



**The Albion Academy SEN and Disability Provision
16/17**

Academy Name and Address	The Albion Academy 1 London Street, Salford M6 6QT
Telephone number:	0161 359 5092
Website Address:	www.albionacademy.co.uk
Does the school specialise in meeting the needs of children with a particular type of SEN?	Yes, the Academy particularly recognises and supports students with Communication and Interaction needs.
What age range of pupils does the school cater for?	11 – 16
Name and contact details of your school's SENCO	Samantha Clague, SENCO – 0161 359 5092 07765567067
Name of Person / Job Title with responsibility for maintaining the Academy's Local Offer	Samantha Clague, SENCO and Mental health lead 0161 359 5092 or 07765567067 samantha.clague@albionacademy.co.uk
URL for direct link	www.albionacademy.co.uk
Principal:	Mrs J Langley
SEN Governor:	Andrea McCorry

Introduction

Communication and Interaction skills are essential for the development of a child's learning and their social and emotional wellbeing. They also play a vital role in developing skills for life and work. It is important that everyone who works with children and young people has the appropriate skills and knowledge to be able to:

- promote Communication and Interaction development;
- identify those children who are experiencing difficulties; and
- support children and young people who have communication and interaction concerns

Children and young people with Communication and Interaction needs (C&I) have difficulties in communicating with others; it may be that they cannot express themselves effectively or they may have difficulties in understanding what is being said to them. Difficulties with C&I do not only affect language and communication, they can have a profound and lasting effect on children's lives. Making friends, sustaining relationships, emotional regulation, problem solving and behavioural control are dependent on good speech and language skills as well as learning to read and academic achievement. In order to be included into school, home and community life good communication skills are vital. Poor communication is also a risk factor for mental health difficulties and impacts on emotional well-being. Because of these links, there is a knock-on impact on further education opportunities, employability and family stress. In addition to this, people with C&I needs are significantly over-represented in the young offender and prison populations. It can often be the case therefore that C&I difficulties can look like something else: behaviour or literacy difficulties, mental health needs, school refusal.

As Communication and Interaction skills impact on so many key areas, the Academy has looked to develop and extend provision in this area beyond the expected provision for students identified with special educational needs (SEN). This document outlines the expected provision for supporting SEN in the classroom and wider school community; it further details the extended specialist provision for children and young people experiencing Communication and Interaction needs.

Teaching and Learning

SEN provision

Targeted additional adult support through teaching assistants and learning mentors

Wide variety of specific resources to address individual needs including pen grips, coloured overlays, provision of laptops and tailored curriculum programmes

Online and ICT programmes to address literacy and numeracy deficits

Staff training in delivering an inclusive curriculum through differentiation and creative planning

Early identification of reasonable adjustments for exam provision

Progress data shared with parents half-termly; additional information offered in home languages to EAL students; additional meetings with parents/carers of students at SEN support and Statement/EHC level

Work experience tailored to support aspiration and guidance for all students available from named staff

Communication & Interaction

All staff participated in Speech, Language & Communication audit to identify strengths and weaknesses. CPD targeted to address areas of weakness in staff planning and delivery; areas of strength identified, celebrated and used as examples of good practice to share in cross-curricular research

Cross-curricular research project linked to University of Manchester on impact of C&I difficulties on progress and how this can be addressed

Support staff participation in ICAN training to deliver targeted intervention for students identified with C&I difficulties

In-school Speech and Language Therapist available to deliver 1:1 intervention for students, work with families and carers, train staff to deliver strategies in the classroom, small group work and early assessment

Teaching Assistants trained to deliver ELKLAN programme throughout KS3 and KS4

Teaching Assistants trained in Units of Sound and Active Literacy, delivered by the British Dyslexia Association, to address specific C&I concerns affecting literacy

Additional curriculum support given to Speaking & Listening skills throughout all departments

C&I language assistant deployed to work with students with specific C&I needs, directed by speech and language input.

Rich oral environment encouraged in all departments via display, planning and curriculum delivery.

Annual Reviews

SEN provision

All annual reviews will take place during the academic year with each student and family offered an interim meeting to ensure provision is suitable and having an impact on progress. Interim reviews will be at the request of the Academy; however, review meetings can be held at parental request at any time during the academic year.

All students with a current Statement of SEN will be offered an interim review to facilitate the transition to an Education, Health and Care Plan, if deemed necessary by the Academy and/or parents / carers.

