



THE KINGSWAY SCHOOL SEND INFORMATION REPORT 2026/2027

Updated
September 2026

If you are worried about your child, you do not need to read the report before contacting us. Email inclusion@kingsway.stockport.sch.uk or telephone 0161 428 7706.

Who Can I Contact?

For a general question, please contact your child's form tutor or year team. For a concern about special educational needs, you can contact the SEND team directly on one email address:

inclusion@kingsway.stockport.sch.uk

- SENDCo Mrs J Gillen
- Assistant SENDCo Mr T Cox
- Assistant SENDCo Miss J Horsey
- Deputy Head and Inclusion Lead Mrs K Roban
- SEND Governor Mrs K. Bradbury

Postal address: The Kingsway School, Foxland Road, Gatley, Cheadle, SK8 4QX.

Please ask if you would like a paper copy or need help accessing this information. We can discuss an accessible format or support with communication.



2 What needs do we support

A student has special educational needs when a learning difficulty or disability means they need educational provision that is additional to, or different from, that usually available to students of the same age. Needs can overlap and change over time.

- **Communication and interaction:** for example, understanding language, communicating with others or needs associated with autism.
- **Cognition and learning:** for example, difficulties with reading, writing, maths, memory or learning new skills.
- **Social emotional and mental health:** for example, difficulties with emotional regulation, anxiety or relationships that affect access to learning.
- **Sensory or physical needs:** for example, hearing, vision, mobility or sensory processing difficulties.

A disability does not always mean a student has SEN, and SEN does not always involve a disability. Learning English as an additional language, low attainment, attendance difficulties or behaviour alone do not establish SEN. We consider the reasons for any difficulties. Students who achieve well academically can still have SEN.

3 How are needs identified

We use information from primary schools and previous settings, parents and carers, the student, teachers and other professionals. We look at classroom work, progress, attendance, wellbeing and observations, and use screening or specialist assessments where appropriate. A diagnosis is not needed before we respond to an identified educational need.

Teachers can raise concerns through the school's central referral process. The SEND team works with pastoral, attendance and safeguarding colleagues to understand the whole picture and agree on next steps. We discuss concerns and proposed support with you, including any decision to record your child as receiving SEN Support.

We have a graduated response, so that classroom strategies, referrals and follow-up are clear and consistent. Support begins with the needs identified; a student does not have to wait for a set sequence of stages before an urgent need is addressed.

4 How is support planned

We use a graduated approach. This means understanding what your child needs, putting support in place and checking whether it works. Students may receive a combination of classroom adjustments, targeted intervention and specialist support, with or without an education, health and care plan (EHCP).

- **Assess:** We bring together your child's strengths, needs, views and progress, including information you share.
- **Plan:** We agree the outcomes we want to achieve, the support needed, who is responsible and when it will be reviewed.
- **Do:** Teachers put the agreed strategies into practice, supported by the SEND team and other staff.
- **Review:** We look together at progress and whether support should continue, change or increase.

Teachers remain responsible for your child's learning and progress, including when a support assistant or specialist works with them. The SENDCo coordinates provision and supports staff. A pupil passport summarises needs, strengths and helpful strategies. More detailed provision plans record additional support and outcomes. Relevant staff can access this information securely.

Pupil passports include the student's own views and practical classroom strategies. Key adults support communication and reviews for students with an identified need for this role. Provision records help us monitor what support has been delivered and its impact.



5 What if my child needs an EHCP

An EHCP is a legal plan issued by a local authority. It sets out needs, outcomes and the provision required. Where SEN Support is not sufficient, we discuss whether an EHC needs assessment is appropriate. Parents can also request an assessment directly from their local authority. This does not require school permission or completion of a fixed number of intervention cycles.

We plan delivery of the educational provision specified in Section F and work with the local authority and other services. The local authority remains responsible for securing that provision. A school review can recommend changes, but does not itself amend the legal plan.

6 What does support look like in lessons

Our starting point is high quality teaching with appropriate adaptations and ambitious expectations. Teachers use pupil information, check understanding and adjust their teaching so that students can take part and learn.

