

SEND

Information Report

2026-2027



Document Version	2.1
Date of Last Review	July 2026
Next Review Date	July 2027
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find the SEND policy it on our website <https://knutsfordacademy.org.uk/about-us/send>.

You can ask a member of staff to send you the policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech, Language and Communication Needs
Cognition and learning	Specific learning difficulties, including: • Dyslexia • Dyspraxia • Dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention Deficit (Hyperactivity) Disorder (AD(H)D)
	Attachment Disorder
	Adverse childhood experiences and/or mental health issues
Sensory and/or physical	Hearing impairment
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Assistant Headteacher (Inclusion) and SENCO As a member of the senior leadership team, Mr David Cole is responsible for the strategic development of the SEND department and is also our SENDCO. Mr Cole has worked at Knutsford Academy in a variety of leadership roles since 2015. These have included Associate Assistant Headteacher, Head of Department and Head of Year. He is a qualified teacher who continues to teach Computer Science. He holds the National Professional Qualification in Senior Leadership (NPQSL) and is currently completing the National Professional Qualification in SEND (NPQSEND). Mr Cole is also a qualified Designated Safeguarding Lead.	
Assistant SENCO Miss Batchelor has over 9 years' experience working with special educational needs, within school and community settings. She holds qualified teacher status and completed a PGCE in Teaching Learners with Additional Needs, as well as a bachelor's degree in education studies. Miss Batchelor is currently completing the National Professional Qualification in SEND (NPQSEND).	
Our Hub Managers Both our Hub Managers are qualified HLTAs (Higher Level Teaching Assistants). They run the Hub areas at each site, providing individual and group support and intervention.	
Year 9 - 13 Our Hub Manager on the Bexton Road site is Ms Mandie McKay. She has worked at the school for 20 years and has a foundation degree in Teaching and Learning and a degree in Education. She supports students in Years 9-13 full time and has experience delivering a variety of SEND interventions.	
Year 7 - 8 Our Hub Manager at Westfield Drive is Mrs Nikola Powell. She has worked at the school for 15 years. She supports students in Years 7 and 8 and is a key member of the transition team, supporting students through the Year 6 to 7 transition process. She works full time and has experience delivering a variety of SEND interventions.	

Learning Support Assistants

We also have a team of 13 Learning Support Assistants (LSAs) who work across the year groups.

Our Learning Support Assistants work alongside teachers in classrooms and provide targeted support to pupils from Years 7–11. They support students with a range of additional needs, helping them to access learning, develop organisational skills, build confidence, and achieve their individual learning goals through in-class support and small-group interventions.

This support enables pupils to participate fully in lessons, make progress across the curriculum, and develop greater independence. By providing personalised guidance, encouragement, and tailored strategies, Learning Support Assistants help remove barriers to learning and promote positive outcomes for all students.

Reading Support Assistants

We have Reading Support Assistants who work across both sites and provide targeted support to pupils who require additional help with reading.

The Reading Support Assistants work with individuals and small groups to develop decoding, phonic knowledge, fluency, comprehension and reading confidence through structured interventions and regular practice.

This support helps pupils make progress in their reading skills, improve their access to the wider curriculum, and build self-esteem and independence as readers. By providing personalised encouragement and tailored strategies, Reading Support Assistants help ensure that every child can develop a positive attitude towards reading and achieve their full potential.

Class / subject teachers

All of our teachers receive regular in-house SEN training, and are supported by the SEND team to meet the needs of pupils who have SEN.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These agencies include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- Cheshire East Autism Team (CEAT)
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Visual and Hearing Impairment Service
- Voluntary sector organisations
- Alternative Provision
- Virtual Schools
- Counselling and mental health support services: Just Drop In, MHST, Swans
- Child and Adolescent Mental Health Services (CAMHS)
- Medical Needs Tuition
- SPOTSS – Sensory Processing Occupational Therapy Support Service

Other external agencies may be used on a case-by-case basis

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

If you are concerned that your child might have SEN, the first person you should tell is your child's teacher.

This should either be their form tutor (for pastoral or more general concerns) or their subject teacher (for specific academic concerns).

For email contact use the relevant staff initials
@knutsfordacademy.org.uk

Staff initials can be found here:
<https://knutsfordacademy.org.uk/staff/staff-list>

If your concerns cannot be resolved at this level, the teacher will liaise with the SEND team, who will be in touch to discuss your concerns.

If your concern is urgent, you can also contact the SEND team directly:
sendteam@knutsfordacademy.org.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Meetings may be in person, by phone or on Teams.

If appropriate, we will also speak to staff to gather their views.

Together we will decide what outcomes to seek for your child and agree on next steps. This will be added to your child's record.

Students initially referred to SEND will be placed on the Monitoring register. Initial assessments and support will be put in place, usually for a period of half to one term.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

When students are added to the SEND register we will work with them to produce a Student Passport which will be shared with teachers. This outlines how best to support them.

