



SEND Information Report 2026–2027

Kingsway Primary & Nursery School

Kingsway Park, Davyhulme, Urmston, Manchester, M41 0SP

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Approved: September 2026 **Review Date:** September 2027

Statutory document published in accordance with Section 69 of the Children and Families Act 2014 and Regulation 51 / Schedule 1 of the Special Educational Needs and Disability Regulations 2014.

Inspiring Learners Multi Academy Trust | URN: 151322 |
DfE: 358/2063

We Care About
Togetherness

We Are Inspired To
Grow

We Thrive On
Difference

We Are Passionate
About Our
Learning



About This Report & Our Inclusion Vision

This SEND Information Report is a statutory document, published annually on the school website in accordance with **Section 69 of the Children and Families Act 2014** and **Regulation 51 / Schedule 1 of the SEND Regulations 2014**. It sets out how Kingsway Primary & Nursery School identifies, assesses and makes provision for pupils with Special Educational Needs and Disabilities (SEND).

At Kingsway, **inclusion is not a specialist subject — it is a central principle guiding every aspect of school life**. We embrace the principles of inclusive education, continually working to identify and reduce barriers to learning, engagement and participation for all children.

Statutory & Policy Framework

Signatory of the Trafford Inclusion Charter	Underpinned by the Equality Act 2010 and the SEND Code of Practice 2015
Inclusion Strategy 2026–2029: <i>Belong First. Thrive Together.</i>	Mainstream primary, capacity 216 pupils (ages 3–11) , including Nursery and two LA-designated Specialist Support Classes (SSCs)

"Belonging is not something children earn. Belonging is where we begin."

This report should be read alongside the school's **SEND Policy, Inclusion Policy, Accessibility Plan and Equalities Scheme**, all published on the school website.

Our SEND Leadership & Key Contacts

The statutory requirement under **Regulation 51(4)** is that the name and contact details of the SENDCo are published. All contacts below are available to parents, carers and professionals. Both Mr Walker and Mrs Holland hold the **National Award for SEN Coordination (NASENCo)**.

	Miss Kate Baskeyfield — Headteacher Overall strategic leadership and accountability for inclusion; statutory compliance; reporting to governors.
	Mrs Claire Lowe — Deputy Headteacher Operational leadership of inclusion, SEND, SEMH, safeguarding and vulnerable learners.
	Mr Paul Walker — AHT for Inclusion / SENDCo Day-to-day leadership of inclusive practice; SENDCo responsibilities; oversight of Health Care Plans; coordination of specialist provision (The Nest and The Burrow); liaison with external agencies.
	Mrs Elizabeth Holland — SEND Family Support & Pastoral Lead / SENDCo Pastoral support for vulnerable pupils and families; SEND family liaison; attendance support; early help coordination; supporting families through the EHCP process. Holds the NASENCo.
	Mrs Helen Johnson — Chair of Governors Holds the Headteacher to account for inclusion; ensures the Governing Body fulfils its statutory duties.

Contact the SENDCo

SENDCo Email paulwalker2063@inspiringlearners.co.uk	SEND Family Support Email elizabethdunstan2063@inspiringlearners.co.uk	School Office 0161 748 1867
General Email kingswayadmin@inspiringlearners.co.uk	Website www.kingswayprimary.co.uk	

 You do not need to wait for the school to raise a concern — your knowledge of your child matters. Please contact us at any time.

The Kinds of SEND We Support

Kingsway Primary & Nursery School is a **mainstream inclusive school** that makes provision for all four areas of need outlined in the **SEND Code of Practice 2015 (Section 6.28)**. We do not operate a selective admissions policy for SEND. Every child is welcomed. Many children have needs that span more than one area — we focus on understanding the individual child, not fitting them into a category.

Communication & Interaction (C&I)

Speech, language and communication needs (SLCN), including Autistic Spectrum Condition (ASC) / autism. **Largest area of identified need.** We work in partnership with Speech and Language Therapy services and host integrated SALT programmes within our SSCs.

Social, Emotional & Mental Health (SEMH)

Emotional regulation difficulties, anxiety, emotionally based school avoidance (EBSA) and other mental health needs. **Second largest area of need.** Our relational and restorative approach is the primary response.