- Clear explanations, manageable steps and extra processing time.
- Modelling, visual prompts, key vocabulary and structured support for written work.
- Checking understanding, revisiting learning and opportunities to practise.
- Appropriate seating, equipment or ways of recording work.
- Planned adult support, small group work or targeted teaching where needed.

Support assistants work under the direction of the teacher. Their support aims to help students participate and become more independent. The amount and type of support depend on assessed need and, where applicable, the provision specified in the EHCP.

7 What additional help is available

Interventions include reading and literacy programmes such as Fresh Start, Lexia and Lexonic; handwriting, spelling and typing; speech and language work; emotional regulation; support for emotionally based school avoidance (EBSA), Lego based social communication and academic mentoring. The programme chosen for a student depends on assessment, agreed outcomes and the current delivery arrangements. Families are told what their child is offered and when it will be reviewed.

We consider the impact of time away from lessons when planning any intervention, particularly while new students are settling into school.

Interventions have a clear purpose and review point. We consider both progress within the intervention and whether the student can use the skills in lessons. Where support is not helping, we review the approach and may seek specialist advice.

8 The graduated response to need

At The Kingsway School, we use a graduated response to provision. Most students will thrive with our Universal Provision; however, if an additional need is identified, further support can be put in place through the graduated response.

The response is flexible and based on individual need. Where a student has significant or complex needs, they do not need to move through each level in order. Support can be put in place at the most appropriate level straight away.





9 What is the Resource Base?

The Resource Base is specialist provision within our mainstream school for students with complex learning needs who require a higher level of specialist support.

Key Stage 3 covers Years 7–9 and Key Stage 4 covers Years 10–11. Places in the Resource Base are arranged separately through the Local Authority's EHCP placement process. Students who are not allocated a resource place, but have an EHCP, will be supported by the school's graduated response.

What does Resource Base provision look like?

Our Resource Base provision combines:

- small-group teaching for some core subjects;
- supported access to mainstream lessons;
- specialist key skills and intervention work;
- adapted teaching and resources;
- support to access practical subjects and the wider school curriculum;
- provision planned around each student's individual needs and EHCP.

Students are supported by familiar staff and predictable routines, helping them to participate successfully, develop confidence and become increasingly independent.

All Resource Base students are supported through the main base on the Broadway site. Key Stage 4 students also move between Broadway and Foxland, with support from the Resource Base team where required.

The Broadway Resource Base provides a supportive space for students throughout the school day, including supported access at breaktimes. Facilities include a sensory room, disabled toilet and kitchen area.

Inclusion and independence

Being part of the Resource Base does not mean that a student spends all of their time in the base or receives individual adult support in every lesson or activity.

We strongly believe that students should learn alongside their peers wherever this is appropriate, with the right support around them to enable them to succeed.

Our aim is to provide a balance of specialist support, inclusion and increasing independence. This helps students to develop the skills, confidence and resilience they will need as they prepare for adulthood.

Working with families

Communication with families is agreed according to the needs of the individual student. We value close working relationships with parents and carers and encourage regular communication where this supports a student's wellbeing, progress and independence.

The Resource Base Team

The Resource Base is overseen by our Resource Base Manager, Miss T. Buick, who coordinates the provision, provides a central point of contact for families and supports students' day-to-day wellbeing.

The provision is supported by two SEN teachers

Miss J. Leaff

Mr S. Taylor

The wider Resource Base and Inclusion Team work together to ensure that students receive the provision identified within their EHCP while remaining an active part of the wider school community.



10 How will we review progress with you

We share progress through reports, parents' evenings and SEND discussions. Reviews consider academic progress alongside communication, independence, participation and wellbeing. You can contact us between reviews if needs change or you are concerned.

For students receiving SEN Support, the SEND Code of Practice says schools should meet parents at least three times each year to agree outcomes and review support. These discussions can be coordinated with existing school meetings where there is enough time to review SEND provision properly. An agreed record of outcomes, actions and support should be shared with you.

The review approach developed during 2026 includes a fuller SEND meeting involving the student, parent or carer and key adult, supported by follow-up reviews through the assess, plan, do and review cycle. Pastoral and attendance colleagues can join where their involvement is relevant. This fuller meeting sits alongside regular review discussions across the year.