4. How will the school know if my child needs SEN support?

SEND Code of Practice

The SEND Code of Practice identifies that a child has a learning difficulty if he or she:

- a. Has a significantly greater difficulty in learning than the majority of children of the same age
- b. Has a disability which prevents or hinders the child from making use of educational facilities of a kind that are generally provided for children of the same age in mainstream schools within the local authority

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

Not all children with a diagnosed condition will have a greater difficulty in learning than the majority of their peers. Children will therefore be added to the SEND register where they need support that is above and beyond ordinarily available inclusive provision on a day to day basis. For some students, SEND may be a temporary difficulty, while others may have a long term need for additional help.

Where students have a diagnosis but do not need support above and beyond ordinarily available inclusive practice (OAIP), they will be listed as monitoring so that teachers are aware and can adapt appropriately to the needs within their class.

In line with the SEND Code of Practice, all teachers at Knutsford Academy have responsibility for identifying pupils with SEND.

Our teachers monitor their classes to identify any students who are not making the expected level of progress or are struggling to access the learning and achieve their potential. The first step of support is therefore for teachers to identify gaps in learning and provide additional support to address this. The majority of students will make accelerated progress with this level of support.

Where students continue to struggle, the teacher will refer them to the SEND team and will contact you to discuss this.

Teachers will also monitor students' social and emotional development. Form tutors, student services and heads of year will often provide first stages of support. Where difficulties are significant and long term, this may then be referred to the SEND team.

Depending on the nature of the concerns, the SEND team may observe the pupil in the appropriate settings to assess their strengths and difficulties; discuss any issues with, or changes in, their progress, attainment or behaviour with their teachers; screen using appropriate assessment tools; compare your child's progress and development with their peers and available national data.

The SEND team will ask for your views and speak to your child to get their input as well. With your consent, they may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, and after a period of monitoring as described above, the SEND team will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register and the SEND team will work with your child to create a Student Passport which will be shared with yourself and staff. This will outline how best to support them in school and will be reviewed at least annually.

5. How will the school measure my child's progress?

Academic progress monitoring will take place through the termly progress reports that are sent home by the school and that feed into school data. In addition, all children on the SEND register will have a termly check in with a member of the SEND team. This gives a more personal review of how the student is coping and how adaptations are working within the classroom. The student passport will be updated as necessary and shared with parents/carers.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**. This process is continual to ensure that we are meeting need at the right time and in the right way.



Support of students needs to be both specific and holistic and reviews will therefore involve considering the whole child, as well as their progress in particular areas. The student passport may therefore include a range of strategies to help support them, for example, pastoral support, interventions, classroom strategies etc.

Where students are making progress and no longer need the additional provision made through SEN support, they will be removed from the SEND register and placed at Monitoring.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress as part of our overall school reporting.

Depending on the level of your child's need, one of the following people will be available to meet with you in order to review our SEND provision: form tutor, head of year, SEND key worker, Assistant SENCO or SENCO. This will provide opportunity to:

- Review your child's passport and progress towards their outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

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

It is also important that we hear from you so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

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

If you have concerns that arise between these meetings, please contact your child's class teacher or, for EHCP students, their SEND keyworker.

7. How will my child be involved in decisions made about their education?

As a secondary school we want to build our students' independence, particularly as they move up through the school. We therefore aim to involve students as much as possible in decisions about their education. However, we recognise that no two children are the same, so this can be adjusted on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Have (at least) termly check-ins with their SEND key worker
- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class. All teachers have access to the SEND register and student passports which outlines the provisions that best support our SEND students.

Our school takes an adaptive approach to teaching and high-quality teaching is our first step in responding to your child's needs. More information regarding teaching and learning at Knutsford Academy can be found here: [The Knutsford Way](#). We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

Wherever possible, we will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. Ordinarily Available Inclusive Provision enables teachers to meet the majority of needs through inclusive provision and practice that is 'helpful to all, harmful to none and crucial for some'. More information about OAIP can be found in the Cheshire East Toolkit for Inclusion [here](#).

Examples of adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example by giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support assistants may be assigned to support within the classroom or in small groups
- Using appropriate interventions to support students' learning and wellbeing.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SEND Team
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Where additional support is needed, the school may cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take full part in the extra curricular life of the school. Students will be encouraged to take part in sports day/school plays/workshops/etc with appropriate risk assessments and adjustments made when necessary.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever risk assessments and reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Knutsford Academy has a clear Admissions Policy available on the school website. This policy clearly outlines the schools oversubscription criteria demonstrating a clear and fair approach. In addition to this the schools approach to admissions for prospective pupils with SEN or a disability is in line with our Equality, Diversity and Inclusion Policy. [Policies | Knutsford Academy](#).

Any in year admission request for a student with a EHCP will be carefully considered in line with local authority processes. If the school receives a consultation for a student with an EHC plan and the school can meet need, then a place will always be allocated.

For a consultation regarding an admission at the point of transition (Year 6 into Year 7) the school will follow a clear process. Following on from a consultation where the school can meet need the school will organise an extended transition programme to ensure that the process makes the student and family feel fully supported.

