

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

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Name of Setting	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 checked="" 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 style="width: 150px; height: 20px;" type="text"/>
Specific Age range	11-18
Number of places	1240
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <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. </div> <div style="width: 35%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid black; height: 150px; margin-top: 10px;"></div>

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).

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
- teachers, SEN TAs or other staff may highlight a particular concern relating to progress
- 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 SENCO (Mrs Ramsey) or the Intervention Manager (Ms Mckay)
- 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, the relevant Head of Year (HOY), the Intervention Manager (Ms McKay) or the SENCO (Mrs Ramsey)

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

All current policies can be found on the KMAT Website (www.knutsfordacademy.org.uk) under the policies section. If you do have issues accessing these please contact the KMAT office or reception who will help you access these documents.

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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. In Years 7 -11 students will be placed into a set based on academic ability primarily in Maths, English and Science. This setting will be monitored via regular teaching assessments.

For some 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 promoting achievement.
- Students requiring additional or specialist support may also be withdrawn to work individually or within small groups in the Inclusion Room (The Hub); care is taken to avoid any student feeling stigmatised
- Students with Educational Health and Care Plans (EHCP) may be assigned a Teaching Assistant for additional support.
- Students are encouraged to seek additional assistance at lunchtimes from SEN staff in The Hub.
- Appropriate examination and assessment arrangements are made for students with specific needs where necessary.
- 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 (SSM). 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 or SSM– depending on the nature of the need and the type of extra support that has been put in place.

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, Intervention Manager or SSM, again depending on the identified need.

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<p>Teaching, Learning and Support</p> <p>In terms of access arrangements for external exam provision, assessment for this will take place in Years 9, 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.</p> <p>Independent reports cannot be used a 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.</p> <p>For parents who wish to find out about the variety of subjects that are taught, information may be found on the website at www.knutsfordacademy.org.uk or an appointment may be made with the school.</p>
<p>How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?</p> <p>Currently the SEN budget is managed by the KMAT leadership team and is allocated to the provision of resources. These include:</p> <ul style="list-style-type: none"> • Teaching Assistants • Inclusion Room (The Hub) • Resources for students with SEN • Provision of outside specialist services
<p>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)</p> <p>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 Academy (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 Academy 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.</p>
<p>How will equipment and facilities to support children and young people with SEND be secured? (IRR)</p> <p>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, Subject Leader, SSM, HOY or teacher but this will be coordinated in all cases by the SENCO and senior leader with responsibility for SEND, Mrs Key. 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.</p>

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Teaching, Learning and Support
<p>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)</p> <p>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, SENCO, SEN Teaching Assistants and Intervention Manager. Progress is shared with parents via the 'parent app'. 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).</p> <p>Additional meetings with the SENCO and Intervention Manager are scheduled for students with Education Health and Care Plans. For students accessing intervention programmes, scheduled meetings may take place between parents and the Intervention Managers or the SENCO.</p> <p>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 Services Manager or SENCO.</p> <p>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, Student Services Manager or SENCO.</p>
<p>How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)</p> <p>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.</p>
<p>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)</p> <p>The SENCO and Senior Leader (Mrs Key) will review the effectiveness of the Policy as part of the SEN Development Plan.</p> <p>The work of the Special Needs Learning Centre will be monitored and reviewed within the MAT's cycle of major reviews.</p>

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Teaching, Learning and Support
The SENCO will liaise regularly with the Special Needs Governor to review any developments within the Faculty.
The Governors' Annual Report to Parents will include an evaluation of the effectiveness of the policy and arrangements made.
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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 and Student Support Assistant (Mrs Jones) provide support for the School and College. 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 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 Campus and Debbie Clark on the Westfield Drive 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 Student Support Manager, 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? (IRR)
The Student Support Manager, Clare Storrow and support assistant (Mrs Jones) 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 Manager and support assistant provide support on all of these. Peter Kingdom, Headteacher of The School, will lead on attendance across The School and College, ensuring that students who require additional support are identified early and that interventions are coordinated with Student Support of Year and Form Tutors in order to maintain and improve attendance and achievement levels. These interventions could include attendance review meetings with

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Keeping Students Safe and Supporting Their Wellbeing
<p>the student, parents and carers, referrals to the Education and Welfare Service and liaison with the teaching staff. Assistant Headteachers in The School and The College will also oversee the implementation of the Behaviour Policy and Code of Conduct.</p> <p>The Student Support Manager and support assistant aim to deliver individually tailored interventions for students to supplement The School and College behaviour policy in order to avoid exclusions and provide students with the opportunity to remain engaged positively with their education.</p>

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Working Together & Roles
What is the role of my child or young person’s class teacher?
<p>The role of the class teacher at the Academy 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.</p>
Who else has a role in my child or young person’s education?
<p>Students with an Education Health and Care Plan (EHCP), 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).</p>
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?
<p>Within the Academy we share with all staff an SEN register that details the needs of all students with SEN. We also have a First Concerns register which provides advice about students whose needs are not as significant (as defined in the SEND Code of Practice). SEN student passports are accessed by all staff and when new information comes in this is usually shared with staff via email and through SIMS</p>
What expertise is available in the setting, school or college in relation to SEND? <i>(IRR)</i>
<p>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 and have access to online training packages 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</p>

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Working Together & Roles

Where there is a particular need of a student the SENCO, SSM or Intervention Manager 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 again 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 SENCO is Mrs Sarah Ramsey (sry@knutsfordacademy.org.uk) the Senior Leader responsible is Mrs Key (kky@knutsfordacademy.org.uk) and the Student Support Manger is Mrs Clare Storrow (csw@knutsfordacademy.org.uk)

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Working Together & Roles

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

The SEN Governor is Valerie Young MBE. She works closely with the SEN team on developing policies and ensuring that the needs of students with SEN 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, Intervention Manager, SENCO or Student Support.
- 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 KMAT Governing Body. Parents are also encouraged to participate in the wider development of the Academy. 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 is Clare Storrow supported by support assistant Mrs Jones.

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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)

Are disabled changing and toilet facilities available?

Details (if required)

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

Details (if required)

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

Details (if required)

Additional Points:

The Academy's Accessibility Plan is available on the KMAT website. This outlines how we make our curriculum accessible to disabled students. For students who use a wheelchair or who require disabled provision and access, we would strongly recommend that parents contact us and ask for a meeting with the SENCO and Unit Head and a tour, as the site is not entirely accessible to certain types of disabilities and this would need discussion with the parents. The Academy Buildings are wheelchair accessible; however there may be areas of the Knutsford Academy building which require further discussion. For SEND students who require a measure of additional support to meet aspects of their SEND this should be discussed with the Head of Unit or SENCO.

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Transition

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

The Academy 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 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 feeder Primaries
- 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 Inclusion Manager liaises with the post 16 provider to ensure a smooth transition. All SEND students receive bespoke career guidance.

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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, Inclusion Manager or SENCO.

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 websites:
 - Dyslexia Action (Based in Wilmslow)
www.dyslexiaaction.org.uk
7 Hawthorn Lane, Wilmslow SK9 1AA
01625 530158
 - Or 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:

- For SEN related complaints please do contact the Academy and discuss this with either the SENCO (Mrs Ramsey) Senior Leader for SEND (Mrs Key) or the Headteacher
- Use KMAT complaints procedure as detailed on the website: www.knutsfordacademy.org.uk