

The Albion Academy

S.E.N.D Information Report



'Stand together, Achieve together'

Academy Ethos

The ethos at The Albion Academy is based on the Salford Academy Trust belief that every child can succeed.

The Albion Academy has the objective of enabling each student to become a balanced, happy and articulate person with the intellectual freedom to be creative; confidence to initiate; flexibility to respond to challenge, change and adversity; compassion to serve others; spirit to enjoy life; integrity to be trustworthy; and motivation to have a lifelong love of learning.

The S.E.N.D department seeks to develop the full potential of each child, recognising the uniqueness of each individual. We aim to provide support for pupils who require it within a caring environment that allows pupils to develop towards their full potential, regardless of ability.

The Academy implements the 3 key principals for inclusion at all levels of curriculum planning.

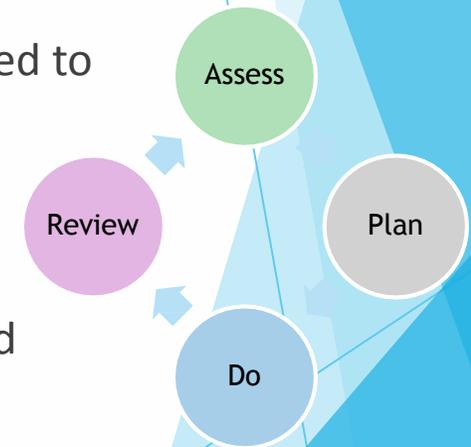
- Pupils with S.E.N.D are entitled to have suitable learning challenges set for them. This is achieved through school and support agency assessment; carefully planned learning programmes and developing a flexible curriculum that will enable pupils to be successful and make progress.
- The Academy ensures that action is taken to respond to diverse needs through the developing policies and practices that ensure equal opportunities for both girls and boys; pupils from a variety of different cultures, including travellers, refugees and asylum seekers.
- The Academy helps to overcome potential barriers to learning and assessment for individual and groups of children by providing early intervention of individual needs, appropriate planned interventions and clear monitoring and review procedures, for all pupils including those for whom English is an additional language.

Our Core Offer

- Teachers are responsible for the progress of all pupils in their class. High quality teaching is personalised and differentiated to meet every child's needs.
- All children will be taught a broad and balanced curriculum.
- All students have teachers who develop strong supportive relationships with them.
- All teachers have the responsibility to bring to the attention of the S.E.N.D Coordinator any child whose needs they believe are not being met- this is through a graduated approach
- All teachers at the academy are teachers of pupils with S.E.N.D
- The S.E.N.D register and other information is distributed by the S.E.N.D coordinator on a termly basis.
- We manage medical needs by working closely with parents and health care professionals. We listen to and act on their advice, providing staff training where needed.
- Your child can express their views on their provision through the pupil forum.
- Systems for review and evaluation of inclusive practices in order to achieve continuous improvement.

Assess

- ▶ If through our tracking and monitoring it becomes apparent that he/she isn't making progress teachers are expected to complete an S.E.N.D referral form.
- ▶ After receiving the referral you will be invited to a meeting with Mrs O'Riordan (SENDSCO)
- ▶ In the meeting we will begin to explore possible barriers to learning and you will be asked how we can best support your child.
- ▶ Observations and relevant assessments will take place. Where required specialist services may be involved, with your permission.
- ▶ Targeted support will be put in place and students will be base lined. Staff will be guided to ensure your child achieves their learning outcomes.
- ▶ If, with this support, it becomes evident further support is required, a meeting will be held and your child may be placed on the Academy S.E.N.D register.
- ▶ In this meeting we will create a pupil passport where appropriate targets are discussed and both child and parent views are included.
- ▶ EHCP (Education, Health and Care Plans) will be used when your child's needs are deemed more complex and require input from a range of outside agencies. It is important to note that until the steps above have been taken, we are unable to suggest an EHCP.