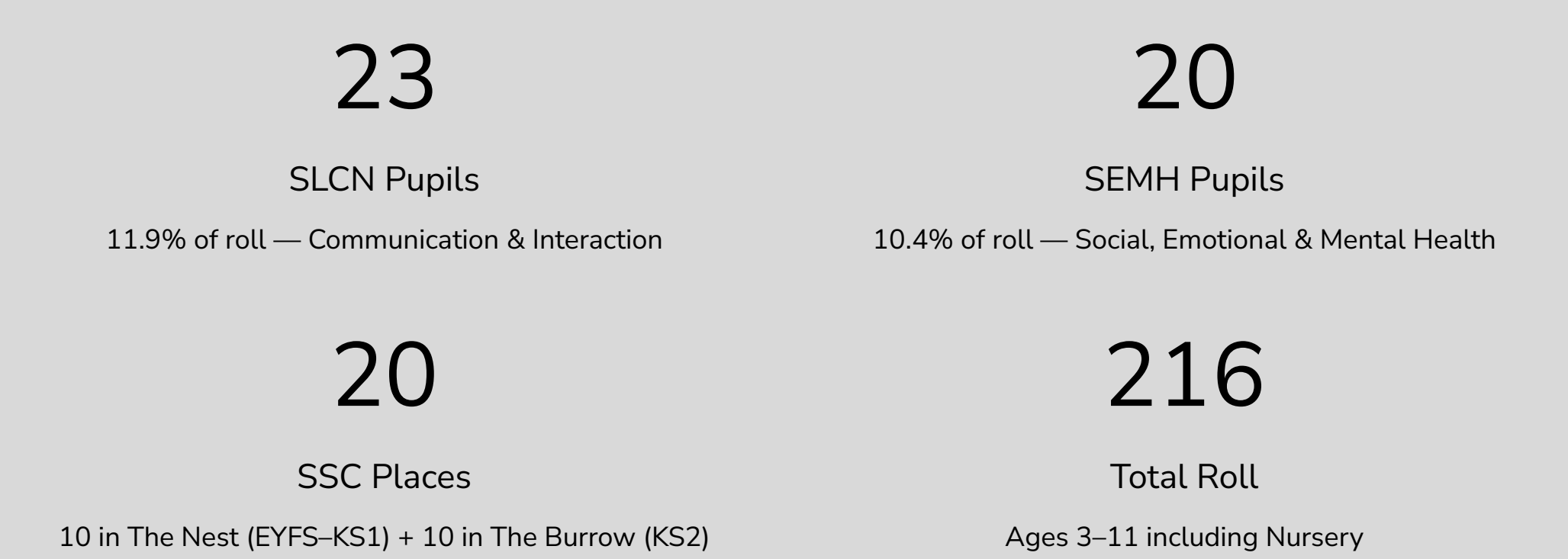
Cognition & Learning (C&L)

Learning difficulties and Specific Learning Difficulties (SpLD) including Dyslexia, Dyscalculia and Dyspraxia. Supported through adaptive teaching, targeted interventions and specialist assessment tools including the Dyslexia Screener.

Sensory & Physical (S&P)

Visual impairment (VI), hearing impairment (HI), physical and mobility needs, and medical conditions. Individual Health Care Plans are in place. We work with Trafford's Sensory Impairment Support Service and relevant health professionals.

SEND Need Data — Current School Year



Needs are identified early and reviewed regularly through the Assess, Plan, Do, Review cycle. All areas of need are supported within the school's mainstream, targeted and specialist provision.

How We Identify SEND: Early Identification is a Priority

Kingsway Primary School uses a wide range of pathways to identify children who may have SEND. **Every teacher is a teacher of SEND** — identification is the responsibility of all staff, not solely the SENDCo. Parental permission is sought before any formal assessment takes place.

Identification Pathways

- **Transition information:** Liaison with previous schools, Early Years settings, nurseries, health visitors and the Trafford SEND team at point of admission
- **Teacher and TA observation:** Ongoing monitoring of progress, engagement and wellbeing; concerns raised by any member of staff
- **Parental and carer concern:** Families are encouraged to raise concerns at any time — your instincts about your child are important to us
- **Screening and assessment tools:** WellComm (communication and language), Dyslexia Screener, and other validated tools used systematically
- **Progress data:** Pupil Progress Meetings with the Headteacher; performance below age-expected levels despite high-quality teaching
- **Health diagnosis:** Referrals from paediatricians, GPs and other health professionals; diagnoses shared with school by families
- **External agency advice:** Input from Educational Psychologists (EP), Speech and Language Therapists (SALT), Occupational Therapists (OT), Physiotherapists, and Trafford's Sensory Impairment Support Service (SENAS)



- ❑ A child may be identified as having SEND when, even after high-quality personalised teaching and targeted support, they are still not making the progress expected for a child of their age. We use **Trafford's Graduated Approach** as our guide. If you have a concern, please speak to the class teacher or contact **Mr Paul Walker (SENDCo)** directly.

Our Approach to Teaching Pupils with SEND

At Kingsway, **Inclusive Quality First Teaching (iQFT)** is the school's primary strategy for meeting the needs of every learner. All teachers are responsible for the progress and wellbeing of every child in their class, including those with SEND, in line with the **Teachers' Standards (2012)** and the **DfE Inclusive and Adaptive Teaching Guidance**.

Inclusive Quality First Teaching (iQFT) — Core Strategies



Scaffolding

Structured support that builds independence — worked examples, writing frames, sentence starters, visual prompts.



Modelling

High-quality demonstration of learning — think-alouds, live modelling, shared writing.



Practical Learning

Concrete, hands-on experiences that make abstract concepts accessible to all learners.



Vocabulary Support

Explicit, systematic vocabulary instruction embedded across all curriculum areas.



Flexible Approaches

Responsive adaptation to individual needs — grouping, pacing, task design.



Removing Barriers

Proactive adjustments — reading rulers, focus tools, prompt cards, assistive technology, laptops with inclusive software.

Three Inclusive Principles (Teachers' Standards)

1

Setting Suitable Learning Challenges

Enabling all children to experience success and achieve as high a standard as possible.

2

Responding to Pupils' Diverse Learning Needs

Creating effective learning environments; securing motivation and concentration; using appropriate assessment.

3

Overcoming Potential Barriers to Learning

Proactively identifying and removing barriers for individuals and groups.

What is good for SEND is good for all.

How We Adapt the Curriculum & Learning Environment

Kingsway Primary School operates a **four-level Inclusion Model** to ensure every child receives the right support at the right time. The school always begins with excellent teaching for everyone and builds from there, in line with the SEND Code of Practice 2015 and the school's Inclusion Policy.



1	Level 1 — Universal Inclusive Quality First Teaching (iQFT) for every child, every day. Flexible seating, sensory supports, calm accessible learning spaces, visual supports, enlarged print, assistive technology, outdoor learning (OPAL), vocabulary development and pastoral care embedded as standard.
2	Level 2 — Targeted Where universal provision is not sufficient — early intervention, additional in-class support, small-group programmes (reading, speech, confidence), targeted interventions mapped on Individual Provision Maps, movement breaks and sensory resources.
3	Level 3 — Specialist Enhanced support through external agencies — SALT, EP, OT, Physiotherapy, Trafford SENAS, SEMH specialists. Specialist programmes designed around individual profiles.
4	Level 4 — Personalised Fully individualised programmes built around EHCP outcomes. Bespoke specialist teaching, integrated SALT programmes, and access to the school's Specialist Support Classes (The Nest and The Burrow).

Physical Accessibility

Wheelchair accessible site with ramps throughout	Hoist-equipped changing area and disabled parking provision	DDA-compliant library; visual supports, enlarged print and assistive technology	Reasonable adjustments made under the Equality Act 2010 — this duty is anticipatory
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Full detail is set out in the school's **Accessibility Plan** published on the school website.

The Assess, Plan, Do, Review Cycle

Kingsway follows the **graduated approach** to SEND support as set out in the **SEND Code of Practice 2015 (Sections 6.44–6.56)**. This is a continuous cycle of Assess, Plan, Do, Review — ensuring support is matched to need, monitored and adjusted in partnership with families and pupils.



1

Assess

A clear analysis of the pupil's needs drawing on teacher knowledge, pupil and parental views, and external specialist assessments. Strengths, barriers and context all considered.

2

Plan

Agreed outcomes, support strategies and success criteria set collaboratively with the child, family and all staff involved. Individual Provision Maps produced and shared with families.

3

Do

The class teacher remains responsible for the child's learning and wellbeing. TAs and specialists deliver support under teacher direction. Provision monitored continuously.

4

Review

Progress reviewed at least **every term**. Reviews bring together teacher judgement, pupil voice, parental views and specialist input. Provision adjusted based on evidence.

Key Documents Produced Through the APDR Cycle

One-Page Profiles

Created for all children on the SEND register — capturing strengths, needs, what works and what matters to the child.

Individual Provision Maps

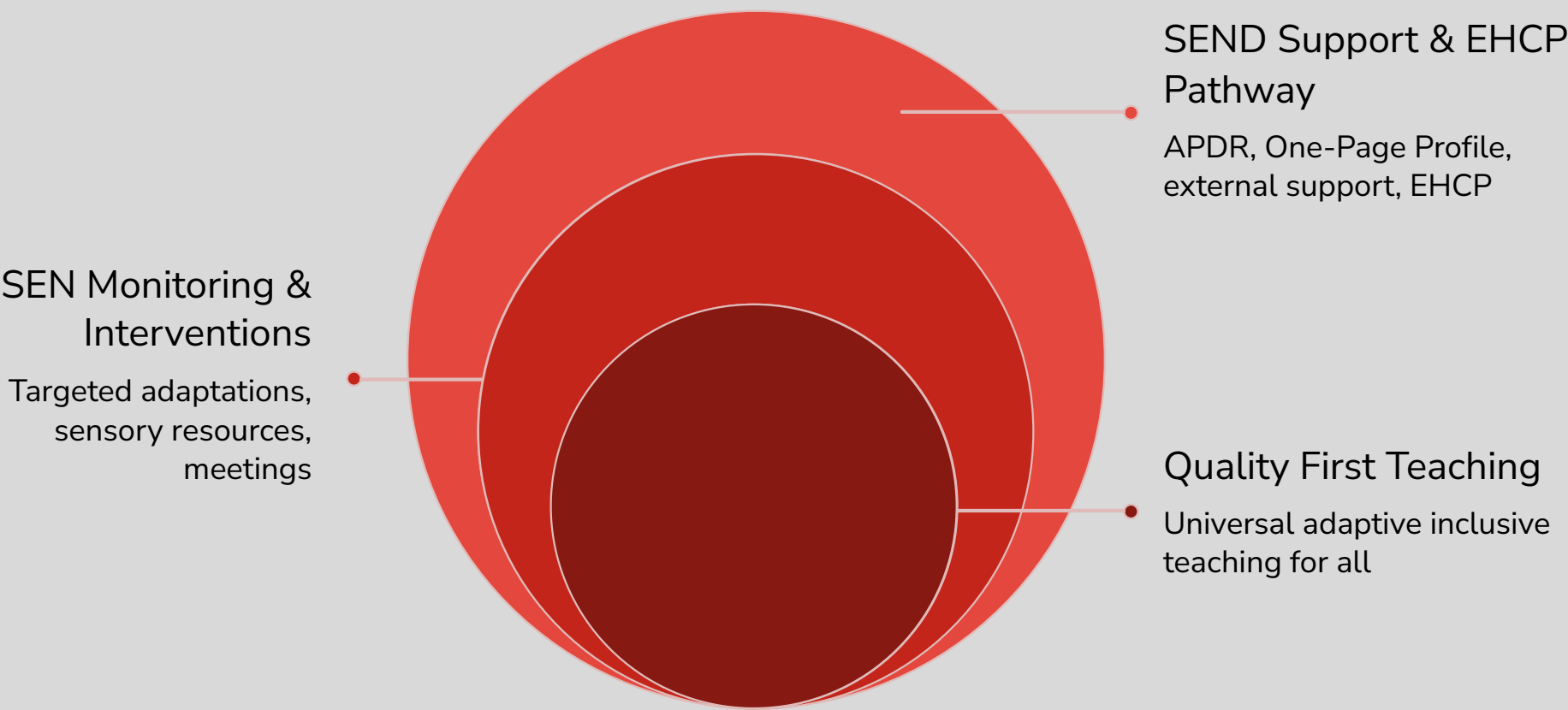
Shared with families termly, setting out all additional support in place and agreed success criteria.

