

Manchester Academy

SEND Information Report

2026-2027

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Type of policy:	United Learning Policy	Local Governing Body	Manchester LA
		Group Board:	

Our Vision for Inclusion

At Manchester Academy, we believe that inclusion is everyone's responsibility. We are committed to ensuring that all pupils, regardless of need, background or starting point, experience a sense of belonging, achieve well and are prepared for successful adult lives.

Our approach reflects the principles of the SEND Code of Practice and whole school ethos that the most effective support for pupils with SEND begins in the classroom through a strong universal offer and excellent teaching.

SEND is not viewed as a separate system. Instead, SEND, Pupil Premium, attendance, safeguarding, behaviour, personal development and curriculum teams work together to identify barriers and ensure pupils receive the support they need to thrive.

SEND and Pupil Premium strategies are closely aligned to ensure resources are used effectively and support is coordinated around the needs of the child. Our aim is to improve academic outcomes, attendance, wellbeing, independence and preparation for adulthood for all pupils.

Manchester Academy's SEND policy can be found on the school website.

SEND Context

Classification of Needs

The four broad areas of need provide a framework for understanding a pupil's strengths and barriers to learning; however, individual pupils may present with needs across multiple areas and these categories should not be viewed in isolation. Examples of needs within each area are outlined below, although this list is not exhaustive. Manchester Academy recognises that every pupil is unique and does not define pupils by a diagnosis or label. Instead, provision is planned around an individual's identified needs, strengths and aspirations, acknowledging that needs often overlap and can change over time.

Communication and Interaction

- Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

Cognition and Learning

- Specific Learning Difficulties e.g. Dyslexia (SpLD)
- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)

Social, Emotional and Mental Health

- ADHD
- Anxiety
- Obsessive Compulsive Disorder
- Mental health needs affecting learning and participation

Sensory and/or Physical

- Hearing Impairment
- Vision Impairment
- Multi-Sensory Impairment

- Physical Disability
- Medical Needs e.g. diabetes, asthma
- Mobility Difficulties

Other

This category often includes pupils admitted during the academic year where limited information is available at the point of entry. It may also include pupils with emerging, medical or disability-related needs, or needs that do not currently fit within a single broad area of need. Classifications are reviewed regularly as part of the graduated approach and may change as further assessment information becomes available.

Context

The information below provides a snapshot of the school's current SEND profile. This profile is dynamic and subject to change throughout the academic year as a result of ongoing assessment, annual reviews, professional advice and the graduated approach to identifying and meeting need. The data reflects pupils' primary area of need only and does not capture secondary needs, co-occurring needs or the complexity of individual pupils' profiles. As such, the figures should be viewed as an overview of the school's SEND population rather than a comprehensive representation of all identified needs.

Year	SEMH	C&L	SLCN	S&P	Other	EHCP	SEN Support	Total
7	3	7	11	0	9	6	24	30
8	7	9	12	1	2	7	24	31
9	12	10	15	2	0	8	31	39
10	7	9	16	4	0	6	30	36
11	12	6	11	0	1	3	27	30
Total	41	41	65	7	12	30	136	166

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Manchester Academy currently has 168 pupils identified on the SEND register, including 136 pupils receiving SEN Support and 32 pupils with an Education, Health and Care Plan (EHCP). Analysis of the SEND register shows that the most prevalent area of need is Communication and Interaction, including Speech, Language and Communication Needs (SLCN) and Autism, followed by Cognition and Learning and Social, Emotional and Mental Health (SEMH) needs. This profile reflects the importance of a strong universal offer, underpinned by communication-friendly classrooms, adaptive teaching and evidence-informed inclusive practice for all pupils.

Please note that pupils may have needs across multiple categories; therefore, totals within the four broad areas of need exceed the total number of pupils on the SEND register.

1. How does the school identify and organise support for children with special educational needs?

Manchester Academy adopts a graduated approach to SEND through the Assess, Plan, Do, Review cycle.