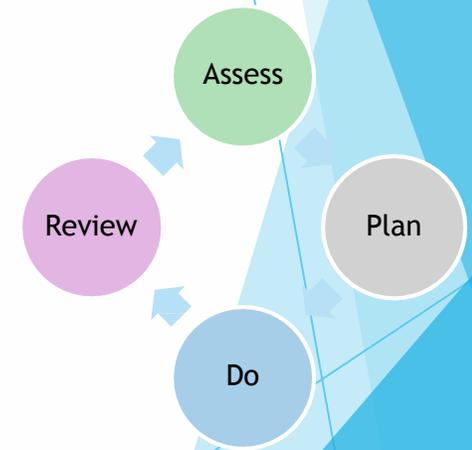
Assessment

Please find below a list of expertise and specialist services accessed by school where appropriate:

- Speech and Language therapist
- Educational Psychologist
- Counselling service
- Learning support service (Visual and hearing impairment)
- 1:1 learning support – for students with cognition and learning needs.
- Secondary Inclusion Service (SIS)
- Parent Partnership
- Learning support service (ASD)

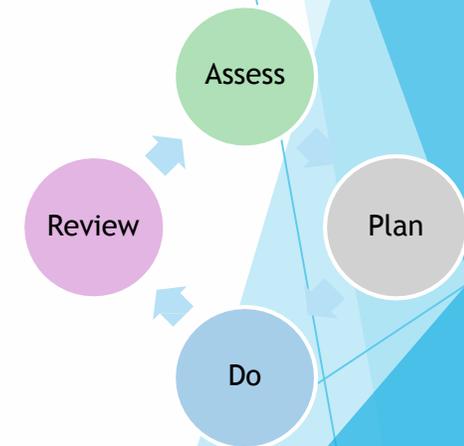
Plan

- ▶ We modify teaching and learning approaches and environment to facilitate access for all our students.
- ▶ We have a wide range of S.E.N.D resources and interventions available to your child.
- ▶ All teachers are teachers of S.E.N.D. Staff are regularly trained on suitable strategies and approaches to support students with S.E.N.D. Staff have been trained to support students with communication and interaction needs and students who have a hearing impairment.
- ▶ Our team of support staff are deployed where they can best support student need.
- ▶ Where a child doesn't make adequate progress, even with a differentiated curriculum, with relevant interventions. We may seek relevant advice from outside agencies(see slide 5 for a list of external agencies)
- ▶ Our procedures are in line with S.E.N.D Code Of Practice (2015).



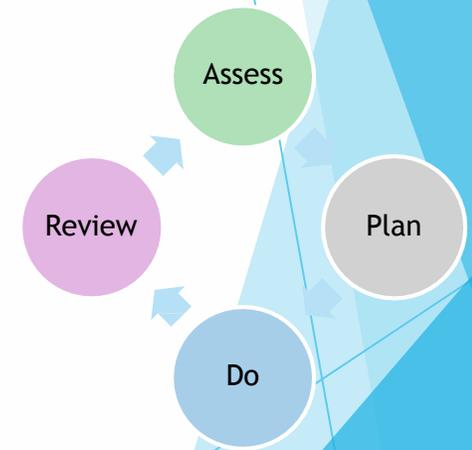
Do

- ▶ All our teachers are trained to adapt and differentiate teaching and learning to meet all needs of students.
- ▶ Daily planning takes into account individual needs and requirements. Class overviews and appropriate waves of intervention are updated and adapted according to class needs.
- ▶ Relevant interventions for your child are recorded and reviewed by staff on a half term basis.
- ▶ Differentiation is approached in a personalised manner to ensure you child achieves outcomes suitable to their ability.
- ▶ Additional adults are used to help groups and individual children with the long term goal of developing independent learning skills. The class teacher and SENCO monitors this support to avoid children becoming over reliant on this.
- ▶ Grouping arrangements take into account the different skills and abilities of each child. This ensures learning is maximised.
- ▶ We fully encourage any parental support.



Review

- ▶ Homework is given on a weekly basis by all departments. You are encouraged to support your child's learning at home.
- ▶ Progress/review meetings will be held on a termly basis where you can meet a teacher/teaching assistant to look at their work and discuss how well they have settled and any changes to their pupil passports.
- ▶ Your child will be involved in reviewing their targets at appropriate times throughout the term.
- ▶ Regular phone calls are used to support communication between staff and parents.
- ▶ We aim to ensure that all looked after children expect and experience the same outcomes as their peers. For children with S.E.N.D who are looked after by the local authority, we provide the same equal access to all areas of the curriculum. This is systematically overseen by the school safeguarding officer.
- ▶ If your child has an EHCP, you will be invited to an annual review of the plan at least once a year
- ▶ The impact of interventions is tracked and progress monitored and compared to children not receiving intervention.