Annual Reviews

Children with EHC Plans have a statutory Annual Review, involving the family, school, LA and relevant professionals.

SEND Support & the Pathway to an EHCP

The diagram below illustrates the school's system of support — from universal provision through to Education, Health and Care Plans. This reflects the **graduated approach** required by the SEND Code of Practice 2015. At every stage, families are involved in decisions about their child's support.



Education, Health and Care Plans (EHCPs)

Where a child requires more specialist support and at least two terms of evidence at SEN Support exists, an EHCP may be requested. This is a legal document bringing together education, health and care provision. It carries different levels of funding including 1:1 support, transport, outreach and SSC placement. Families have the right to request a statutory assessment themselves. Further information is available on the **Trafford Local Offer** website.

Exiting the SEND Register

Where a child makes strong, sustained progress and no longer requires additional support, they may be removed from the SEND register. This decision is always made **with families** — never without them — and progress continues to be monitored after exit.

i Families can request a statutory EHCP assessment themselves, without waiting for the school to initiate. SENDIASS can provide independent advice: sendiass.trafford.gov.uk



Our Specialist Support Classes: The Nest & The Burrow

In **January 2026**, Kingsway Primary School opened two **Local Authority-designated Specialist Support Classes (SSCs)** for children with Education, Health and Care Plans who need support beyond mainstream provision. These classes are for children with **Autism and complex social communication needs**. Led by Mr Paul Walker (AHT for Inclusion / SENDCo).

 **The Nest —**
EYFS to KS1
(Reception to Year 2)

10 places. A calm, supportive and well-structured environment for younger pupils.
Team: Mr Walker, Mr Dale, Mrs Sheedy, Miss Eggleton.

 **The Burrow —**
KS2 (Year 3 to Year 6)

10 places. Specialist provision for older pupils with autism and complex social communication needs.
Team: Mr Walker, Mrs Burton, Mrs Greenhalgh.

- How the SSCs Work
- Children follow a **hybrid specialist-mainstream model**, linked to their EHCP outcomes
 - Provision includes bespoke specialist teaching, **integrated Speech and Language Therapy programmes**, and mainstream access where appropriate
 - Higher adult-to-child ratios and a specialist environment within our inclusive school community
 - The SSCs function as **inclusion hubs** — their expertise benefits the wider school community

- Admissions to the SSCs
- Places allocated **exclusively to children who hold an EHCP**
 - Admissions arranged through the **EHC team at Trafford Council** — the school does not control SSC admissions
 - Families wishing to discuss suitability should contact their child's current school, EHCP coordinator or the **Trafford SEN Team**

Additional Support for Learning & Engagement in School Activities

Kingsway Primary School is committed to ensuring that all pupils with SEND can engage fully in the activities of the school — including physical activities, trips, clubs and social time — alongside children who do not have SEND. This reflects our duty under the **Equality Act 2010** and the **SEND Code of Practice 2015**.



Teaching Assistants

Deployed strategically to support individuals and small groups — not assigned 1:1 in ways that create dependency. TAs deliver targeted interventions under teacher direction.



Inclusion Toolkit

Every classroom has laptops with inclusive software, reading rulers, focus tools, prompt cards, visual timetables, now/next boards, fidget tools and sensory resources.