EHCs must be reviewed at least every 12 months. We gather your child's views, your views and relevant professional advice. From Year 9, annual reviews include preparation for adulthood. If needs change significantly, we discuss whether an earlier review is needed.

11 Opportunities to meet with the SEND Team

Throughout the academic year, parents and carers will have several opportunities to meet with us to discuss their child's SEND provision as part of the Assess, Plan, Do, Review cycle.

SEND Information Evenings

SEND Information Evenings will be held on:

- Thursday 12th November – bookable appointments available beforehand from 3.30pm–6.00pm
- Thursday 11th March – bookable appointments available beforehand from 3.30pm–6.00pm
- Thursday 17th June – bookable appointments available beforehand from 3.30pm–6.00pm

These appointments provide an opportunity to discuss provision, review what is working well and identify any next steps.

Parents' Evenings

Appointments with the SEND team can also be booked as part of the school's Parents' Evenings:

- **Year 7:** Thursday 26th November, 5.00pm–8.00pm
- **Year 11:** Thursday 14th January, 5.00pm–8.00pm
- **Year 9:** Thursday 11th February, 5.00pm–8.00pm
- **Year 8:** Thursday 25th February, 5.00pm–8.00pm
- **Year 10:** Thursday 27th May, 5.00pm–8.00pm

Parents and carers do not need to wait for these dates if they have a concern. Please contact the SEND team at any point during the year if you would like to discuss your child's needs or provision.



12 How is my child involved

We ask students what is going well, what they find difficult, what helps and what they want to achieve. Their views inform passports, support plans and reviews. Students can contribute through a conversation, written comments, pictures or another communication method that works for them. They can speak to a trusted adult if they need help or disagree with an arrangement.

13 What happens if support needs change

Support is increased, adapted or reduced in response to reviewed evidence. A student may leave the SEN Support register when they no longer need educational provision additional to, or different from, that usually available. We discuss the evidence with the student and family, explain the decision and continue to monitor progress.

Good attainment does not by itself show that SEN has ended: progress may depend on continued support. A request to leave the register is discussed carefully and does not remove the school's duties to identify and meet needs. Only the local authority can amend or cease an EHCP through the statutory process.

14 How do we know support is working

The SEND team and school leaders evaluate progress towards individual outcomes, classroom work, assessment information and intervention reviews. They also consider attendance, engagement, independence, wellbeing and feedback from students, families and staff. Lesson observations and learning walks help check whether agreed classroom strategies are being used.

The SEND link governor Miss. K Bradbury and the governing body oversee SEND provision with school leaders. Findings inform training, resource decisions and school improvement. Confidential records are held securely and shared with relevant staff and professionals in line with data protection requirements.



15 What support is available for wellbeing

Form tutors, year teams, the SEND team and safeguarding staff work together to support students. Depending on need, support may include a trusted key adult, emotional regulation work, social communication activities, a quieter space or advice from outside services. We listen to the student and work with families to understand what helps.

The Hub on Broadway and the Library on Foxland are the agreed spaces for interventions such as check-ins, planned social, emotional and mental health interventions, and sensory space where appropriate. A supervised break and lunch space known as the TAC room is used on Foxland and the Resource Base on Broadway. Access to each space and the support provided should be agreed with the relevant staff and explained to the student and family.

When a student is dysregulated, staff use clear, calm communication and the reasonable adjustments agreed for that student. Where needed, they help the student regulate before a private discussion about expectations. We consider underlying needs and check whether agreed strategies have been used when reviewing behaviour concerns.

16 What if my child is bullied or feels unsafe

Please tell your child's tutor, year team, SEND team or safeguarding team promptly. Students can tell any trusted adult. We take concerns seriously, listen in a way the student can access and follow our anti-bullying and safeguarding procedures. Support can include extra pastoral check-ins, help with friendships and communication, and an agreed safety plan. SEND is considered when planning the response and reviewing whether it has worked.