All students on the current SEN register will undertake a review of their provision during the academic year 2016/2017 to ensure their provision is having an impact on their progress or experience of school.

An SEN desk will be available at all Academy events involving parents / families and provision will be made to accommodate SEN enquiries through a dedicated helpline staffed at specific times.

Communication & Interaction

C&I workshops will be available to parents / carers and will aim to address all issues of communication and interaction, focussing on working and living with teenagers.

Student Voice meetings will be held termly with students directly affected by C&I issues to ensure provision is appropriate and having a positive impact.

SEN information will be made available to all through the Academy's website. Confidential enquiries can be made through a dedicated helpline staffed at specific times and through a website enquiry model.

SEN information will also be added to the Academy's Twitter feed and available to those who have subscribed to a text service.

Annual reviews will be attended by speech and language professionals, support staff and will be offered to suit parents / families at a variety of times; families who may have experienced difficulties in the past will be offered an initial 1:1 meeting to explain the process. A leaflet explaining the process will also be available in a number of community languages and distributed throughout Salford community groups.

Keeping Children Safe

SEN provision

All students with identified SEN are also students of the Academy and protected by the same rigorous Health & Safety checks applied to all areas of the Academy's provision. This includes the Academy's stringent policy on bullying which can be found on the website or by request from the Academy's Administration Manager.

Risk assessments are undertaken in line with Local Authority and Government guidance and all are checked annually by a designated external officer.

Departments which may be deemed to be higher risk e.g. PE and Science are subject to formal inspections and have additional guidance on curriculum provision, planning and delivery. Any SEN issue which may have an impact on these subject areas e.g. visual impairment is taken into consideration during the planning and assessment stages of all lessons.

Parents/carers can find all relevant documents on the Academy website and can ask to see any risk assessment related to an Academy lesson, department or school trip.

Communication & Interaction

Provision for children and young people with C&I difficulties should reflect their likely need for support in developing social relationships and their increased risk of emotional or mental health problems. They may have difficulties with communication, social interaction and imagination. In light of this, the Academy has designed a training programme for students on how to interact in different situations which provides practice opportunities across subjects within the curriculum and in a wide range of settings with different groups and individuals. These include:

- EAL Cultural Club – offering experiences in English culture such as public transport, supermarkets, theatres, parks and beyond.
- Talk Gym – a programme designed to address key communication skills delivered through form and linked to the Enterprise, Professionalism and Employability core objectives.
- Pyramid club – a student-led afterschool club that develops social communication skills, friendships and confidence.

This developing programme is constantly evolving and responding to the needs of individual students with communication and interaction difficulties and is part of an overall programme of inclusion operated by the Academy.

Health (including Emotional Health and Wellbeing)

SEN provision

The Academy has strong links with local health providers including School Health who run a confidential weekly drop-in service for students as well as providing a vaccination and healthcare programme throughout the curriculum. Provision for students with SEN is part of this whole school programme and every care is taken to ensure all information is clear, accessible and inclusive.

The Academy is part of the CAMHS link pilot project supporting students with social, emotional mental health concerns. This allows the mental health lead to make direct referrals to CAMHS and to provide an ongoing support package.

The academy will not administer medication without completing a Care Plan or express permission from parent or carer. Accommodation will be provided for those students who need to monitor health conditions such as diabetes on a regular basis. Relevant staff members are informed via the SIMS system. All medical records remain confidential unless written permission is given by parents or carers.

Communication & Interaction

Students with communication and interaction needs can access a range of health and wellbeing services including an on-site speech and language therapist who can work with students on an individual basis, in small groups, apply strategies in the classroom or devise a programme supporting students and families in both home and school environments.

The Speech and Language therapist has also devised a series of information briefings, differentiated for staff and students, to help create an ethos of support, tolerance and acceptance for students experiencing C&I difficulties in social situations.

Referrals for additional support can also be made through the Inclusion team.

Once identified, staff involved are given a range of resources and strategies to plan and deliver an inclusive curriculum. An Individual Education Plan is drawn up in conjunction with the family, student and relevant professionals. This will identify the need, offer advice on resources and strategies for support and be distributed to all relevant parties. All staff participated in Speech, Language & Communication audit to identify strengths and weaknesses. CPD targeted to address areas of weakness in staff planning and delivery.