Pupils may be identified through:

- Transition information from primary schools
- Parent or carer concerns
- Teacher referrals
- Pupil voice
- Attendance or behaviour concerns/data
- Assessment data and progress information
- Standardised screening tools
- Advice from external professionals
- Medical information
- Safeguarding or pastoral concerns

Screening tools are evidence-informed and used to develop an accurate picture of need. We utilise nationally standardised assessments and recognised screening tools, including those used to identify literacy difficulties, speech, language and communication needs and cognition and learning needs.

All identified pupils are recorded on the SEND register, which is reviewed regularly to ensure provision remains responsive to need.

Our SEND register is organised into three levels:

Universal

Pupils access the school's inclusive universal offer and benefit from high-quality adaptive teaching, reasonable adjustments and quality first teaching strategies.

Targeted

Pupils require additional provision beyond the universal offer, which may include interventions, increased monitoring, pupil passports and coordinated support from SEND, pastoral or attendance teams.

Targeted Plus

Pupils require highly personalised provision, specialist intervention and/or significant multi-agency involvement. All pupils with EHCPs are supported at this level.

This model enables support to be matched to need while maintaining ambitious expectations for all learners.

2. What types of SEND are supported at Manchester Academy?

The school supports pupils across the four areas of need identified within the SEND Code of Practice:

Communication and Interaction

Including:

- Speech, Language and Communication Needs (SLCN)
- Autism Spectrum Disorder (ASD)

Cognition and Learning

Including:

- Moderate Learning Difficulties (MLD)
- Specific Learning Difficulties e.g. Dyslexia (SpLD)

Social, Emotional and Mental Health

Including:

- Anxiety
- ADHD
- Social, Emotional and Mental Health needs (SEMH)

Sensory and/or Physical Needs

Including:

- Hearing Impairment
- Visual Impairment
- Physical Disabilities
- Medical Needs

The school's current SEND profile shows significant numbers of pupils with Speech, Language and Communication Needs, Social, Emotional and Mental Health Needs, Autism, Moderate Learning Difficulties and Specific Learning Difficulties. Provision is planned around identified need rather than diagnosis alone.

3. Who are the key people in the school available to discuss parental/carers concerns about their child's difficulties?

The SENCO has overall responsibility for SEND provision and strategic leadership of inclusion.

The SENCO works closely with:

- Senior Leadership Team
- Curriculum Area Leaders
- Pupil Premium Lead
- Attendance team
- Personal Development team
- Safeguarding team
- Pastoral leaders
- Learning Support Assistants
- External professionals
- Parents and carers

The SENCO is line managed by the Vice Principal responsible for Teaching and Learning, reflecting the school's belief that inclusion is rooted in excellent classroom practice.

Form tutors and class teachers are also available to discuss your child's needs. You can contact them through the main school telephone number 0161 232 1639.

There are also opportunities for parents/carers to discuss concerns regarding the child's needs at the following:

- Pupil Passport reviews
- EHC plan annual reviews
- Parents evenings
- Team Around the Child meetings (TAC)
- Parent/carers meetings and phonecalls
- Open evenings
- Options evenings
- Parent information evenings
- Email communication

Pupils on the SEND register are allocated a Key Worker, who is typically a Learning Support Assistant (LSA). Key Workers are generally assigned by year group to promote strong relationships and ensure consistent oversight of pupils throughout the academic year. The Key Worker acts as the primary day-to-day contact for pupils and families, providing pastoral support, monitoring wellbeing, coordinating provision and facilitating communication between home and school. Where it is in the best interests of the pupil, this model remains flexible and Key Workers may be allocated on an individual basis to build on existing positive relationships and maximise engagement. In addition, pupils have access to a specialist Higher Level Teaching Assistant (HLTA) with expertise in specific areas of need who provides targeted guidance, oversees interventions and supports the planning and review of provision. This structure ensures pupils benefit from both consistent relational support and specialist expertise.

Students who have a key worker will have a termly review of their passports.

EHC plan review meetings will be held annually.

The school sends out termly reports with the child's progress. This will identify where your child is currently working at in each of their subjects. You will also be informed of their attendance and attitude to learning.

Teachers/ support staff can ring or email to update parents/carers about their child's progress at any time.

4. How will teaching be adapted to support children with special educational needs?

Manchester Academy believes that inclusion begins with high-quality teaching. Our approach aligns with the expectation that all teachers are teachers of pupils with SEND and that adaptive teaching forms the foundation of effective provision.

