

Our Local Offer for Special Educational Needs and/or Disability

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

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Poynton High School
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 type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 200px; height: 20px;" type="text"/>
Specific Age range	11-18 years
Number of places	
Which types of special educational need do you cater for? <i>(IRR)</i>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <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: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid #ccc; 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).

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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)*

Students with SEND are identified as early as possible within our setting. Initial identification is through concerns that are raised by Parents/Carers or Teachers and Learning Mentors (Teaching Assistants and Key Workers) who work directly with that student. As we are a secondary school, most students who have SEND identified through our Transition process in Year 6 and the HUB Learning Support Manager / SENDCo attending reviews for students who have an EHCP in Year 5 and in Year 6. Concerns may be raised on the student's wellbeing, their progress in comparison to their peer group, emotional and behavioural or that their profile against recognised characteristics of specific forms of SEND. Through INSET days bespoke workshops all staff receive regular updates and training to support them in the identification of SEND. Early identification is paramount as it enables us to put the right support in place to enable the students to continue to access school and the curriculum.

We have meetings with the Heads of Year and faculty to discuss any students that are raising concerns and run half termly meetings with 'SEND Ambassadors.' 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.

Parents/Carers are informed if their child will be withdrawn for extra support and invited to meet with Miss K Allen-Gyve (SENDCo) or Mrs M McKay (HUB Learning Support Manager) if they choose to discuss in further detail the support that will be offered and advice to help at home. All Parents and Carers are welcome at any time to contact the SEND Department and speak to Miss K Allen-Gyves or Mrs M McKay if they have any concerns with the progress of their child

Referrals

If a member of the teaching or support staff feels that a student may be facing a barrier to their learning that requires provision that is additional to or different from the provision offered to the main cohort of students, they can refer the student to the Learning Support team via an electronic form. The form comprises questions designed to identify the specific nature of the student's needs; following its submission, a discussion will take place with the student and their parents to determine whether extra help is necessary and the form it will take.

Parents who wish to raise a concern should consider whether the matter relates to one particular subject or whether it is a broader issue found across the curriculum. For subject-specific matters, parents are encouraged, in the first instance, to raise the issue with the subject teacher; curriculum-wide issues should be brought to the attention of the Director of Learning for that year group or the SENDCo. Again, it would be through these discussions that the nature and scope of any extra support would be decided.

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Identification

Transition from Primary School

Prior to a student's transition to Secondary School,

- There will be discussion with Primary teachers and SENDCos regarding existing support, and provision that is likely to be required in the future
- Those with an EHCP, and their parents, will have a meeting with Knutsford Academy
- Knutsford Academy staff attend Year 6 and Year 5 reviews upon invitation from the Primary School
- Parents who feel that their child would benefit from extra support are invited to contact the school.

In all cases parents are welcome to highlight any concerns that they have regarding the progress of their child.

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Identification

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 (Miss Allen-Gyves) 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 (Miss Allen-Gyves)

If your child is transferring to Poynton High School from another school then please contact Reception to arrange an appointment with the relevant Director of Learning and Deputy Head Teacher for Standards and Student Progress. Alternatively, the Learning Support Manager can be contacted directly.

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)*

Knutsford Academy encourages parents and carers to work with us as partners for their child's education and progress. For SEND students we very much try to be Inclusive whilst recognising that there are times when the package of education must be bespoke to meet the student's individual needs. For the vast majority of students with or without SEND, the most appropriate provision to ensure progress will be within the classroom accessing Quality First Teaching. Currently students are placed into sets (primarily Maths, English and Science) based on academic ability and this is monitored via regular teaching assessments, monitoring reports. For other students we may need to make further modifications – these would be done in conjunction through discussion with parents and carers along with the students.

This provision may take the form as:

- Additional literacy support with the Learning Support Manager or Specialist HUB Mentor
- 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 SEND 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.
- Additional support for other areas, study and revision skills, Speech and Language Programmes devised by the Speech and Language Therapist and implemented by a HUB Mentor.
- Alternative Curriculum potential of looking at subjects that studied by the student.