The school also has an annual open evening for all prospective students. At this event several staff from the Special Needs Faculty will be present to offer support and advice. This is a key part of the transition process.

13. How does the school support pupils with disabilities?

Knutsford Academy has a clear and concise Accessibility Plan ([Policies | Knutsford Academy](#)). This plan aims to best support all young people both in the school and those proposing to join the school.

We take advice from, and work with, a number of professional services including Occupational Therapy, Sensory Impairment Service, Physiotherapy and Educational Psychology to ensure that SEND students are appropriately supported and able to access their learning and the school environment.

14. How will the school support my child's mental health and emotional and social development?

Knutsford Academy has a clear policy regarding mental health ([Policies | Knutsford Academy](#)) In addition to this the school has a range of mental health interventions available through the school and linking into the local community. An indication of the range of available support can be found on the school website ([Mental Health | Knutsford Academy](#)).

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the year councils and school parliament as well as being involved in the ambassador programme.
- We run a nurture club, wellbeing groups and social communication interventions for pupils who need extra support with social or emotional development.
- The Hub on both school sites is available at break and lunchtimes as a safe space for students to spend their social time.
- At the Westfield Drive site “SWANS” provide a safe talking drop-in session available to all students. MHST and Just Drop In counselling services are also available in school.

We have a ‘zero tolerance’ approach to bullying. We prevent bullying in the school by following a clear process and policy ([Policies | Knutsford Academy](#)).

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between phases

Our SENDCO and Westfield Drive site Hub Manager will meet with primary schools to discuss the needs of the incoming pupils near the end of the summer term.

We arrange additional transition days for SEND students, prior to the main transition day, to encourage them to feel comfortable and confident in our school environment.

We offer tours of the lower school site at parental request.

Between years

To help pupils with SEND be prepared for a new school year we:

- Ensure that student passports are updated ready for the new school year.
- Make appropriate adjustments for students who may need additional time, meetings etc.
- Arrange opportunities for students to meet new key workers, teachers and Heads of Year where needed. This is particularly important when students move from Year 8 at the Westfield Drive site to Year 9 at the Bexton Road site.
- Arrange for visits to new areas, for example, a new form room, the Upper School Hub, sensory room in the summer term prior to a new term/year.

Year 8 into Year 9

As students move between the lower and upper school sites at this stage, we provide additional transition for those students who will find the move difficult. This includes extra tours, meeting and time with key support staff and time in support areas like the Hub, sensory room and student services etc.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society. They are also supported by the school's careers officer, Mrs Pickford.

With your permission, we will provide information as requested by next placements e.g. access arrangements paperwork etc.

16. What support is in place for looked-after and previously looked-after children with SEN?

Mr Leigh, designated teacher for looked-after children, will work with Mr Cole, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

We will consult with the Virtual School when required to support our Looked After Children.

17. What should I do if I have a complaint about my child's SEN support?

In the first instance

If you have a concern, worry, or complaint about your child's SEND support, please contact sendteam@knutsfordacademy.org.uk. We will always do our best to resolve any issues of concern.

Complaints Policy

If you wish to make a complaint, our school's complaints policy can be found here: [Policies | Knutsford Academy](#)

Formal Complaints

If you wish to raise a formal complaint, in the first instance this should be addressed to Mrs Key, Headteacher. Please mark this as Private and Confidential.

Escalation

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Disagreement Resolution / Mediation Services

Cheshire East: [SEND Mediation and Disagreement Resolution Services \(DRS\) | CheshireEast MarketPlace](#)

Cheshire West: [Together Trust - Mediation | Live Well Cheshire West](#)

Trafford: [Trafford Directory | KIDS SEND Mediation Service](#)

Stockport: [Mediation home - Kids](#)

Warrington: [Mediation home - Kids](#)

18. What support is available for me and my family?

School

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

sendteam@knutsfordacademy.org.uk

office@knutsfordacademy.org.uk

Local Offer

To see what support is available to you locally, have a look at the Local Offer for your area. All local authorities publish information about this on their website.

Cheshire East: [Local Offer](#)

Cheshire West: [Special Educational Needs and Disability \(SEND\) Local Offer | Live Well Cheshire West](#)

Trafford: [Trafford Directory | Trafford SEND Local Offer](#)

Stockport: [SEND Local Offer - Stockport Council](#)

Warrington: [Local offer - SEND | warrington.gov.uk](#)

SENDIASS

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Cheshire East: [Cheshire East Information Advice and Support](#)

Cheshire West: [Special Educational Needs and Disability Information, Advice and Support Service \(SENDIASS\) | Live Well Cheshire West](#)

Trafford: [Home](#)

Stockport: [SENDIASS \(Special Educational Needs and Disabilities Information Advice and Support Service\) - Stockport Council](#)

Warrington: [Warrington SENDIASS | warrington.gov.uk](#)

National Charities

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Adapted / adaptive practice** – when teaching is adjusted to meet the needs of the learner.
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **Early Identification of Needs Pathway** – the steps the school takes to decide what support a child needs.
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages