SEND Information Report 2026-2027

Where can I get additional support and information about SEND?

Manchester's local offer makes it easier for families to find out about the support that is available for children and young people with Special Educational Needs or Disabilities (SEND). All schools and academies in Manchester are expected to identify and support pupils with Special Educational Needs.

More information on Manchester's local offer can be found at:
www.manchester.gov.uk/sendlocaloffer

The Special Education & Disability Information, Advice & Support Manchester (SENDIASS) offers information, advice and support around SEND education in the city. It's a free, confidential and impartial service with a dedicated Information, Advice and Support IAS helpline: About SENDIASS Manchester

- **Guidance for New Parents/Carers:** Help & Support Manchester
- **Matching Provision to Need Tool (MPNT):** Guidance around the different levels of support schools should be providing to meet your child's needs. There is a set of tools for 0–5 years, 5–14 years, and 14–25 years.
- **Anxiety Based School Avoidance:** A tool for parents/carers and schools to talk to children and young people regarding their anxieties and to provide strategies to encourage school attendance.

The family of a child with SEND has the right to request for their child to be educated in a mainstream setting. Manchester schools are supported to be inclusive. Manchester's Graduated Response document outlines guidance that they could provide to support schools. Schools have a duty to publish SEND information on their website which is updated annually. Outlined below are frequently asked questions in regards to how children with Special Educational Needs are supported at Dean Trust Ardwick:

What is the admission process for pupils with SEND at Dean Trust Ardwick?

Pupils with SEND are subject to the same fair access and admissions process as all pupils. This includes children with an Education, Health and Care Plan (EHCP) which names the school, being given prioritised access regarding admissions. All pupils, regardless of SEND or disability, are measured against the admissions criteria in a fair and transparent way including the right to appeal. For more information, our Admissions Policy can be found on our website.

What SEND needs are provided for at Dean Trust Ardwick?

Dean Trust Ardwick provides for children with SEND in line with the Equality Act 2010. This would be if they have a significantly greater difficulty in learning than the majority of their peers, or have a disability which prevents or hinders them from making use of educational facilities in mainstream schools or mainstream post-16 institutions.

There are four types of Special Educational Needs and Disability (SEND) as described in the SEN Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health difficulties
- Sensory and/or physical needs

If a pupil is identified as having SEND, then their needs will fit into one or more of these categories. Pupils with medical conditions will have Individual Health Care Plans (IHCP) which specify the type and level of support required to meet their medical needs.

How does the school know if pupils need extra help with learning?

When deciding whether to make special educational provision, the teachers and Special Educational Needs and Disability Co-ordinator (SENDCo) would consider all of the information gathered from within the school about a child from a range of staff who know them well, alongside national data, expectations of progress and pastoral information. For pupils with higher levels of need, school would have arrangements in place to draw on more specialised assessments from external agencies and professionals.

This information gathering includes an early discussion with the pupil and their parents, with the subject teacher in the first instance and then followed up by the Inclusion Team. These discussions should be structured in such a way that they develop a good understanding of the pupil's areas of strength and difficulty, the parent's concerns, the agreed outcomes sought for the child and the next steps.

How do we check if our support is actually working?

We regularly evaluate how effective our SEND support using a range of methods including reviewing intervention outcomes, conducting internal learning walks and gathering information from individual staff and faculties. We also gather direct feedback from parents and pupils during parents evening and coffee mornings to ensure that the support provided is making a real difference to your child's learning and development.

What should I do if I think my child has Special Educational Needs?

Please contact the SENDCo or assistant SENCo to arrange a meeting or alternatively, you may discuss any concerns about their progress with their Head of Year who will refer them to the SENDCo if necessary.

- **SENDCo:** Mrs. Hallam | **Assistant SENDCo:** Miss Green
  Email: send@deantrustardwick.co.uk | Tel: (0161) 972 2988
- **Head of Year 7:** Ms. Vernon – Headofyear7@deantrustardwick.co.uk
- Head of Year 8: Ms. Thomas- Headofyear8@deantrustardwick.co.uk
- **Head of Year 9:** Ms. Morton – Headofyear9@deantrustardwick.co.uk
- **Head of Year 10:** Ms. Martin – Headofyear10@deantrustardwick.co.uk
- **Head of Year 11:** Mr. Diaz – Headofyear11@deantrustardwick.co.uk

How will I know how my child is doing at school?

For those pupils with SEND, in addition to whole school reporting arrangements, there are opportunities for parents to discuss progress with teachers, Learning Support Assistants (LSAs), COMPASS Lead, the assistant SENCo and the SENCo. These may include welcome meetings, coffee mornings or by telephone consultation. If there are any concerns or questions the SEND team is always available for consultation by appointment.