Safeguarding contacts: Ms L. Likissa is the Designated Safeguarding Lead, l.likissa@kingsway.stockport.sch.uk; Mr G Dorsett, Deputy Safeguarding Lead, g.dorsett@kingsway.stockport.sch.uk. For an urgent concern during the school day, telephone reception, or email inclusion@kingsway.stockport.sch.uk

17 How are students included in wider school life

Students with SEND are encouraged and supported to join lessons, PE, clubs, trips, enrichment and school events alongside other students. We plan reasonable adjustments with the student, family and staff. This may include adapted activities or equipment, accessible information, additional supervision or preparation for a new environment.

We assess barriers and risks individually and look for ways to enable participation. A student should not be treated less favourably because of disability. Where participation is difficult, please speak to us early so we can plan suitable arrangements.

18 What about medical and attendance needs

Medical needs are supported through the school's medical conditions arrangements, including individual healthcare plans where appropriate, trained staff and coordination with health professionals. This is maintained by

our Medical Officer Ms. Burgess n.burgess@kingsway.stockport.sch.uk Students can have both medical needs and SEN. Plans should support access to lessons, PE and trips.

Where anxiety or other needs affect attendance, SEND and attendance staff work with the student, family and relevant professionals on a coordinated plan. Changes to attendance or reintegration arrangements should be discussed in advance and reviewed. Any temporary part-time timetable needs an individual, time-limited plan aimed at returning to full-time education; it must not be used simply to manage behaviour.



19 How accessible is the school

The school operates across Broadway and Foxland campuses. The buildings are not fully barrier free and there are no lifts between floors. Some rooms and routes therefore present difficulties for students with mobility needs. Please discuss access requirements with us early so that we can assess the actual rooms, routes and activities your child would use.

Available facilities include accessible toilets. Adjustments may include suitable rooming, seating, adapted equipment, supported movement and individual emergency evacuation arrangements. We seek specialist advice where needed. We do not assume that every area is accessible because some facilities are available.

Our Accessibility Plan 2025 - 2028 covers increasing participation in the curriculum, improving physical access and making information more accessible. It includes planned improvements, not a claim that all barriers have already been removed. We review progress and discuss individual adjustments with families.

[Read the Accessibility Plan and SEND policies](#)

20 How are admissions arranged

Mainstream admissions follow the published admissions arrangements. Disabled applicants must not be discriminated against. Please share access and support needs so we can plan reasonable adjustments. Where a local authority names the school in a final EHCP, the school must admit the child. Resource Base placements are arranged separately through the local authority's statutory process.

[Read the school admissions information](#)

21 How are equipment and specialist advice secured

The SENDCo works with school leaders to identify and arrange equipment, facilities and expertise. Depending on assessed need, this may include laptops or other assistive technology, adapted resources, specialist furniture and sensory equipment. We use school resources and, where appropriate, seek local authority or specialist service input. Funding arrangements do not replace the duty to make reasonable adjustments or secure provision specified in an EHCP.

Staff training is informed by student needs, observations and staff development reviews. Teaching and support staff receive SEND guidance and relevant training. Where additional expertise is required, we seek advice or services from professionals such as educational psychology, speech and language therapy, occupational therapy, sensory support, autism services, the school nurse or mental health services.

Parents are involved in decisions to seek specialist input, with consent where required. Recommendations inform plans and reviews. Referral routes and eligibility vary by service and home local authority. The governing body oversees this work through school leaders and the SENDCo, including partnership with health, social care, local authority and voluntary services.

For looked-after students with SEN, the SENDCo works with the designated teacher, carers, social worker and Virtual School as appropriate. SEND provision is coordinated with the personal education plan and its termly reviews.



22 What support is there for exams and next steps

Exam access arrangements are adjustments that help students access assessments and demonstrate their knowledge and skills without changing what is being assessed. They may include supervised rest breaks, extra time, use of a word processor, a reader or computer-reading software, depending on the individual student's needs and the rules of the assessment.

Access arrangements must be based on evidence of need and the student's normal way of working in school. A diagnosis, private assessment or parental request alone does not automatically provide entitlement to an exam access arrangement.

Parents and carers are welcome to share information or concerns with the SEND team. Where appropriate, we will consider this alongside evidence from teaching staff, assessments and the student's usual way of working to determine whether further assessment or an access arrangement should be considered.

