number of websites for particular areas of special need.
- For support with dyslexia please use the following website:
 - The British Dyslexia Association:
www.bdadyslexia.org.uk
- To access information on Cheshire East services and for information on how the Local Authority works within SEN please use the following link:
www.cheshireeast.gov.uk/localoffer
- To access the SEN toolkit for Cheshire East please use the following link <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>
- To access support from Cheshire East Information, Advice and Support (formerly known as Parent Partnership) please use this link:
www.cheshireeast.gov.uk/ceias

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

Updated September 2019, to be reviewed October 2020

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

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer



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Additional Information

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

If a parent isn't happy with a decision that has been made there are a number of routes they can take:

If a parent isn't happy with a decision that has been made there are a number of routes they can take:

- If it is an SEN related issue, please do contact the Academy and discuss this with either the Senior Leader with responsibility for SEND (Mrs Key) or the SENCO (Mrs Ramsey)
- If you would rather not contact the SEN team directly, then you can find full details of our complaints procedure on the Multi Academy Trust website.