The school's universal offer is underpinned by the Manchester Academy SEND Area of Need Guide, which is fully aligned with the Excellent Teaching Model. All staff receive ongoing SEND professional development, ensuring that inclusive practice is embedded across all classrooms and curriculum areas.

All staff have access to:

- The SEND Area of Need Guide
- Pupil Passports
- SEND CPD
- Adaptive teaching guidance
- Reasonable adjustment guidance

The SEND Area of Need Guide is fully aligned to the school's Excellent Teaching Model and is used routinely by teachers to implement practical, evidence-informed strategies in classrooms.

Teachers routinely use evidence-informed adaptive teaching strategies to remove barriers to learning and enable all pupils to access an ambitious, broad and balanced curriculum. Strategies may include:

- Explicit instruction and modelling
- Scaffolded learning and structured support
- Adapted questioning and checking for understanding
- Vocabulary pre-teaching and literacy support
- Chunked instructions and manageable learning steps
- Visual supports and worked examples
- Flexible grouping and collaborative learning
- Appropriate use of technology

- Additional processing time where required
- Reasonable adjustments linked to individual need

All staff have access to Pupil Passports through Arbor, ensuring that teachers, support staff and pastoral teams can quickly access up-to-date information about a pupil's strengths, needs, reasonable adjustments and recommended classroom strategies. This enables consistent implementation of support across the school and helps ensure that pupils receive appropriate adaptations in every lesson.

Staff use Pupil Passports alongside the SEND Area of Need Guide to implement practical, evidence-informed strategies and remove barriers to participation, learning and achievement.

Learning Support Assistants are deployed strategically to complement high-quality teaching and promote independence, rather than creating dependency. Their deployment is informed by pupil need, curriculum demands and intended learning outcomes.

The impact of support is reviewed regularly through:

- Academic progress and attainment information
- Attendance and behaviour data
- Pupil voice and parent feedback
- Reviews of pupil passports and provision
- Meetings with staff and external professionals
- Ongoing quality assurance of classroom practice

Parents and carers are encouraged to contribute to the evaluation of provision through review meetings, pupil passport discussions, parent voice opportunities and direct communication with school staff. This collaborative approach helps ensure that support remains effective and responsive to changing needs.

5. What additional support may be available?

Where pupils require support beyond the universal offer, provision may include:

- Reading interventions
- Literacy support
- Numeracy support

- Speech and language programmes
- Social skills groups
- Mentoring
- Therapeutic interventions
- Emotional wellbeing support
- Attendance support
- Behaviour support
- Careers guidance
- Transition support

Interventions are carefully selected and reviewed to ensure they have a positive impact on pupil outcomes.

Learning Support Assistants are strategically deployed according to need and are not routinely attached to individual pupils. Deployment is regularly reviewed to ensure support remains flexible, responsive and impactful. LSAs work alongside teachers to promote participation, develop independence and improve access to learning, ensuring pupils receive the support they need without becoming overly reliant on adult assistance. This approach is informed by evidence-based research, including Education Endowment Foundation (EEF) guidance on the effective deployment of teaching assistants, which highlights the importance of adult support supplementing high-quality teaching, fostering independence and enabling pupils to take increasing ownership of their learning.

6. How are pupils involved in decisions?

Pupil voice is central to our graduated approach. They are supported to identify strategies that help them learn successfully and develop increasing independence.

All pupils on the SEND register contribute to the development and review of their Pupil Passport, sharing their views on their strengths, aspirations, barriers to learning and the strategies that help them succeed. Pupils are allocated a Key Worker, who meets with them to discuss their progress, wellbeing and support needs and to update their Pupil Passport where appropriate. Key Workers act as a consistent point of contact and help ensure pupils feel listened to and supported.

In addition, pupils have regular opportunities to discuss their experiences in school with their Director of Character and Culture (DCC), ensuring that both academic and personal development needs are considered. Pupils are encouraged to participate in review meetings, annual reviews, Teachers Around the Child meetings and wider student voice activities, helping to shape the provision and support they receive.

7. How does the school support wellbeing?

At Manchester Academy, emotional wellbeing is viewed as a key component of successful inclusion and achievement. The SEND team works closely with pastoral, safeguarding, attendance and behaviour teams to ensure that pupils receive the right support at the right time.

Every pupil is supported by a Form Tutor, Director of Character and Culture (DCC) and, where appropriate, an allocated key worker. These trusted adults develop positive relationships with pupils, provide day-to-day support and act as a consistent point of contact for families. Where concerns arise, they work alongside the wider inclusion team to escalate support and coordinate appropriate interventions.

The school has strong established relationships with a range of external services which support emotional wellbeing and mental health, including M-Thrive, CAMHS and other relevant specialist services. This enables timely referrals, effective information sharing and coordinated support for pupils who require additional intervention.

The SENCO works closely with:

- Attendance teams
- Personal Development teams
- Safeguarding teams
- Behaviour teams
- External agencies

Joint working includes:

- Weekly attendance reviews
- Parent meetings
- Home visits
- Multi-agency planning
- Behaviour support
- Pastoral intervention

Pupils may access a range of wellbeing support, including:

- Key worker support
- Pastoral mentoring
- Emotional wellbeing interventions
- Attendance support
- Safe spaces e.g. Nurture Club, Sensory Room
- Therapeutic interventions e.g. Art Therapy

- Multi-agency planning
- School counsellor
- Specialist mental health support through external agencies where appropriate

8. What reasonable adjustments are available?

Reasonable adjustments are implemented according to need.

Examples include:

- Lift passes
- Early movement passes
- Alternative entrances
- Time-out arrangements
- Access to safe spaces
- Seating plans
- Adapted resources
- Modified homework expectations
- Medical arrangements
- Examination access arrangements

Adjustments are reviewed regularly to ensure they remain appropriate and effective.

9. How does the school support pupils with EHCPs?

Pupils with EHCPs receive provision aligned to the outcomes and provision specified within their plan.

Provision may include:

- Enhanced adult support
- Specialist intervention
- Multi-agency involvement
- Annual reviews
- Bespoke transition planning
- Personalised pathways where required

The school maintains ambitious expectations and seeks to maximise independence and preparation for adulthood.

10. What specialist provision is available?

Manchester Academy hosts specialist provision for autism (ARC).

Strong partnership working between the ARC and mainstream SEND teams enables specialist expertise to be shared across the school.

ARC staff contribute to whole-school training and support complex cases, helping to strengthen inclusive practice across the wider academy.

Pupils in the ARC remain part of the wider school community and access mainstream opportunities wherever appropriate.

11. How are resources allocated?

Resources are allocated according to identified need rather than diagnosis.

Funding supports:

- The universal offer
- SEND staffing
- Learning Support Assistants
- Staff training
- External professional services
- Attendance support
- Pastoral support
- Therapeutic intervention
- Preparation for adulthood activities

SEND and Pupil Premium leaders work collaboratively to ensure funding is coordinated and targeted effectively.

12. Which external agencies support the school?

The school may work with:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- Autism Team
- Hearing Impairment Team

- Visual Impairment Team
- Health Services
- Social Care
- Early Help Services

External advice informs provision and supports staff in meeting pupil needs effectively.

13. How does the school support transition and preparation for adulthood?

Preparation for adulthood is embedded throughout the SEND pathway.

Support includes:

- Enhanced Year 6 transition
- Additional visits
- Personalised transition plans
- Careers guidance
- College links
- Work-related learning
- Employability skills
- EHCP transition reviews

The school works closely with post-16 providers to ensure smooth transitions into further education, employment or training.

A dedicated Higher Level Teaching Assistant (HLTA) leads on transition at both key transition points, coordinating enhanced Year 6 to Year 7 transition arrangements and supporting pupils and families with preparation for post-16 education, training and employment pathways. This ensures that pupils with SEND receive personalised support to build independence, confidence and readiness for their next stage of education.

14. How do we know provision is effective?

The impact of SEND provision is evaluated through a broad range of measures, including:

- Academic progress
- Attainment
- Attendance
- Behaviour

- Engagement
- Participation
- Personal development
- Independence
- Destinations
- Parent voice
- Pupil voice

Success is not measured solely through examination outcomes. We seek to ensure that every pupil feels included, develops confidence and acquires the skills needed to thrive in adult life.