We use evidence of need and the student's normal way of working, together with specialist assessment where required. The SEND and exams teams follow the current awarding-body and Joint Council for Qualifications (JCQ) rules, including approval requirements. Arrangements can differ between subjects and assessments.

We gather evidence from lessons, milestone assessments and mocks so that arrangements can be tried, reviewed and documented before final exams. Where typing is an agreed provision, students should have opportunities to use it in everyday learning and develop the necessary skills.

Paper colour

Buff paper has been the school's usual approach for new paper-colour requests since September 2025. Existing arrangements, and cases where a student experiences significant individual difficulty, are reviewed with the SEND team. Overlays are considered separately according to individual need.



23 Transition

Transition at The Kingsway School begins from Year 5 of primary school. Through our Trust links, staff spend time getting to know students, supporting preparations for the move to high school and building positive, trusting relationships.

This early work also provides valuable information to our team about any adjustments or support that may be needed when students join us in Year 7.

We liaise closely with primary schools and families and arrange additional visits or transition support where this would be helpful. Relevant needs, successful strategies and adjustments are shared with staff, and we review how students settle once they join us.

Transition support is not limited to the move from primary school. We also support students through changes such as moving class, campus or timetable, and changes to key staff.

Enhanced SEND transition

Our enhanced transition offer includes:

- a SEND Information Evening;
- individual parent and carer meetings where appropriate;
- an additional SEND Transition Day; and
- the whole-school Transition Day.

These opportunities help us to understand individual needs, introduce students and families to key staff, and plan appropriate support before September.

From Year 9, EHCP annual reviews focus on preparation for adulthood: further education or employment, independent living, friendships and community participation, and health. We work with families, careers staff and future providers on suitable pathways, visits and sharing support information. Travel assistance is decided by the relevant local authority; we can help families find information and discuss independent travel training where suitable.

24 What if I am unhappy with provision

Please contact the SENDCo to explain your concern and the outcome you are seeking inclusion@kingsway.stockport.sch.uk Your child's key adult or year team can also help. If it remains unresolved, contact the Headteacher, Mrs Anna Fowler, at a.fowler@kingsway.stockport.sch.uk.

The trust complaints policy sets out informal resolution, a formal written complaint to the Headteacher and a complaints committee stage. It gives the deadlines and alternative routes where a complaint concerns the Headteacher or governance. Please follow the current policy and ask for help if you need an accessible way to make a complaint. After the school process, the policy explains the relevant DfE route. Complaints about local authority EHCP decisions may require a different process; SENDIASS can explain your options.

[Read the SEND complaints process and trust complaints policy](#)

25 Where can families get independent support

SEND Information Advice and Support Services (SENDIASS) offer free, confidential and impartial advice about education and SEND, including reviews, disagreements and complaints. Families can contact the service for their home local authority directly.

[Stockport SENDIASS contact and service information](#)

[Manchester SENDIASS](#)

Manchester SENDIASS: 0161 209 8356; sendiass@manchester.gov.uk.

A Local Offer explains the education, health, care and community support available in a local authority area. The school's contribution includes the teaching, SEND support and specialist provision described in this report. Eligibility for some local services depends on where a family lives.

[Stockport SEND Local Offer](#)

[Manchester Local Offer](#)

26 How is this report kept up to date

This report is reviewed at least annually, with changes during the year updated as soon as possible. We welcome feedback from students and parents about how clearly it explains support. The SENDCo works with school leaders and governors to review provision and the information published.

This report should be read alongside the school's SEND policy or policy arrangements, Accessibility Plan, admissions information, medical conditions policy, anti-bullying and safeguarding policies, and trust complaints policy. The legal framework includes the Children and Families Act 2014, the SEND Regulations 2014, the SEND Code of Practice and the Equality Act 2010.

[Find the school policies](#)

Useful terms

- **SEN Support** extra or different educational provision without an EHCP.
- **EHCP** education, health and care plan issued by a local authority.
- **Pupil passport** a practical summary of strengths, needs and strategies.
- **Intervention** planned additional teaching or support for an identified need.
- **Reasonable adjustment** a change to help prevent a disabled student being substantially disadvantaged.
- **Graduated response** support that is assessed, planned, delivered and reviewed.