For all pupils with Education, Health and Care Plans (EHCP), annual reviews with the young person, parents and staff supporting the pupil are arranged as part of statutory procedure. In addition, key workers of pupils with EHCPs will contact families every half term to update them regarding progress and to gather views and updates.

How are pupils involved in planning their own support?

We believe every pupil should have a strong voice in their own education. Children with SEND are actively involved in setting their own targets, reviewing their Pupil Passports, and sharing their views ahead of Annual Reviews and parent meetings. We ask them what works best for them, what they find tricky, and how they prefer to be helped in the classroom and this is recorded on their pupil passports and shared with staff.

How will my child be supported? How will the curriculum and environment be adapted?

All subject teachers are responsible for the outcomes of pupils in their lessons. They are responsible for making the curriculum accessible to all pupils through the DTA House Style and receive ongoing training about additional learning requirements. This may include adapted resources (such as printing on buff paper), specialist equipment (such as ear defenders) and considerations of the learning environment (such as providing a pupil with a five-minute early pass, consideration given to seating position, a quiet space to access at lunchtime etc). There may be a small minority of pupils who are unable to access universal provision despite adaptations made to the provision. These pupils often have EHCPs and will be supported via our Assess, Plan, Do, Review process.

The following types of additional support are also available dependent on need:

- **Additional adult support in the classroom:** There are dedicated LSAs in the SEND department who support teachers in helping the learning of whole classes. Pupils with an Education, Health and Care Plan (EHCP) will receive this support according to their needs.
- **Small group MAPs (Maximising Academic Progress) lessons:** Pupils may come out of some lessons for prearranged lessons delivered by Learning Support Assistants with a particular specialism, or external agencies for example, Early Maths, Social Skills, Zones of Regulation etc.
- **Intervention from external agencies:** Educational Psychology/ Speech and Language Therapy/ Sensory Support Service are at hand to support your child through recommendations and arrangements via the SENDCo.

We have a comprehensive early reading programme which ensures that any child reading significantly below their chronological reading age can catch-up. For many children, this is a

significant barrier to their learning and we ensure that all children in years 7-10 are tested and the right support is provided.

How do we get specialist equipment for pupils?

If your child requires specialist adaptive equipment—such as specialist seating, assistive technology, or specialized physical aids—we work alongside NHS occupational therapists, physiotherapists, and Manchester's sensory support services to assess, procure, and set up the right tools for them in school.

What training and expertise do staff have to support my child?

Improving and refining the teaching that pupils receive is at the heart of the school as a whole and therefore is a core component to all the training that is delivered to all staff.

The Headteacher, Assistant Headteacher for Inclusion and the SENDCo hold the National Award for the Coordination of Special Education Needs and are skilled and passionate advocates for improving outcomes for pupils with SEND. A team of skilled staff work within the school, including staff who specialise in certain areas of need, for example our Compass Lead, our Educational Psychologist, Visual impairment specialists and our Speech and Language Therapist. Dean Trust Ardwick also invest in external SEND support from a range of sources, including an Art Therapist and a mental health practitioner from Manchester Mind. All support staff can access training at their request and are well qualified to support all pupils.

In addition to this, there are a range of other supportive services, both within school and from other agencies, that can be accessed to support pupils and families. This may include involvement from the welfare team who support pupils and families with a range of difficulties that they may face.

How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our pupils' needs within the resources available. This approach reflects the fact that different pupils require different levels of support in order to achieve age expected attainment. The SENDCo will consult with the pupil, staff and parents/carers as well as with support staff, to discuss the pupil's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any pupil who requires additional support for their learning. We ensure that all pupils with SEND have their needs met to the best of the school's ability, within the funds available. The budget is allocated on a needs basis. If the school feels that further support is needed they may involve other services to support the child's or family's needs; these include health and social care bodies, local authority support services and voluntary organisations.

How do we help your child at key transition points?

Planning for Year 6-7 Transition for pupils with SEND is undertaken by the Assistant SENDCo and the Head of Year 7. We make sure that a thorough process takes place and information is shared between Primary and Secondary school to make sure that we know your child as much as possible

before they arrive. Parents/ Carers and children will also have numerous opportunities to visit our school and get used to the change before they arrive. We also have additional visits for pupils who may find the transition process challenging in which they get used to:

- Following our systems and processes
- What to expect in lessons
- How to find your way around the school building

Find out more: Year 6-7 Transition Information

All staff are given appropriate information about pupils when they arrive in September through our Inclusion Bulletin. Pupil Passports are also provided for all pupils.

Another key transition point is between KS3 and KS4 (end of Year 9). It is at this point that pupils need to choose what subjects to study at GCSE. Parents/carers and pupils are invited in for bespoke meetings to help them navigate the options process. Parents/carers are given all the information they need to help their child make an informed decision about their GCSE choices through the Y9 Options Evening, the Y9 Options Evening booklet, Post-16 Career Fair, access to an Enhanced Transition Programme and communication with the SENDCo if necessary.

Preparing pupils for adulthood is an important part of their secondary education. At KS4 all pupils receive individual careers advice and go through an extensive process of writing applications to their next educational, training or employment destination. The Inclusion Faculty ensures that pupils with SEND are given bespoke advice about their next steps with Parents/Carers. Find out more: Advice, Guidance and Careers

Supporting moving on to Post-16 and adult life:

Preparing young people for adulthood starts early. For our older students, we arrange supported visits to local colleges and sixth forms, assist with college and apprenticeship applications, and coordinate with post-16 providers to pass on all SEND information. We ensure they have clear plans for further education, employment, or independent living skills.

What support will there be for my child's overall wellbeing?

All pupils are able to access the Pastoral Support Team in school who liaise closely with the SEND Team to offer extra support if necessary. The SEND team offers pupils the facility to spend time in the department during lunch if they prefer a quiet area. There is the opportunity for social interaction with peers with support from LSAs. Pupils are encouraged to share any concerns/anxieties with members of the team and there is close liaison with both parents/carers and teachers. Dean Trust Ardwick will support the emotional, mental and social development of pupils with SEND through listening to the views of pupils and their parents/carers.

For those with medical or physical needs Dean Trust Ardwick follows the statutory guidance for supporting pupils with these needs.

If a child has a medical condition, school will liaise with all professionals working with the child and will follow their advice and strategies to support the child in school.

School has a designated member of staff to work with attendance issues alongside the appropriate agencies from the local authority.

Preventing bullying and protecting pupils with SEND:

We have a zero-tolerance approach to bullying. We actively prevent bullying of pupils with SEND through our inclusive school culture and close supervision during break and lunchtime in quiet areas like the Inclusion Department. Staff are trained to spot subtle signs of distress, and any reported concerns are dealt with swiftly in line with our Anti-Bullying Policy.

How accessible is Dean Trust Ardwick for my child?

The school is on one site. There is currently one main building, with three storeys and all levels have lift access. All areas can be reached via permanent ramps which means that the ground floor of the building is accessible for wheelchair users or those with impaired mobility. The site has disabled toilets on every floor. There is also a specialist hygiene room on the ground floor with a hoist, and rise and fall bed to aid pupils with mobility impairments engage in all aspects of the curriculum. There is one car park on site. The car park has parking bays for disabled badge holders, marked clearly in yellow paint. Every classroom has a rise and fall desk. Science and Design Technology rooms are also fitted with rise and fall sinks. For more information on accessibility, please see the Accessibility Policy on the school website.

How will my child be included in learning activities both in and outside the classroom including school trips?

Dean Trust Ardwick is a fully accessible school so all pupils are able to participate in all activities. Appropriate adaptation is provided in all lessons and arrangements are made for inclusion on all trips so that all pupils can access all aspects of school life. We ensure that we educate our pupils to be aware of and celebrate difference and diversity. All school trips are risk assessed and evaluated to ensure equity of access.

What additional support is available for Looked After Children (LAC) with SEND?

Children who are Looked After (LAC) or Previously Looked After (PLAC) and also have SEND receive coordinated support through our safeguarding and welfare team, working alongside our SENDCo and Assistant Headteacher for Inclusion. We hold regular Personal Education Plan (PEP) reviews to ensure their health, social care, and educational needs are joined up and fully funded.

How are parents and carers supported beyond school?

We know that navigating SEND can sometimes feel overwhelming for families. Alongside our direct meetings, we run regular coffee mornings and are available at every parents evening to ‘drop in’ or make an appointment. In addition, parents can contact the SEND admin at any time and arrange to speak to a member of the team. We also signpost and assist families in connecting with local support groups, parent carer forums, and Manchester’s Local Offer services.

What should I do if I am concerned or not happy with the support my child is receiving at school?

All staff at Dean Trust Ardwick want every pupil to meet their potential and thrive, without exception. If you would like to discuss any aspect of your child's education, please contact their year group team or the inclusion team in the first instance. If you are not satisfied following discussion with staff, there is a full complaints procedure detailed on the website with an accompanying policy, which gives guidance on how to lodge a complaint.