As a school, we are committed to continually strengthening our universal offer so that inclusion remains the responsibility of every member of staff and every pupil has the opportunity to succeed.

15. What support is offered to ensure the wellbeing of children with special educational needs and disabilities?

At Manchester Academy, the wellbeing of pupils with SEND is a shared responsibility. SEND provision is closely integrated with pastoral, attendance, safeguarding and personal development systems to ensure pupils receive coordinated support that addresses both academic and wider barriers to success.

At Manchester Academy, emotional wellbeing is viewed as a key component of successful inclusion and achievement. The SEND team works closely with pastoral, safeguarding, attendance and behaviour teams to ensure that pupils receive the right support at the right time.

Every pupil is supported by a Form Tutor, Director of Character and Culture (DCC) and, where appropriate, an allocated key worker. These trusted adults develop positive relationships with pupils, provide day-to-day support and act as a consistent point of contact for families. Where concerns arise, they work alongside the wider inclusion team to escalate support and coordinate appropriate interventions.

The school has strong established relationships with a range of external services which support emotional wellbeing and mental health, including M-Thrive, CAMHS and other relevant specialist services. This enables timely referrals, effective information sharing and coordinated support for pupils who require additional intervention.

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- Personal Development teams

- Safeguarding teams
- Behaviour teams
- External agencies

Joint working includes:

- Weekly attendance reviews
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- Home visits
- Multi-agency planning
- Behaviour support
- Pastoral intervention

Pupils may access a range of wellbeing support, including:

- Key worker support
- Pastoral mentoring
- Emotional wellbeing interventions
- Attendance support
- Safe spaces e.g. Nurture Club, Sensory Room
- Therapeutic interventions e.g. Art Therapy
- Multi-agency planning
- School counsellor
- Specialist mental health support through external agencies where appropriate

Where pupils have medical needs, individual healthcare plans are developed in partnership with families and relevant professionals. These plans ensure that reasonable adjustments and appropriate support are in place to enable full participation in school life. Trained first aid staff are available to administer medication and provide support in accordance with agreed procedures.

The school is committed to reducing barriers which may lead to exclusion and works proactively to identify and address emerging concerns. Support may include pastoral intervention, attendance support, mentoring, behaviour planning, reasonable adjustments and multi-agency involvement where appropriate.

For pupils requiring additional support with risk management, individual risk assessments and safety plans are developed collaboratively with pupils, parents/carers, pastoral staff, safeguarding teams and the SEND department. These plans are reviewed regularly to ensure support remains appropriate and effective.

16. How does the school address bullying?

Manchester Academy is committed to creating a culture where all pupils feel safe, valued and included. We recognise that pupils with SEND can be particularly vulnerable to bullying and therefore take a proactive approach to prevention, education and early intervention.

Any concerns regarding bullying are taken seriously and investigated promptly. Where incidents occur, support is provided for all pupils involved, and appropriate actions are implemented in line with the school's Behaviour and Anti-Bullying Policies. The school promotes respect, belonging and inclusion through its personal development curriculum, pastoral programme and wider culture.

17. How will the school support your child in unstructured times such as lunchtimes and breaktimes and enable them to access after-school clubs, school trips and educational visits?

Manchester Academy is committed to ensuring that all pupils, including those with SEND, are fully included in the wider life of the school. We recognise that unstructured times can present additional challenges for some pupils and therefore provide a range of opportunities and support to promote participation, wellbeing and belonging.

Before school, pupils can access a number of supervised provisions, including Breakfast Ballers, which provides free breakfast alongside football activities, and Nurture Breakfast, which offers a free breakfast and a calm, structured space to help pupils prepare positively for the school day.

During break and lunchtime, pupils can access Nurture Club, which provides a supportive environment for those who benefit from additional structure, social support or quieter spaces. The school library is also available as a quiet reading and study area, enabling pupils to access a calm environment during social times.