Communication Strategies

Consistent use of signing, symbols and communication technology (AAC) alongside spoken language across the whole school community.



OPAL — Outdoor Play and Learning

Structured, enriching social time that improves peer relationships, emotional regulation and readiness to learn — accessible to all pupils including those with SEND.



Trips & Enrichment

Risk assessments and reasonable adjustments are made for all off-site activities to ensure full participation for pupils with SEND.



Lunchtime Support

Lunchtime staff trained to promote inclusion and positive relationships; structured play and OPAL support pupils with SEMH and social communication needs during social times.

Curriculum Access

Teachers modify teaching and learning expectations as appropriate — additional time, modified resources, adapted physical environments. All children have the right to access the full curriculum at their level: we adapt *how* we teach, not *what* we expect children to achieve. Specialist collaboration with SALT, EPs, OTs and physiotherapists informs individual provision and whole-school practice.

Emotional, Mental Health & Social Development Support

Supporting the emotional, mental and social development of pupils with SEND is a statutory requirement under **Schedule 1(3)(g) of the SEND Regulations 2014**. At Kingsway, this is embedded across the whole school — not delivered as an add-on. **20 pupils (10.4% of roll)** are currently identified with SEMH needs.

Our Relational & Restorative Approach

"What has this child experienced? What does this child need right now?"
— not — *"What is wrong with this child?"*

High expectations and high support go hand in hand. Our relational behaviour policy places understanding and restorative practice at the heart of all interactions. We participate in Trafford's **Belong programme** and our approach is grounded in **attachment-aware and trauma-informed practice** and **Self-Determination Theory** (Relatedness, Competence, Autonomy).

SEMH Provision — Current Offer

ELSA (Emotional Literacy Support Assistants): Trained practitioners providing emotional literacy and wellbeing support to identified pupils.	Thrive: Trauma-informed, attachment-aware approaches to emotional regulation, delivered by trained staff.
OPAL: Outdoor Play and Learning — structured social time improving peer relationships and emotional regulation.	Pastoral Support: Trusted adults providing consistent relational support, coordinated by Mrs Elizabeth Holland (SEND Family Support, Pastoral Lead and SENDCo).
Regulation Support: Teaching children to understand and manage their emotions; developing emotional toolkits and independence.	Early Help: Referrals and coordination through Trafford Teams Together at the earliest opportunity for vulnerable children and families.

📌 SEMH needs are closely linked to attendance, behaviour and belonging. Where SEMH needs are identified, staff follow the school's Safeguarding and Child Protection Policy and report concerns to the Designated Safeguarding Lead in accordance with **Keeping Children Safe in Education (2024)**.

Staff Expertise, Training & Specialist Knowledge

The statutory requirement under **Schedule 1(5) of the SEND Regulations 2014** is that the SEND Information Report includes information about the expertise and training of staff in relation to SEND, and how specialist expertise is secured. At Kingsway, continuous professional development in inclusive practice is a school-wide priority.

Whole-School Training Programme



Inclusion

All staff — ensuring every child is known, valued and supported as a full member of the community.



Adaptive Teaching

All teaching staff — aligned to the DfE Inclusive and Adaptive Teaching Guidance; ongoing CPD.



Enabling Learning Environments

Staff trained to design and maintain environments that remove barriers and support access for all learners.



Reasonable Adjustments

All staff understand their anticipatory and responsive duty under the Equality Act 2010.



Inclusive Assessment

Staff trained in assessment approaches that accurately reflect the knowledge of pupils with SEND.



Quality First Teaching

Whole-school CPD — high-quality, inclusive lessons as the primary response to diverse learning needs.

Individual Staff Specialist Qualifications

ELKLAN

Individual staff trained in language and communication to support learners with SLCN.

ELSA

Emotional Literacy Support Assistants — individual TAs hold the ELSA qualification, providing structured emotional literacy support.

Thrive

Individual staff trained in trauma-informed, attachment-aware approaches to emotional regulation.

SALT

Individual staff trained to deliver and support integrated Speech and Language Therapy programmes.

Leadership Qualifications

Mr Paul Walker (AHT for Inclusion / SENDCo) and **Mrs Elizabeth Holland** (Pastoral Lead / SEND Family Liaison / SENDCo) both hold the **National Award for SEN Coordination (NASENCo)**.

Securing Specialist Expertise

Specialist support is commissioned through the school's notional SEN budget, the **Inclusive Mainstream Fund (IMF)** and, where applicable, **High Needs Funding**. Regular EP, SALT, OT, Physiotherapy and Trafford SENAS input is secured for identified pupils. Staff confidence is reviewed annually and reported to governors through the **Inclusion Dashboard**.

Evaluating the Effectiveness of SEND Provision

The statutory requirement under **Schedule 1(3)(a)** is that the school explains how it evaluates the effectiveness of its provision for pupils with SEND. At Kingsway, this is a rigorous, multi-layered process reported termly to governors through the **Inclusion Dashboard**.

