

SEND Information Report 2026-2027

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Salford Local Offer:

<https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/>

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Next Review	September 2027
Review Period	Annual
Owner	Mrs Jennifer Travis, SENDCo
Approved By	Mrs Claire Coy, Principal

This report is published in accordance with Section 69 of the Children and Families Act 2014 and Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. It outlines how The Lowry Academy implements its SEND Policy and supports students with Special Educational Needs and Disabilities (SEND).

This report should be read alongside the academy's SEND Policy, Accessibility Plan, Equality Objectives, Admissions Policy, Supporting Pupils with Medical Conditions Policy and Complaints Procedure.

SEND at The Lowry Academy: Our Inclusive Vision

At The Lowry Academy, inclusion is everybody's responsibility. We have high aspirations for all students, regardless of starting point, need or background, and are committed to removing barriers to learning, participation and achievement.

Through high-quality inclusive teaching, strong pastoral support and a graduated approach to SEND provision, we ensure every student feels valued, included and supported to achieve ambitious outcomes.

We believe that young people with SEND should leave school well prepared for adulthood. We therefore place equal importance on academic achievement, emotional wellbeing, independence, resilience, communication skills, employability and participation in the wider community.

We work closely with students, families, external professionals and the wider community to ensure that provision is personalised, evidence-informed and responsive to individual needs.

United Learning: The Best in Everyone

As part of United Learning, The Lowry Academy is committed to the Trust's vision of bringing out the Best in Everyone. We believe that every young person has unique strengths, talents and aspirations, and that all students can achieve success when provided with the right support, challenge and opportunities. This commitment underpins our inclusive approach to SEND and drives our determination to ensure that every student is known, valued and supported to achieve ambitious outcomes. Through high-quality teaching, strong relationships and personalised support, we aim to remove barriers to learning, promote independence and help every student flourish both academically and personally. We are committed to ensuring that students with SEND feel a strong sense of belonging within our school community and are well prepared for further education, employment and adult life.

Our Inclusive Offer

At The Lowry Academy we offer:

- Inclusive mainstream teaching
- Quality First Teaching and adaptive practice
- Student SEND Passports
- Reading assessment and literacy intervention
- Speech and language screening and support
- SEMH support and counselling
- Access to The Link provision
- Keyworker support
- Exam Access Arrangements
- Nurture provision
- Enhanced transition programmes
- Student voice opportunities
- Parent partnership and coffee afternoons
- Access to specialist external services
- Preparation for adulthood support
- Careers guidance and post-16 transition planning

What is the SEND Profile at The Lowry Academy?

As of September 2026, The Lowry Academy has approximately 850 students on roll. There are currently 190 students identified as having Special Educational Needs and Disabilities (SEND), representing 22.4% of the school population. Of these students, 23 have an Education, Health and Care Plan (EHCP), representing 2.7% of the school population, and 167 receive SEND Support, representing 19.6% of the school population.

A team of eight Teaching Assistants provides targeted intervention and keyworker support for identified students across the academy. These figures are reviewed regularly and may change throughout the academic year as students' needs are identified and provision is reviewed.

The academy supports students across all four broad areas of need identified within the SEND Code of Practice:

Communication and Interaction

This is currently our largest area of need and includes students with speech, language and communication needs and autism spectrum differences.

Cognition and Learning

This includes students with specific learning difficulties such as dyslexia, dyscalculia and students who require additional support in acquiring literacy and numeracy skills.

Social, Emotional and Mental Health

Many students require support with emotional regulation, anxiety, self-esteem, social relationships and mental health needs.

Sensory and/or Physical Needs

Some students require support and reasonable adjustments to access learning due to medical, physical or sensory needs.

How Are Students with SEND and Disabilities Admitted?

Students apply through the academy's normal admissions process.

Students with an EHCP transfer during the annual review and transition process managed by the Local Authority.

The Lowry Academy does not discriminate against students because of disability or SEND and complies fully with the Equality Act 2010.

Where the Local Authority proposes to name the academy within an EHCP, the academy will respond formally to consultation requests outlining whether student needs can be effectively met.

The Lowry Academy will admit any child whose Education, Health and Care Plan names the academy, subject to the statutory consultation process.

Students with SEND who are allocated a place benefit from a detailed transition process which includes information sharing, meetings with primary schools, parental discussions and additional visits where appropriate.

Parents are warmly encouraged to visit the academy and discuss individual needs with the SEND team.

How Are Additional Needs Identified?

Additional needs may be identified through:

- Information received from primary schools
- Parent or carer concerns
- Student concerns
- Teacher referrals
- Pastoral referrals
- Assessment information
- Attendance patterns
- Behaviour information
- Literacy screening
- Speech and language screening
- SEND-specific assessments

The SEND team uses a range of information to develop a holistic understanding of each student.

Low attainment alone does not automatically indicate SEND.

Where specialist investigation is required, referrals may be made to:

- Educational Psychology Service
- CAMHS
- Neurodevelopmental Pathway
- Occupational Therapy
- Speech and Language Therapy
- Community Paediatrics

As an educational setting, we cannot diagnose medical, mental health or neurodevelopmental conditions. However, we can gather evidence and support referrals where appropriate.

Where additional needs are identified, support is implemented through the graduated approach of Assess, Plan, Do, Review, with students and families actively involved throughout the process.

What Provision Does The Lowry Academy Offer?

Universal offer: Inclusive Classroom Provision

High-quality inclusive teaching is the foundation of SEND provision at The Lowry Academy. All teachers are responsible for the progress and inclusion of students with SEND.

This may include:

- Explicit instruction
- Scaffolding and adaptation
- Visual supports
- Chunked instructions
- Retrieval practice
- Vocabulary pre-teaching

- Flexible grouping
- Assistive technology
- Reasonable adjustments
- Regular checks for understanding
- SEND Passport strategies

Targeted Intervention

Where additional support is required, students may access small-group or time-limited interventions.

Examples include:

- Literacy intervention pathways
- IXL Literacy
- IXL Numeracy
- IXL Science
- Speech and language programmes
- LEGO-based social communication groups
- Social skills interventions
- Zones of Regulation
- Anger management programmes
- Anxiety management programmes
- Emotional wellbeing interventions
- Homework and organisation support
- Keyworker mentoring
- Provision is regularly reviewed through the Assess, Plan, Do, Review process

Personalised Specialist Provision

A small number of students require highly personalised support.

Provision may include:

- EHCP provision
- Bespoke intervention programmes
- Educational Psychology involvement
- Occupational Therapy recommendations
- Speech and Language Therapy recommendations
- CAMHS involvement
- Counselling
- MHST support
- Individual risk assessments
- Personalised timetables
- Use of The Link provision
- Nurture provision
- Individual transition plans

SEND Team Structure

The SEND Team consists of:

- SENDCo
- Deputy SENDCo
- Trainee SENDCo
- EAA Assessment Lead
- Eight Teaching Assistants
- External professionals working alongside school staff as required

Teaching assistants work as keyworkers and support students through regular review meetings, intervention monitoring and family communication.

Students with Education, Health and Care Plans (EHCPs) receive an Annual Review at least once every twelve months involving the student, family, academy staff and relevant professionals.

Accessibility

The academy aims to ensure that students with disabilities can access learning, facilities and enrichment opportunities.

Reasonable adjustments are considered on an individual basis and may include:

- Environmental adaptations
- Assistive technology
- Access arrangements
- Modified resources
- Adjustments to routines
- Medical support arrangements
- Risk assessments for activities and trips

The academy has lift access to all floors, accessible toilet facilities, a medical room and designated SEND spaces including The Link - our inclusive support provision that offers a supervised and supportive environment for identified students during social times, emotional regulation periods and planned interventions – and a sensory room. Reasonable adjustments are considered on an individual basis to ensure all students can access learning and wider academy life. Further information can be found within the academy Accessibility Plan.

Access Arrangements

Exam Access Arrangements are determined through a combination of:

- Normal ways of working
- Standardised assessment
- Evidence of need
- JCQ requirements
- Access Arrangements may include:
- Extra time

- Reader
- Scribe
- Rest breaks
- Prompt
- Word processor
- Read Aloud software
- Separate room arrangements where appropriate

How Is Provision Reviewed?

Student progress and provision are regularly reviewed through the graduated response:

Assess

Understanding need through data, observations and assessment.

Plan

Agreeing outcomes and support strategies.

Do

Implementing provision and intervention.

Review

Evaluating impact and determining next steps.

Student voice and parent feedback form an essential part of every review process.

What Training Do Staff Receive?

We believe that every teacher is a teacher of SEND.

All staff receive ongoing training relating to:

- Adaptive teaching
- SEND processes and systems
- Dyslexia-friendly classrooms
- Speech and language strategies
- SEMH needs
- Behaviour and inclusion
- Safeguarding

Exam access arrangements

Reasonable adjustments

Specialist staff have additional training in areas including:

- ELKLAN
- LEGO Therapy
- Mental Health First Aid
- Zones of Regulation
- Emotionally Based School Avoidance (EBSA) support

How Do We Support Social, Emotional and Mental Health?

The Lowry Academy is committed to promoting positive mental health through a whole-school approach.

Universal support includes:

- Strong pastoral systems
- Positive relationships
- Wellbeing education
- Inclusive classroom practice
- Emotional literacy development

Additional support may include:

- Keyworker support
- The Link provision
- Counselling
- MHST interventions
- Anxiety management programmes
- Anger management programmes
- Zones of Regulation
- Emotional wellbeing groups

The academy works closely with:

- CAMHS
- I-Reach
- 42nd Street
- Educational Psychology
- Early Help
- IYSS
- Other specialist services as required

How Are Students Encouraged to Participate in Wider School Life?

We believe inclusion extends beyond the classroom.

Students with SEND are encouraged and supported to participate fully in:

- Clubs and enrichment activities
- Educational visits
- Residential visits
- Sports teams
- Student leadership opportunities
- Careers events
- Reward activities
- Charity and community projects

Where necessary, reasonable adjustments and additional support are provided to ensure participation.

How Are Students and Families Included in Decision-Making?

We adopt a person-centred approach and value the views of students and families.

Students contribute through:

- Pupil Passports
- Student voice activities
- SEND support meetings
- Intervention reviews
- EHCP reviews
- Transition planning

Parents are encouraged to participate through:

- Review meetings
- Parent evenings
- EHCP annual reviews
- Coffee mornings
- Informal communication with keyworkers
- Meetings with the SENDCo and wider inclusion team
- Families may also access independent advice through Salford Information, Advice and Support Service (SIASS).

How Are Transition Periods Managed?

Transition is carefully planned and personalised.

Primary to Secondary

Support may include:

- Information sharing with primary schools
- Primary visits
- SEND transition events
- Additional academy visits
- Parent meetings
- EHCP review attendance where appropriate

Post-16 Transition

We work closely with colleges, training providers and external agencies to support successful next steps.

Preparation for adulthood is embedded throughout the curriculum and wider provision. We promote outcomes related to employment, independent living, community participation and maintaining good physical and emotional health.

Preparation for adulthood outcomes are considered throughout secondary education and include:

- Independence
- Community participation
- Employment aspirations

- Further education
- Emotional resilience
- Self-advocacy skills

How Is SEND Provision Evaluated?

The effectiveness of SEND provision is evaluated through:

- Academic achievement
- Progress data
- Reading development
- Attendance
- Behaviour information
- Suspension data
- Student voice
- Parent feedback
- Staff feedback
- Participation in wider school life
- Achievement of EHCP outcomes

Preparation for adulthood outcomes

The SENDCo participates in Salford SEND networks and works collaboratively with United Learning colleagues and external agencies to review and develop provision. This collaborative approach supports ongoing quality assurance and ensures that SEND provision reflects current evidence-informed practice and continues to meet the needs of our students.

Complaints Procedures

The Lowry Academy is committed to resolving concerns quickly and collaboratively. Parents and carers should contact the SENDCo in the first instance if they have concerns regarding SEND provision.

Where concerns cannot be resolved informally, complaints can be made using the academy's published Complaints Procedure, available on the school website.

Independent advice and support may also be sought from SIASS:

Salford Information, Advice and Support Service (SIASS) provides free, confidential and impartial information, advice and support to children, young people and parents relating to SEND matters, including education, health and social care.

[Salford Information Advice and Support Services \(SIASS\)•Salford City Council](#)