Support staff participation in ICAN training to deliver targeted intervention for students identified with C&I difficulties

Additional input can be given to external support agencies, if required and at the family's request.

Communication with Parents/Carers

SEN provision

An SEN desk will be available at all Academy events involving parents / families and provision will be made to accommodate SEN enquiries through a dedicated helpline staffed at specific times.

Staff with a specific role in SEN and Inclusion provision will be identified on the Academy's website with a dedicated email address and helpline number available at certain times. Parents / carers who wish to contact a specific person will be given very clear instructions on how to do so. All administration staff will also have this information to hand and be able to give an immediate answer to enquiries regarding SEN and Inclusion.

An appointment system is in operation and every effort will be made to accommodate parent/carer requests concerning dates and times.

Progress data is provided to parents / carers every half term. A feedback section will be included on the report. This will be duplicated on the Academy website and available in community languages.

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Annual reviews will be attended by speech and language professionals, support staff and will be offered to suit parents / families at a variety of times; families who may have experienced difficulties in the past will be offered an initial 1:1 meeting to explain the process. A leaflet explaining the process will also be available in a number of community languages and distributed throughout Salford community groups.

Following identification of C&I needs, a meeting will be held with parents / carers to outline possible pathways of intervention and introduce parents / carers to key staff members. An information leaflet detailing avenues of support open to families both locally and nationally will be provided. This again will be in a range of community languages.

Working Together

SEN provision

Home / school contracts are available for all Academy students and these can be accessed in the Student Planner distributed to all students on arrival at the Academy. Any additional information for parents / carers of student with SEN would be discussed at an arranged meeting.

As an inclusive academy, all students have the opportunity to represent their tutor groups on Year and Academy Student Councils. These positions are elected by their peers. Students directly affected by SEN issues are invited to interim and annual reviews meetings to voice their opinion on the provision. Opportunities to discuss their targets and additional provision are also given 3 times a year as part of the review process.

Parents / carers have the opportunity to voice their opinions on the curriculum and Academy matters through the Governing Body. Elections for Parent Governor representatives are held annually.

Furthermore, parents / carers are invited to become part of the Friends of Albion Academy organisation which supports the aims and objectives of the Academy and its place in the wider community.

Communication & Interaction

Student Voice meetings will be held termly with students directly affected by C&I issues to ensure provision is appropriate and having a positive impact.

A SEAL programme (Social, Emotional Aspects of Learning) is being introduced into the KS3 curriculum to allow students the opportunity to share ideas and debate issues in a democratic, appropriate manner. Group interaction and issues around social skills are addressed through this programme and it will have a positive impact on engaging students who may be experiencing difficulties in these areas.

The Governing Body and associated Academy Trust have taken the decision to highlight the growing demand for communication and interaction skills throughout the secondary curriculum, the academy as a community and the expectations placed on today's workforce. To this end, the decision to buy in Speech and Language Services has been extended and additional funding made available for staff training and resources for those working with young people with C&I issues. This extended community approach has also included the Salford Foundation, Girls Aloud programmes and Teens & Toddlers – all programmes designed to engage and enhance C&I skills.

What help and support is available for the family?

SEN provision

For parents / carers of students affected by SEN, additional support is offered in the form of a Family Support Worker who is part of the Inclusion team. This team, and any member of it, is available to parents / carers for any discussion or guidance needed when completing forms or paperwork. Additional support in the form of the Parent Partnership team is also available and staff will be happy to direct parents / carers to this organisation.

The Family Support Worker will remain a key point of contact for all families of students attending the Academy and a dedicated telephone line and email address will be available. Further information, advice and guidance on a range of Academy issues, whether SEN related or not, can

Communication & Interaction

To address specific C&I issues, all forms and paperwork produced by the Academy will be reviewed to ensure they match the criteria for being dyslexia-friendly. All forms and paperwork will also be available in community languages – upon request.

Links will be made with local and national support organisations working in the field of speech, language and communication to ensure that information is current and relevant. Named contacts will be listed for each organisation.

Transition from Primary School and School Leavers

SEN provision

All students identified as being part of the primary SEN register will be visited by a member of the Inclusion team and strategies / resources used by feeder primary schools identified on their transfer records. All students with a Statement of SEN will have a member of the Inclusion team attend their final primary review to ensure that appropriate provision is in place at the time of transition.

Additional visits to the school will be available to students and their families affected by a Statement of SEN. A named staff member will be allocated to that student and their family to start building a positive experience of transition and support.

Transition events for all Y5 and Y6 pupils will be offered throughout the academic year as well as department-linked events such as Science Fairs and Maths Magic. As an inclusive school, these will be planned, delivered and evaluated to accommodate the needs of all students attending, where that information is available.

Post-16 provision for students with SEN will begin in Year 9 with a transition plan put into effect in conjunction with Connexions staff based at the Academy. Appointments to discuss work experience, apprenticeships, careers guidance and supported employment as well as college courses and post-16 provision are available through named staff.

Additional support from Salford College staff is available to all students with SEN and is based within the Academy to facilitate ease of access for students and family members alike.

Communication & Interaction

A SEAL curriculum in Year 7 will link to transition work in Year 6 to address levels of concern or anxiety around transition. This will encompass a wide range of skills-based engagement around Communication and Interaction and will promote the ethos of tolerance, understanding and acceptance modelled throughout the Academy.

Speech and Language services will be offered to feeder primary schools to aid transition and all professionals involved will attend a transition forum to ensure continuity of provision and care. Named key workers will oversee this process and be involved with the student and family members from Year 5 onwards.

C&I workshops on supporting teenagers will be available at the Academy. A programme of further workshops which is designed in consultation with parents / carers and relevant support organisations will be published online and be offered free of charge to Academy families.

Extra-Curricular Activities

SEN provision

The Academy offers a full programme of before and after school activities which are open to all students. These are free of charge to Academy students.

Summer Holiday programmes may incur a small charge but this is reviewed annually and provision is made to fund places so that all opportunities are available to all students.

The full programme is available on the Academy's website.

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This developing programme is constantly evolving and responding to the needs of individual students with communication and interaction difficulties and is part of an overall programme of extra-curricular activities operated by the Academy.

Glossary for Local Offer

Annual Review

All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or Education, Health and Care Plan.

Assessment

This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly.

More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher.

Code of Practice

The SEN Code of Practice (often referred to as 'The Code') gives practical guidance on how to identify, assess and support children with special educational needs. All early education settings, state schools and Local Education Authorities must take account of this Code when they are dealing with children who have special educational needs.

Connexions

Connexions provide a targeted service to anyone aged between 13 and 25 who has a statement of SEN or an Education, Health and Care Plan (EHCP) where it is deemed that special educational provision in it is still needed. They support in the transition from school to further education opportunities, work or training.

Differentiation

Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

EHCP

Education, Health and Care Plan

From 1st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over the next three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25. The criteria and procedure for securing an EHCP for your child is detailed as part of Salford's Local Offer.

Exam Special Arrangements

Special arrangements can be made for pupils who are disadvantaged during exams because of certain difficulties such as dyslexic tendencies. Readers, scribes and or extra time can be arranged, for pupils who meet the exam board criteria, in order that the disadvantage they have can be redressed. Special concessions can be arranged for pupils who qualify for these e.g. the exam paper can be enlarged or written in Braille for pupils with visual difficulties or a scribe can be used if a pupil breaks an arm before the exam etc.

Inclusion

Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability. Within and beyond the school in order to plan for the young person's transition to adult life.

IEP

Individual Education Plan

An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have an IEP but it is good practice for parents and the child to be involved in drawing it up and reviewing it if there is one. An IEP should be reviewed regularly and at least twice a year. If there is no IEP the school should have another method of recording how it is meeting your child's SEN

PPO

Parent Partnership Officer

Provides impartial advice and information to parents whose children have special educational needs. The service offers neutral and factual support on all aspects of the SEN framework to help parents play an active and informed role in their child's education.

Personalised Learning

Personalised learning is about tailoring education to meet individual needs, interests and aptitudes to ensure that every pupil achieves and reaches the highest standards possible, no matter what their background or circumstances or level of ability

Pyramid Club

Club set up in liaison with the Schools' Psychology Service. This is an after school club for very quiet, vulnerable Year 7/8 pupils who need support to grow in confidence, make friends and build trusting relationships with nurturing staff who can support them in school and help them to become more independent.

SENCO - Special Educational Needs Co-ordinator

A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.

Statement of Special Educational Needs

The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1st 2015, no new statements will be written. Instead a new document – an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement will be produced.

Statutory Assessment

This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2015, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

Transition

Transition is when a child moves from one setting to another, such as from home to a childminder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.