Assess, Plan, Do, Review steps

5. SO'R to complete
EHC paperwork.

Relevant intervention to be
completed and reviewed regularly

4. Continuing 1:1 support and
involvement with Ed Psych.

3. Student to work with TA to explore or give 1:1 support in specific area
of concern.

2. SO'R to observe student whole school.
From observation email strategies to implement -3 week review period for
this to take place. SO'R to make contact and meet with parents.
SO'R, SSV and JEG to meet depending on actions arising.

1. Teacher referral – through referral paper work to SO'R. Evidence of graduated approach

Four areas of S.E.N.D

Cognition and learning

(Dyslexia, dyscalculia, MLD, memory)

- Short chunking tasks - no longer than 15 minutes.
- Simple instructions presented verbally and visually.
- Post it notes (small pack that they can stick on pages of exercise books to remember key information)
- Repetition and recapping in lesson.
- Appropriate reading material (nothing metaphorical or abstract)
- Weekly spelling tests (especially for key words in subject areas, even practical subjects)
- Selecting when you know they have the correct answer.

Communication and Interaction

(Stutters/stammer, Word understanding, Social language difficulties)

- Instructions have to be short and easy to understand - written and verbal.
- Ask students to relay instructions back.
- Starter tasks based around subject vocabulary
- Targeted questioning on a 1:1 level - social conversation to try and develop confidence.
- Model appropriate language for their level.
- Word banks and word wheels to help generate ideas.
- Present only one idea at a time
- Allow students the time to speak don't rush them and try to scaffold what they are trying to say.

Social/ mental and emotional

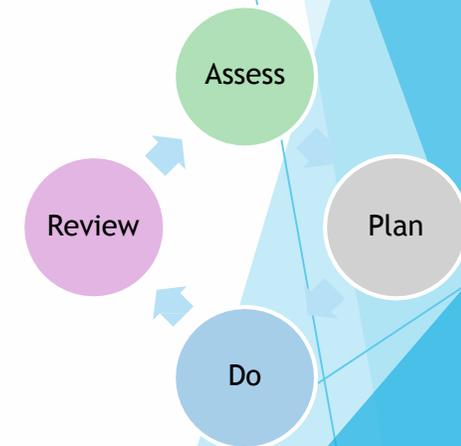
(ADHD, ADD, Autism)

- Short tasks - egg timer to count down the activity.
- Clear plan and objective to the lesson that the students know about.
- ADHD students have something to mess with that is quiet but will keep them focused.
- No abstract language or metaphors, autistic children will not understand or will begin to question what you are saying.
- Positive behaviour reward charts, visual so students can see how well they are doing.
- Colour coding things to show visible links.

Sensory and or physical

(Deaf, blind, Cerebral palsy)

- Easy access around the classroom
- Easy access into the classroom
- Seating plans that can address students needs.
- Colour coding areas of the room.
- Complete involvement in the lesson - that would include practical lessons.
- Gestures and movement for instructions
- Quiet areas of the classroom to work
- Pictures around the room of day to day activities to aid gestures.
- Clear achievable objectives in lesson that students can achieve.



Wellbeing

- ▶ Medical support is available from a designated person in student services who will deal with the administration of medicine and record keeping.
- ▶ Pupil passports are written by the SENCO in conjunction with parents/carers for students with more complex needs.
- ▶ Parents/carers are responsible for providing the Academy with up to date and accurate information of medication.
- ▶ In order to reduce the impact of illness –related absence the academy will organise for work to be sent home with comprehensive instructions for your child where appropriate.
- ▶ Pastoral support is delivered through form tutors on a weekly basis. Topics include carers; bullying; revision...
- ▶ All students have access to TooTooT, for online support with bullying or any other academic concerns.

Facilities for access to the school who have a disability

- The Disability Equality act places a duty on school, when carrying out their functions, to have due regard to the need to:
- Promote equality of opportunity between disabled people and other people
- Eliminate discrimination that is unlawful under the Disability Discrimination Act 1995 (as subsequently amended)
- Eliminate harassment of disabled people that is related to their disability
- Promote positive attitudes towards disabled people
- Encourage participation by disabled people in public life
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.

We work with the children to understand the impact of the words they use, and deal seriously with derogatory name calling. We also try to make sure we have positive images of disabled children and adults in displays, resources etc. We aim to make optimum use of circle time for raising all equality issues.

Implementing the disability and discrimination act

Under part 4 of the Disability Discrimination Act (as amended by the Special Educational needs and Disability act 2014) schools and LAs must not treat disabled students less favourably, and must make reasonable adjustments to ensure they are not disadvantaged compared to their peers. Instead they must plan strategically to increase access to schools and curriculum overtime. The disability and discrimination duties apply to all pupils and to every aspect of school life.

The Albion Academy is on two floors which have stairs. We do have lift access available to the upper floors situated at student reception. There are disabled toilets situated in each department. However, arrangements for pupils needing disabled access will need careful requirement.

For any student attending the academy with a disability they will have an accessibility plan created to ensure full access to the curriculum.

There is a ramp in the main entrance for access.

Other policies and documents

- ▶ For information on accessibility and disability [click here](#)
- ▶ For information on our equality policy [click here](#)
- ▶ For extended information on our local offer of Communication and Interaction [click here](#)
- ▶ For our admissions policy please [click here](#).

Medical information

- ▶ If your child has specific medical needs then please contact either your class teacher or the SENCo (Mrs O’Riordan) so appropriate plans can be put in to action.
- ▶ If needed, a care plan will be written to inform all staff with SENCo involved.
- ▶ If your child requires ongoing medication, please contact the office to complete a
- ▶ medicine administration form if changes are made throughout the year.
- ▶ On site medical support is currently provided by our twenty qualified First Aiders.
- ▶ A member of staff is trained to administer specialised medication.
- ▶ Children who have more severe medical conditions will have detailed Individual Health Care Plans which are devised in consultation with parents, school staff and medical professionals. These Education, Health and Care Plans will be shared with relevant members of staff.
- ▶ We work with the school nurse for any medical needs within our school

Moving up, Moving on...

Key stage 2- Key stage 3

- ▶ Induction evening will take place for all students arriving in year 7 Foundation classes.
- ▶ Transfer of all S.E.N.D information takes place.
- ▶ Meetings between primary and secondary takes place for the transfer of essential information.
- ▶ Summer school takes place in the summer before September admissions.
- ▶ Transition days take place during the summer term.
- ▶ Relevant academy staff attend any reviews necessary.
- ▶ Close liaison between the safeguarding officer, behaviour team and SENCO takes place.

Moving up, Moving on...

Key stage 4- Key stage 5

- ▶ Transfer of all S.E.N.D information takes place.
- ▶ Relevant academy staff attend any reviews necessary.
- ▶ Close liaison between the safeguarding officer, behaviour team and SENCO takes place.
- ▶ Connexions support provided including 1:1 interviews.
- ▶ College taster sessions take place throughout the academic year.
- ▶ Pastoral support available in form. These sessions include; CV writing, interview prep, pastoral and revision guidance.
- ▶ GATEWAYS project with Manchester university for students.

Staff Training

- ▶ Experienced SENDCO, two years in post (completed the national award for Special Educational Needs and Co –Ordination 2014)
- ▶ 5 Teaching assistants in class support
- ▶ All TAs have attended specific CAMHS training based on various SEMH difficulties
- ▶ All TAs are trained in precision teaching.
- ▶ All TAs are trained in ASD from the learning support service.

- ▶ All teachers have QTS or are training for QTS. Teaching assistants have a minimum of a level 2 qualification.
- ▶ All staff are either teachers of or are supporting students with S.E.N.D.
- ▶ Staff have had speech, language and communication training.
- ▶ Staff have had training on supporting students who have a hearing impairment.
- ▶ Weekly staff training is sometimes used for S.E.N.D training.
- ▶ ELT and NQTS have all received training on supporting students with S.E.N.D and effective use of teaching assistants.
- ▶ All staff have safeguarding training which is up to date.

Complaints

Complaints about any aspect of the SEND policy will be dealt with in the same way as any other complaint against the school.

Should any parent/carer have cause for complaint, they should be addressed in the first instance to the head teacher.

The complaint may be directed by the head teacher to the Chair of Governors and/or the Governor for SEND.

Should Action need to be taken, the Academy complaints procedure will be followed.

The policy will be reviewed and updated annually. The SENCO will also report annually to the Governing body concerning the effectiveness of this policy.

You can find the complaints policy [here](#).

Keeping in touch

- ▶ Mr K Mackey– Principal
- ▶ Mrs J Egerton– Vice Principal
- ▶ Mrs S O’Riordan– SENDCO

The SEND Team are:

- ▶ Samantha O’Riordan, SENDCO

If you wish to contact one of the SEND Team there is a Dedicated SEND Action Line
01613595092

This is staffed:

- ▶ Monday and Wednesday between 3pm - 4pm.
- ▶ Tuesday and Thursday between 8am - 8:30am.