The SEND department includes a dedicated sensory and calm room for pupils who may require short-term emotional regulation support. In addition, the SEND office is staffed throughout the day by experienced HLTAs who know pupils well and can provide practical support with day-to-day concerns, helping pupils to successfully access learning and school life.

The school also employs a dedicated Medical HLTA who works closely with pupils, families and healthcare professionals to support pupils with medical needs. This role helps ensure that medical needs do not become a barrier to participation, enabling pupils to access lessons, social opportunities, educational visits, residential experiences and extracurricular activities alongside their peers.

All pupils are encouraged to participate fully in the school's extensive extra-curricular programme, including academic clubs, sporting activities, enrichment opportunities and leadership experiences. Where required, reasonable adjustments and individual support plans are developed to enable pupils with SEND to access activities safely and successfully.

School trips, educational visits and residential experiences are planned inclusively. Risk assessments and individual support arrangements are considered where appropriate, ensuring pupils with SEND can participate fully and benefit from the same enrichment opportunities as their peers. Parents and carers are consulted throughout the planning process and are encouraged to discuss any concerns with the SEND team.

The school believes that participation beyond the classroom is an important aspect of personal development, independence, confidence and preparation for adulthood. Therefore, barriers to involvement are identified and addressed proactively so that all pupils can engage meaningfully in the wider life of the academy.

18. How are staff in the school supported to work with children with special educational needs and what training do they have?

The school is committed to developing specialist expertise across the SEND team to ensure pupils receive high-quality, evidence-informed support. Higher Level Teaching Assistants (HLTAs) work closely with external professionals and receive ongoing coaching to strengthen their specialist knowledge and practice.

For example, the HLTA leading on Speech, Language and Communication Needs works regularly alongside the Speech and Language Therapist and Art Therapist to develop targeted provision and monitor pupil progress. The HLTA responsible for Cognition and Learning collaborates with the school's Dyslexia Assessor to plan and review interventions, while the HLTA supporting Medical and Physical Needs works closely with Occupational Therapy services to ensure pupils can access the curriculum and wider school life effectively.

This collaborative approach enables specialist recommendations to be translated into practical, day-to-day support within the school environment.

In addition, HLTAs and Learning Support Assistants access a bespoke programme of professional development aligned to their roles and areas of responsibility. Training may include:

- Speech, Language and Communication Needs
- Autism and neurodiversity
- Social, Emotional and Mental Health needs
- Attendance and inclusion
- Dyslexia and literacy interventions

- EpiPen administration
- Diabetes awareness and management
- Medical needs and healthcare planning
- Positive behaviour support
- Safeguarding and child protection
- Trauma-informed practice
- Preparation for adulthood

This investment in staff development ensures that pupils benefit from knowledgeable, confident practitioners who can provide consistent support across all aspects of school life while promoting independence, participation and successful outcomes.

Inclusion is embedded within the school's teaching and learning strategy. The SENCO works in partnership with the Vice Principal for Teaching and Learning to design and deliver a comprehensive SEND professional development programme. Staff receive regular training linked to the SEND Area of Need Guide, adaptive teaching, pupil passport implementation and the specific needs represented within the school community. This ensures that the universal offer is consistently strengthened over time and that teachers are confident in making appropriate adaptations which enable pupils with SEND to access an ambitious curriculum alongside their peers.

19. How will the setting support the child in moving on to another school or college or to the next key stage in their education or life?

Manchester Academy recognises that successful transitions are essential to ensuring pupils with SEND feel confident, secure and prepared for the next stage of their education. Transition support is carefully planned and personalised to meet individual needs.

The school has a dedicated Transition HLTA who leads enhanced transition arrangements for pupils moving into Year 7 and supports preparation for post-16 destinations. The Transition HLTA works closely with pupils, families, feeder schools, colleges and external agencies to ensure information is shared effectively and support is coordinated throughout key transition points.

For pupils transferring from Key Stage 2, the SENCO and Transition HLTA liaise closely with feeder primary schools through visits, meetings, telephone conversations and information sharing. Additional

transition opportunities are provided for identified pupils, enabling them to become familiar with key staff, routines, the curriculum and the wider school environment before starting at Manchester Academy.

For pupils with an Education, Health and Care Plan (EHCP), transition planning begins well in advance of transfer. The SENCO attends review meetings where appropriate and works closely with families, primary schools and professionals to ensure provision is effectively planned and implemented from the point of entry.

Preparation for adulthood is embedded throughout a pupil's time at Manchester Academy. Pupils have access to high-quality Careers Information, Advice and Guidance (CIAG) and are supported by the school's Post-16 Aspirations and Destinations Leader, who works alongside the SEND team to help pupils explore their future pathways and aspirations.

All pupils with SEND have an allocated key worker who develops strong relationships with pupils and their families, helping to provide consistent support, monitor progress and facilitate successful transitions throughout their school journey.

The school maintains strong partnerships with local colleges, training providers and post-16 settings. Pupils are given opportunities to attend college visits, taster days, careers events and transition activities to support informed decision-making and develop confidence for their next steps.

Information shared during transition may include:

- Attainment and progress information
- Pupil passports and SEND records
- EHCP documentation
- Professional reports and assessments
- Examination access arrangements
- Attendance and pastoral information
- Successful strategies and reasonable adjustments
- Preparation for adulthood outcomes and aspirations

Through careful planning, effective partnership working and a strong focus on preparation for adulthood, the school aims to ensure that every pupil with SEND is well prepared for their next stage of education, employment, training and independent living.

20. How accessible is the school environment?

The school building is accessible from all entrances for wheelchair access. A lift is available for those with physical disabilities to access the upper level. A lift pass is given to each individual that requires lift access and it is their responsibility to ensure this is kept safe.

Disabled toilets are available on each floor of the school.

If the parent/carers first language is not English, we can arrange for an interpreter to translate where necessary.

We can also arrange for signers, for parents or students who communicate through British Sign Language.

21. Who can parents/carers contact for further information at school?

The first point of contact for most SEND-related queries will be your child's allocated key worker. Pupils and families can also contact the SEND team directly for support, advice or guidance.

If you have concerns about your child's progress, wellbeing or SEND provision, or believe your child may have an unidentified special educational need, please contact the SENCO or Assistant SENCO through the school office. The SEND team will work with you to understand your concerns and agree the next steps.

Where external professionals are involved, parents and carers are encouraged to work collaboratively with school and specialist services to ensure support is coordinated effectively.

For admissions enquiries, families should contact the Local Authority Admissions Team. Families of pupils with an Education, Health and Care Plan (EHCP) may also wish to contact the Local Authority SEND Casework Team for further advice regarding statutory processes.

The parents/carers should contact the Local Authority Admission Team should they wish to place their child at Manchester Academy. If the child has an EHC plan then they can also contact the Statutory Assessment team on 0161 245 7439.

The Information, Advice and Support service (IAS) is also available to provide parents of children with SEND independent advice and support on a range of matters. They can be contacted on 0161 209 8356.

Independent information, advice and support is available through Manchester's Information, Advice and Support Service (IAS), which provides impartial guidance for children, young people and families regarding SEND.

22. Manchester SEND Local Offer

The Manchester Local Offer provides information about education, health, social care and support services available for children and young people with SEND and their families across Manchester.

Parents and carers can access information about:

- Education and training provision
- Health services
- Social care support
- Personal budgets
- Leisure and community activities
- Preparing for adulthood
- SEND support services
- Information, advice and guidance

Further information can be found through the Manchester Local Offer:

<https://www.manchester.gov.uk/localoffer>

This resource provides a comprehensive overview of services and support available locally and can help families understand the range of provision available both within school and across the wider community.

23. Who can I speak to if I need to make a complaint?

The arrangements for handling complaints from parents of children with SEND about the provision made at the school can be viewed in the school's complaints policy which can be found on the school's website. The policy outlines the process for parents of pupils who are SEN support. For parents of pupils with EHCPs, parents may contact their local authority for advice.

Version number:		Target Audience:	All staff / governors / parents and carers
UCST/ULT/Both:	N/A	Reason for version change:	Update for new academic year.

Date Authorised:			Name of owner/author:	Kate Stead
Date issued:			Name of individual/department responsible:	SENCO - AVP
Date Reviewed:	13.09.2026			