If such types of support are necessary, then they will only be put in place through discussion with parents/carers and students and usually after a meeting with the HUB Learning Support Manager so that such support can be explained, and the type of support identified. In terms of external teaching, whilst we strongly encourage all students to access learning in class, when this is not possible the type of support (either from support from school, or support via the LA Tutoring Poynton High School very much encourages parents to work with us as partners for their child's education and progress. We see the partnership between school,

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Teaching, Learning and Support

home and the students themselves as the cornerstone of our successful education. We are committed to being inclusive in all areas and, where required, we will make reasonable adjustments to adapt the package of education to meet an individual's needs.

For the vast majority of students, including those with SEND, the most appropriate provision to ensure progress will be high quality teaching within the classroom. For every student with SEND, this process is promoted through the use of a Pupil Profile – a one-page document outlining the barriers to the student's learning, alongside the teaching strategies required to remove or reduce these barriers. These documents are readily accessible: Endowing teachers with knowledge of their students is key.

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

There is an expectation for Quality First Teaching. All staff are expected to differentiate to meet the needs of the students they teach. This will be based on information shared with them by the Learning Support Department. Regular reminders about individual students needs are sent to staff and all staff receive regular updates about the needs of students, including a fortnightly newsletter and SEND Ambassador meetings. For most students access to mainstream, Quality First Teaching, is the entirety of the support they may need. Students with SEN are encouraged, along with their parents, to provide personal profiles highlighting their strengths, needs and specific strategies which they find helpful. Staff receive appropriate updates about the needs of individual 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 may need additional support and the Hub Learning Support Manager / SENDCo, Head of Year will arrange for this with parents/carers based on the need of the students and the extra type of support required. In these cases, the setting up and monitoring of any plans that involve the provision of extra/additional support will be the responsibility of the SENDCo/ Learning Support Manager. Where it has been recorded that a student is not making sufficient progress, a form of intervention should be put into action. This will include the setting up and monitoring of any plans that involve the provision of extra/additional support and will be the responsibility of the SENDCo/ Learning Support Manager/Head of Year - depending on the nature of the plan and the extra type of support that has been put into place. At times there will be a need to consult with outside agencies (i.e., CAMHs, CEAT, SALT, Occupational Therapy, Educational Psychologist) and act upon the advice given. Students can be tested for Exam Access Arrangements. Access to exam support is based on a range of tests such as CTOPP2, WRAT 5, DASH and must meet the exam board requirements set out by JCQ. Those students a who may be tested for exam support is based on a number of sources of information:

- EHCP
- Medical evidence, Attendance
- Feedback from staff

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Teaching, Learning and Support

- A history of having had previous support from SEND (i.e. literacy/numeracy lessons)
- Specialist Assessor for Access Arrangements.
- IRENS (Visual Stress/Scotopic Sensitivity) register and screening.
- Enquiries from teachers.
- Enquires by parents.

It must be made clear that occasionally parents ask for extra support in exams but there is no history of need. Currently this would preclude a student from accessing such support. 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. For parents who wish to find out about the variety of subjects that are taught at Knutsford Academy there are several avenues they can pursue:

- Visit the school website <https://www.knutsfordacademy.org.uk>
- Attendance to one of the Open Evenings/Open Days.
- Year 9 to Options Evening
- Attendance at the A Level information evening
- Contacting school and requesting an individual meeting with the pertinent member of staff.

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 KMAT leadership team and is allocated to the provision of resources. These include:

Teaching Assistants

Inclusion Room (The Hub)

Resources for students with SEN

Provision of outside specialist services

Direct intervention by the SENDCo and Learning Support Manager

One-to-one and small-group intervention delivered by Tas

In-class support from LSAs

Provision within the Learning Base

Leadership staffing

Liaison with external professionals

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Teaching, Learning and Support

We constantly research and, where possible, trial learning packages that can support our students.

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 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 are recommended.

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

The SENDCo and the Hub Learning Interventions Manager will take the primary lead in securing equipment or facilities for young people. This may be delegated to the appropriate teaching assistant (i.e., exam provision) or subject leader/ teacher BUT this will be coordinated in all cases by the SENDCo and the senior leader with responsibility for SEND, Mrs A Thatcher). Again parents/carers may know of suppliers of equipment / facilities / facilitators that may be beneficial for a student with needs. In such cases, recommendations are always welcomed – although the feasibility of utilising them would be discussed.