How We Evaluate Effectiveness

01	02
Pupil Progress Meetings: Class teachers meet with the Headteacher each term to discuss the progress of individuals. Children not reaching expected standards are discussed and provision adjusted.	Individual Provision Map Reviews: Reviewed every term with families — success criteria agreed at the start of each cycle and evaluated at review.
03	04
Annual Reviews (EHCP): Statutory annual reviews for all children with EHC Plans, involving the family, school, LA and relevant professionals.	Pupil Voice: Children's views are gathered and recorded as part of every review — their voice shapes what happens next.
05	06
Parent Voice: Parent and carer views are sought at every review point and reported termly to governors.	Inclusion Dashboard: Governors monitor inclusion outcomes termly across six key indicators.

Termly Governor Monitoring — Six Key Indicators

- ### 1. Attendance & Persistent Absence

Including for Pupil Premium and SEND pupils — monitored against national benchmarks.
- ### 2. Behaviour & SEMH

Behaviour incidents and social, emotional and mental health data reviewed each term.
- ### 3. Pupil & Parent Voice

Outcomes reported each term — children and families shape provision.
- ### 4. Attainment & Progress

For all vulnerable groups including SEND — progress tracked against individual targets and national expectations.
- ### 5. SSC Impact

Outcomes of specialist provision in The Nest and The Burrow reported to governors termly.
- ### 6. Staff Confidence

Annual review of staff confidence in inclusive and adaptive practice.

Partnership with Families

Families are not recipients of information — they are **partners in their child's education**. At Kingsway, we believe the strongest outcomes happen when school and home work together. Our core value — **We Care About Togetherness** — sits at the heart of everything we do for children with SEND.



How We Work with Families

- **Termly meetings:** Class teachers meet with families at least every term — at Parents' Evening or a separate conversation — to discuss progress, provision and next steps.
- **SENDCo availability:** Mr Paul Walker is always available to discuss any aspect of your child's support — please contact the school office or email paulwalker2063@inspiringlearners.co.uk directly.
- **Parent Drop-Ins:** Open, accessible communication ensuring all families feel welcome and informed at every stage.
- **EHCP process support:** We support families through every step of the statutory assessment and EHCP process — you will always know what is happening and why.
- **Individual Provision Maps:** Shared with families at every review point so you can see exactly what support your child is receiving and how it is making a difference.
- **SEND Family Support:** Mrs Elizabeth Holland provides pastoral support, family liaison, attendance support and early help coordination — elizabethdunstan2063@inspiringlearners.co.uk.
- **Home visits:** Available for Nursery and Reception families and where this would be helpful for families of children with SEND.

Independent Advice for Families

Trafford SENDIASS

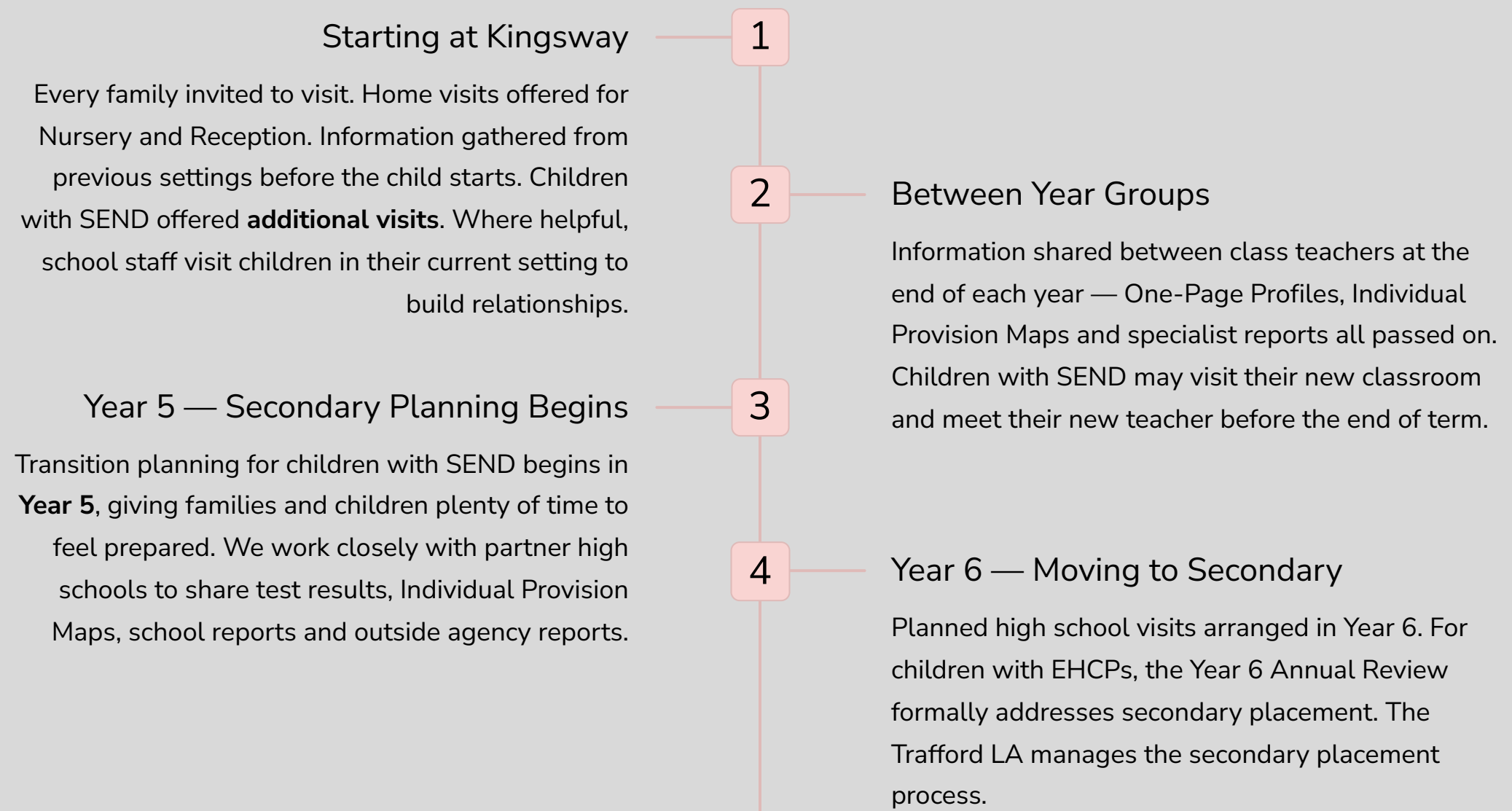
Special Educational Needs and Disability Information, Advice and Support Service — independent, free and confidential.
sendiass.trafford.gov.uk

Trafford PYPPS

Parent and Young People Partnership Service — independent advice, guidance and support for families of children with SEND.

Transitions: Starting, Moving & Moving On

Kingsway Primary School plans carefully for all transitions — recognising that these can be particularly challenging for children with SEND. Transition planning is a statutory element of SEND provision and is embedded in our SEND and Inclusion policies.



Admissions

Mainstream Admissions

Admissions are managed by **Trafford Local Authority**. The Governing Body ensures that the admissions process never disadvantages any child with SEND. Reasonable adjustments are made to the admissions process where required.

SSC Admissions

SSC admissions are arranged exclusively through the **EHC team at Trafford Council**. The school does not control SSC admissions. Families wishing to discuss suitability should contact their child's current school, EHCP coordinator or the Trafford SEN Team.

Disability, Accessibility & Inclusion

This section fulfils the statutory requirements of **Section 69(3)(b) of the Children and Families Act 2014**, which requires the SEND Information Report to include information about: arrangements for the admission of disabled persons; steps taken to prevent disabled pupils from being treated less favourably; facilities provided to assist access; and the school's Accessibility Plan.

Admission of Disabled Pupils

Kingsway Primary School welcomes all children, including those with disabilities, in line with the **Equality Act 2010** and the **LA Admissions Policy**. The school does not operate a selective admissions policy based on disability or SEND. Reasonable adjustments are made to the admissions process where required.

Preventing Less Favourable Treatment

The school has a legal duty under the Equality Act 2010 to make reasonable adjustments for disabled pupils — this duty is anticipatory .	All staff share responsibility for implementing reasonable adjustments in their area.
The school's Equalities Scheme is updated every three years and monitored by governors.	Equality, Diversity and Inclusion policies are observed throughout all aspects of school life.

Physical Accessibility Facilities

Wheelchair accessible site with ramps throughout the school building and grounds	Hoist-equipped changing area — accessible for pupils with significant physical needs
Disabled parking provision on site	DDA-compliant library and communal areas
Information adapted using visual supports, enlarged print and assistive technology	Laptops with inclusive software available in every classroom

Accessibility Plan

The school's **Accessibility Plan** (part of the Equalities Scheme) sets out the reasonable adjustments made and planned to ensure disabled pupils and adults are not disadvantaged. The Accessibility Plan is reviewed in accordance with statutory requirements and is published on the school website at www.kingswayprimary.co.uk.



Trafford Local Offer & External Support

As part of the statutory framework, every Local Authority must publish a **Local Offer** — a clear guide to the support and services available for children and young people aged 0–25 with SEND. Kingsway Primary School's provision is part of Trafford's Local Offer.

Trafford Local Offer — What It Includes

- Information about SEND services and support available in schools and the local community
- Guidance on Education, Health and Care Plans (EHCPs) and the SEND assessment process
- Advice on supporting children with additional needs at home and in school
- Information about specialist services, therapies and family support programmes
- Details of local parent support groups, workshops and training opportunities
- Information about activities, clubs and services that promote inclusion and wellbeing

Complaints

If you have a concern about SEND provision, please speak to the class teacher in the first instance, then the SENDCo, then the Headteacher. The school's **Complaints Policy** is published on the school website. Families have the right to appeal to the **SEND Tribunal (SENDIST)** regarding EHCP decisions. SENDIASS can provide independent advice and support throughout any complaints or appeal process.

Key Links & Contacts

Trafford Local Offer

www.trafford.gov.uk/children-young-people-and-families/send-local-offer

Trafford Directory & FIS

www.trafforddirectory.co.uk | Family Information Service: 0161 912 1053

SENDIASS (Independent Advice)

sendiass.trafford.gov.uk — free, independent, confidential advice and support for families

Trafford SEND Padlet

padlet.com/TraffordThrive/special-educational-needs-and-disability-send-padlet

Kingsway School Office

0161 748 1867 | kingswayadmin@inspiringlearners.co.uk

SENDCo & SEND Family Support

Mr Paul Walker:
paulwalker2063@inspiringlearners.co.uk
Mrs Elizabeth Holland:
elizabethdunstan2063@inspiringlearners.co.uk

Statutory Compliance Checklist

This SEND Information Report has been prepared in accordance with all statutory requirements. The table below confirms compliance with **Schedule 1 of the SEND Regulations 2014** and **Section 69 of the Children and Families Act 2014**. It has been approved by the Full Governing Body in September 2026 and is due for review in September 2027.

Statutory Requirement	Regulation / Provision	Covered In
✓ Sch 1(1)	Kinds of SEND for which provision is made	The Kinds of SEND We Support
✓ Sch 1(2)	Policies for identification and assessment of pupils with SEND	How We Identify SEND
✓ Sch 1(3)(a)	How the school evaluates the effectiveness of its provision for SEND pupils	Evaluating the Effectiveness of SEND Provision
✓ Sch 1(3)(b)	Arrangements for assessing and reviewing progress of pupils with SEND	The Assess, Plan, Do, Review Cycle
✓ Sch 1(3)(c)	Approach to teaching pupils with SEND	Our Approach to Teaching Pupils with SEND
✓ Sch 1(3)(d)	How the school adapts the curriculum and learning environment	How We Adapt the Curriculum & Learning Environment
✓ Sch 1(3)(e)	Additional support for learning available to pupils with SEND	Additional Support for Learning & Engagement
✓ Sch 1(3)(f)	How pupils with SEND engage in activities alongside non-SEND peers	Additional Support for Learning & Engagement
✓ Sch 1(3)(g)	Support for emotional, mental and social development including bullying	Emotional, Mental Health & Social Development Support
✓ Sch 1(4)	Name and contact details of the SENDCo	Our SEND Leadership & Key Contacts
✓ Sch 1(5)	Expertise and training of staff in relation to SEND	Staff Expertise, Training & Specialist Knowledge
✓ Sch 1(6)	Arrangements for securing specialist SEND expertise	Staff Expertise, Training & Specialist Knowledge
✓ Sch 1(7)	Arrangements for consulting parents and involving pupils in decision-making	Partnership with Families; APDR Cycle throughout
✓ Sch 1(8)	Arrangements for supporting pupils transferring between phases or institutions	Transitions: Starting, Moving & Moving On
✓ Sch 1(9)	Approach to supporting pupils with SEND in preparing for adulthood	Transitions: Starting, Moving & Moving On
✓ Sch 1(10)	Links to the Local Offer published by the Local Authority	Trafford Local Offer & External Support
✓ S.69(3)(b) CFA 2014	Admission of disabled persons; steps to prevent less favourable treatment; facilities for access; Accessibility Plan	Disability, Accessibility & Inclusion

This report is reviewed annually and published on the school website. For queries, contact the school office on 0161 748 1867 or email kingswayadmin@inspiringlearners.co.uk. This report was approved by the Full Governing Body in September 2026 and is due for review in September 2027. Inspiring Learners Multi Academy Trust | URN: 151322 | DfE: 358/2063.

Sources & Related Documents

This SEND Information Report has been prepared with reference to the following source documents and statutory guidance. Related school policies are published on the school website at www.kingswayprimary.co.uk.

Source Documents

- [SEND Information Report 26-27.pptx](#)
- [Kingsway-Primary-School-SEND-Policy.pdf](#)

Statutory Framework

- Children and Families Act 2014, Section 69
- Special Educational Needs and Disability Regulations 2014, Regulation 51 / Schedule 1
- SEND Code of Practice: 0 to 25 years (DfE / DoH, January 2015)
- Equality Act 2010
- Teachers' Standards 2012
- Keeping Children Safe in Education 2024
- DfE Inclusive and Adaptive Teaching Guidance

Related School Policies (Published on School Website)

- SEND Policy — Kingsway Primary & Nursery School
- Inclusion Policy
- Accessibility Plan (part of Equalities Scheme)
- Equalities Scheme
- Behaviour and Relationships Policy
- Safeguarding and Child Protection Policy
- Complaints Policy

Key External Links

- Trafford Local Offer: www.trafford.gov.uk/children-young-people-and-families/send-local-offer
- Trafford SENDIASS: sendiass.trafford.gov.uk
- Trafford Directory / FIS: www.trafforddirectory.co.uk
- Trafford SEND Padlet: padlet.com/TraffordThrive/special-educational-needs-and-disability-send-padlet
- Inspiring Learners Multi Academy Trust: inspiringlearners.co.uk



Note for publishing: Mrs Holland's email address (eholland@kingswayprimary.co.uk) should be confirmed before this report is published on the school website.