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)

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).

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. If a parent 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

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subject related) or if wider concerns the HOY, Student Services Manager or 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, Student Services Manager or SENCO.

A student's position on the Learning Support Register can change over time. Upon review, depending on the support that they are receiving and the progress that they are making (either academically or more broadly), a student may be moved between the First Concerns and the SEN Support sections of the register. In some cases, the student may be removed from the register altogether. Any movement onto or off the SEN Register is communicated formally to the student's parents/carers. If, despite sustained intervention strategies from the Cheshire East Tool Kit (see link below) or recommendations from outside agencies, a student still fails to make progress we would consider applying for a needs assessment – the first step towards applying for an Education, Health and Care Plan (EHCP).

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>

We would advise parents/carers who wish to have a more detailed discussion about their child's progress in a particular subject to contact the subject teacher in the first instance. If there are wider concerns, we advise speaking to the student's Form Tutor.

We encourage a working partnership with parents to optimise their child's progress. Details about what children are studying can be found on the KMAT website. Information on what parents can do to help their child at home can be obtained from the website.

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

As well as the information about reporting progress detailed above for students with EHCPs, a yearly review of the EHCP will take the place with the SENDCo. Parents/carers have the opportunity if they wish to come into school to discuss progress or raise concerns. The EHCP review will be based on reports from teaching staff and Teaching Assistants but also comments from the student and their parents/carers. The review meeting will have the Hub Intervention Manager/SENDCo, the relevant HUB Mentor (usually the keyworker), parents/carers, the student, the LSA who works most closely with the young person, and any outside agencies who may be needed at the review. The pupil voice is vital in supporting SEND students. 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 – Pupil Passports highlighting for staff their strengths, needs and specifically helpful strategies

At each of the meetings both the student and parents/carers are invited to input - both in writing beforehand, and verbally during the meeting.

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Teaching, Learning and Support

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 (Mrs A Thatcher) will review the effectiveness of the Policy as part of the SEN Development Plan.

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

Special Educational Needs Information 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.

To evaluate the effectiveness of the arrangements and provision we put in place for our young people, we must first decide what success looks like for the particular student in question. For some, success will be based on academic progress, while for others quantitative progress data can be compared against various control data, such as: (i) the student's progress prior to commencement of any intervention; (ii) the progress of other students with similar attainment who are not in receipt of the provision; (iii) historical data – how students with a similar learning profile have fared in the past. In some cases this could take the form of a self-evaluation by the student (e.g. "How confident am I queueing in the restaurant on a scale of 1 to 10?"); in other situations it may be appropriate to get the views of parents/carers; it may be as simple as recognising that a student now goes to Registration without support, having not done so previously.

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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?

Chris Leigh (Designated Safeguarding Lead) alongside Deputy Safeguarding Leads will ensure appropriate safeguarding and child protection measures are in place to support all young people.

For the majority of students, arrival at the start of the day and exit at the end is something that they undertake independently. Notwithstanding this, there are a large number of students on the move at one time, therefore at both times of the day there are a significant number of staff on duty to supervise.

The same applies at break and lunchtime. Whilst most students will not require any support at these times, there are always a number of staff on hand if any issues arise.

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Keeping Students Safe and Supporting Their Wellbeing

What pastoral support is available to support my child or young person's overall well-being?

The Student Support Manager (Mrs C Storrow) and Student Support Assistant (Mrs A Jones) provide support for the School and College. Where needed specialist multi-agency support is accessed and co-ordinated by the Student Support Team/SENDCo. 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. The Student Support Team also have access to refer to a school counsellor.

For the majority of students arrival at the start of the day and exit is very much part of their development and independence and most will do themselves, although at both times of the day there are a large number of staff on duty who supervise the students and ensure they arrive and leave in an orderly fashion. For some students, alternative arrangements may be necessary and this will be discussed with the Learning Support Manager or the HUB Mentor who is the student's key worker, as some students do need to be met at reception or collected by parents at the end of the day. Again, for the majority of students, breaks and lunches will mean independent access to the Refectory and the main school grounds where they can meet and socialise with their friends. The Sixth Form students have their own facilities including the I café. A duty team of staff at break and lunchtimes supervise all of these areas. Other students need support at these times, and we do offer access to the HUB and this where students can socialise and play games. There is a lunch club based in the HUB for the students to join. These arrangements are discussed with the Learning Support Manager or the HUB Mentor. Some students, due to physical or other concerns, may need to leave lessons early, usually accompanied by a HUB Mentor. Again, arrangements such as these will be discussed with key staff. When risk assessments are needed these are completed by staff and parents and discussed with students. There are occasions when a risk assessment would be undertaken by an outside agency e.g. Sensory Inclusion Team for a site visit if a student has a visual impairment. When risk assessments are required, they are completed by the relevant staff and parents and discussed with the student. All pertinent decisions will be shared with teachers and HUB Mentors. Again, such arrangements would be made and reviewed with parents/carers. Evaluation of arrangements and provision is dependent on what the individual students' needs are. We use a variety of tests, which we use to ascertain the students' progress. We have programmes of targeted intervention such as literacy and numeracy and we ensure that this is carefully monitored to ensure that it provides high quality provision and remains good value for money.

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 Campus and Debbie Clark on the Westfield Drive Campus in liaison with a medical professional and the Student Support Manager.

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Keeping Students Safe and Supporting Their Wellbeing

If there are medical or personal care concerns parents or the School Nurse should inform the School or College. We also liaise with the diabetic/epilepsy nurse for specialist training. 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, (Mrs C Storrow) and Support Assistant (Mrs A 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. The Hub also has provision offering a sensory room and therapy dog. This environment provides a calm and quiet space for students with additional needs. The Students Support Team provides group and individual sessions to students who require it.

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

All students access their Form Tutor daily and have regular access to the Learning Support Department and Student Support Team, along with support staff based in the Pastoral office along with the Head of Year. Within form time, students can access the HUB, or the HUB Mentor may bring the student to the where they raise any concerns or issues.

Chris Leigh (Assistant Head Teacher) 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 Special Educational Needs. Assistant Headteachers in The School and The College will also oversee the implementation of the Behaviour Policy and Code of Conduct. 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. The Behaviour Team will assist in an issues that arise and support students.

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Working Together & Roles

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

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Working Together & Roles

Students will have a number of teachers during their secondary education.

All students will have a Form Tutor whom they will see every day during registration. As an immediate focal point and contact point, their role is crucial, and we do ask parents to work in partnership with the Form Tutor and help establish a working relationship that supports the student and best works for them.

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. Within lessons, students will access a number of specialist teaching staff. When there are specific questions about progress within a lesson, we suggest that parents contact the specific subject teacher, as they will have a better and wider understanding of the progress needs, concerns, types of assessment and subject content

Any questions that a parent/carer has about a student's progress in a subject should be directed to the specific subject teacher, who will have a deeper understanding of the student's progress needs and concerns, as well as the types of assessment used and the subject content covered.

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 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. The SENDCo meets with Year Teams and Faculties to gather in disseminate information. A fortnightly newsletter is circulated highlighting students and their needs. The SENDCo holds SEND Ambassador meetings once a half term to share information.

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Working Together & Roles

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

Staff have been trained to understand the needs of a range of special educational needs including Autism, Speech and Language Difficulties and Dyslexia. A number of staff have completed external accredited qualifications on dyslexia, autism and emotional needs Special Educational Needs.

The SENDCo is currently working towards the national SENCo qualification (NaSENCo), which encompasses a wide range of areas, including the different categories of SEND, how to remove barriers to students' education, how to access support from outside agencies, the statutory framework around SEND, intervention, Access Arrangements for examinations and school budgets.

All teaching and support staff attend regular whole-school training briefings. This scheme focuses on high quality teaching and, as such, necessarily delves into areas of SEND periodically. As part of the drive to educate staff across the school about SEND, elements of this training will be coordinated by the SENDCo.

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

Other agencies that provide advice, assistance and support include:

- Educational Psychologist
- CAMHS (Child and Adolescent Mental Health Services)
- CEAT (Cheshire East Autism Team)
- School Health
- Teenage and Family Worker
- Occupational Therapy

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Working Together & Roles

- Speech and Language Team (SALT)
- Sensory Team
- Physiotherapy
- Social Care
- Cheshire East SEND team
- Senior Youth Advisors (Cheshire East)

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?

Pastoral concerns:

1. Form Tutor
2. Year Leader

Concerns about progress (subject specific):

1. Subject teachers
2. Head of Department/Subject Director of Learning

Concerns about progress (non-subject specific):

1. Year Leader

Concerns about support

1. SENDCo
2. Learning Support Manager
3. Lead LSA
4. LSA (student's Key Worker or Learning Mentor)

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

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Working Together & Roles

Miss Katie Allen-Gyves (SENDCo) KAS@knutsfordacademy.org.uk
Mrs M McKay (Hub Intervention Manager) MMY@knutsfordacademy.org.uk
Mrs A Thatcher (Senior Leader Inclusion) ATR@knutsfordacademy.org.uk

SEND Ambassadors

What roles do 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.

The SEND governor meets formally with the SENDCo every term. Afforded a wider perspective of the school as a whole, the governor is able to pose questions from different standpoints. These questions help the SENDCo to see things in context, as part of a wider system. It is through these discussions that the governor is able to represent the department at a strategic level. Where necessary, the governor can advocate for the team, and the students they support, in meetings with the Head Teacher.

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

As part of their EHCP review all students are encouraged to put forward their views on their progress, the type of support they receive and how they would like this to develop. The views of parents/carers are also sought regularly to ensure that the support provided is up to date.

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

Parents are invited to get involved with the life of the school either through the PTA or the Governing Board. Information and advice on how to do both can be accessed through direct contact with school.

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Working Together & Roles

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

In terms of helping families to complete forms or source information and guidance, there are a number of routes that a parent/carer and student can take:

- Contact the school and ask to speak to your child's Welfare Leader
- Contact the school and ask to speak to the Teenage and Family Worker

For information on careers and future aspirations then we do provide careers advice, and appointments can be made by contacting your child's Head of Year or the Careers Officer.

For students with EHCPs there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their transition post-16 and attend all reviews of the EHCP.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

The school runs an extensive number of lunchtime and after school clubs, an updated list of which is made available to parents/carers and students at the beginning of each year. The LSA responsible for promoting Wider Opportunities will encourage students with SEND to attend particular events, based on their knowledge of each young person's interests and personalities, and they would also respond to any parental queries or concerns about the activities. For those who like a bit of competition, there are House activities running throughout the year. Including sporting events, chess, general knowledge quizzes and Performing Arts events, these activities, like the others, will be promoted amongst students with SEND by the respective LSA.

Most of the young people we support have a desire to socialise with others, however for some students with SEND, knowing quite how to do so presents a real challenge. For this cohort, the prospect of joining a school-wide group could feel intimidating, therefore the Learning Support team offer regular activities for smaller groups of students within the department. One such offering is The Lunchtime Club. This runs every day and gives students with SEND and their friends a safe space to relax and have fun. Another group which meets regularly is the Social Group. In this small group, which meets twice a week, students are given the opportunity to develop their socialisation skills amongst peers with similar difficulties, all the while supported by LSAs.

Wherever possible we will try to include all students in activities outside of the classroom. Individual risk assessments may be necessary.

Only where behaviour has been a concern and a student has received a certain level of sanction (i.e. exclusion) or where a student's behaviour has caused particular and regular concern may access to a trip/activity be denied. In such situations, parents/carers would always be part of the decision-making process.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible?

Details (if required)

Only parts of KAMT have access for wheelchairs. Through timetabling, our wheelchair users can access all subjects

Disabled toilets are available within lower and upper school and the sixth form building. Changing facilities are available for one disabled student.

Are disabled changing and toilet facilities available?

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Inclusion & Accessibility

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:

For students who use a wheelchair or who require disabled provision and access, parents are advised to contact the school and ask for a meeting with the SENDCo. The site is not entirely accessible to students with certain types of disabilities and a tour of the school is also recommended.

For students with SEND who require a measure of additional support to meet their needs, please contact the SENDCo or Learning Support Manager.

[Accessibility Plan December 2018 \(v2\)](#)

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Transition

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

When contacting about a young person with SEND who is transitioning to Knutsford Academy, please contact the SENDCo. The school complies fully with the Equality Act 2010 and the School Admissions Code 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. 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?

There are a number of opportunities for parents and students to visit Knutsford Academy:

We offer open evening and tours.

In addition to the above, should parents/carers have a reason to request an appointment with a specific individual, they are invited to contact the member of staff directly, through 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)*

Students joining Knutsford Academy in Year 7 from Primary School:

- There are a number of transition events for students including Open Evenings and Transition Days
- Members of the Learning Support team attend prospective students' Annual Reviews in years 5 and 6
- Team members meet with parents of students with SEND from our feeder schools in the Primary school setting
- Members of the Learning Support team meet parents of students in years 5 and 6 to discuss support at Knutsford Academy

- Extra individual meetings for students with specific needs
- Additional small group visits for students with specific needs
- Availability of Learning Support Assistants to visit students in the primary school setting

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Transition

- Transition units of study in English, Maths and Science
- During the summer term, staff will visit all feeder primary schools and obtain advice on students, including progress grades and SEND information

For students joining us from other schools/educational establishments mid-year:

- We would ask parents to view the latest Cheshire East Admissions information on the Cheshire East website
- In-year admissions would be subject to the Fair Access Protocols for admission and would be considered by the Fair Access Group
- We would ask parents in these circumstances to contact the school directly and ask to meet with the relevant Year Director of Learning - and the SENDCo or Learning Support Manager if there is a SEND concern

For Students in the Key Stage 3 to Key Stage 4 transition:

- Student assemblies
- Options booklet plus additional tutorial time
- Parents' Information Evening, including subject talks and displays
- Parents' Evening
- Careers advice for all students with an EHC Plan, and by appointment via the Year Director of Learning for all other students

For students looking at post-16 or post-18:

- There is careers advice available for all students – appointments can be made via the Sixth Form team
- For students with EHCPs, there will be regular access to the Cheshire East Youth Support Service (CEYSS) who will support students in their post-16 transition and attend all reviews of the EHCP
- Students and parents are invited for a tour of Poynton High School Sixth Form prior to an application being submitted
- Guidance meetings are held to discuss all applications
- Some students may also need help developing life skills and independence. In such instances, a bespoke package of support would be built around the student's needs, following liaison with parents.

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.

Our Local Offer for Special Educational Needs and/or Disability

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Transition

• 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)*

Parents who need advice and information should use the links listed below:

- <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/find-your-local-ias-service/north-west>
- The British Dyslexia Association: www.bdadyslexia.org.uk

And for advice specific to Cheshire East:

- <https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/special-educational-needs.aspx>
- <http://www.ceias.cheshireeast.gov.uk/home.aspx>

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

Updated September 2021
Review date: September 2022

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

www.cheshireeast.gov.uk/localoffer

Our Local Offer for Special Educational Needs and/or Disability



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Additional Information

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

We seek to work in partnership with parents throughout a student's time with us and would seek to resolve any issues through open and honest dialogue. If you have any concerns, please contact the school so that we can work together towards a solution. Depending on the nature of the query, you may wish to speak to any of the following: form tutor, subject teacher, Head of Year, Head of Subject, SENDCo, or the Senior Teacher Link.

In the unlikely event that an issue needs further enquiry, a meeting with the Deputy Head Teacher, and subsequently the Head Teacher, may be sought. The Knutsford Academy Complaints Procedure, found on the school website, outlines the process which would be followed.

Parents may wish to consult the SEND Code of Practice, which can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/support-for-children-young-people>

The Cheshire East Toolkit for Special Educational Needs and Disability (SEND) is aimed at all education providers and settings supporting Cheshire East children and young people aged 0-25 years:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/supporting-send-in-education/send-toolkit.aspx>