The Albion Academy
The best in everyone™
Part of United Learning

SEND Information Report 2026-27

REVIEW TIMETABLE

The Policy will be reviewed either: • Annually • When statutory guidance changes • When incidents may dictate the need for review		
Report Reviewed Centrally:	Sarah Horn -Inclusion Advisor	July 2026
UL Report Adopted	Sam O'Riordan	September 2026
School policy ratified by Local Governing Board by:	Peter Howarth	October 2026

Special Educational Needs (SEN) Information Report 2025-26

What is a SEN information report?

The purpose of a SEN information report is to help parents and other stakeholders find out how students with SEND are supported in school. It should enable someone without specialist knowledge of the education system or SEND to quickly and easily learn about your school's approach to SEND. All schools must publish a SEN information report on their website (SEND Code of Practice 2015, para. 6.79). The Code states that this information should be updated annually, with any in-year changes updated as soon as possible.

Key Information

Principal: Mr Mathew Rogers
Head of School: Ms Georgia Gardiner
SENDCo: Mrs Samantha O'Riordan
Deputy / Assistant SENDCo: Miss Georgia Ashurst and Miss Ashlea Hodgkinson
SEND Administrator:
SEND Governor: Michael Earnshaw
Link to Local Offer: Local Offer | mycity Directory (salford.gov.uk)

Context

Which types of need are supported at The Albion Academy?

As of September 2026, The Albion Academy has 894 students on roll, of which 23 have an Education, Health and Care Plan (EHCP) and 177 access SEND Support (K).

Glossary

SEMH: Social Emotional Mental Health
C&L: Cognition and learning
C&I: Communication and interaction
S&P: Sensory and physical

	SEMH	C&L	C&I	S&P	EHCP	Boys	Girls	TOTAL
Year 7	13	13	20	2	4	4	0	48
Year 8	14	15	10	2	5	4	1	41
Year 9	18	14	20	2	8	6	2	54
Year 10	9	9	10	4	2	0	2	32
Year 11	9	5	10	1	5	4	1	25
TOTAL	**63**	**56**	**70**	**11**	**24**	**19**	**6**	**200**

At The Albion Academy, the most common type of need for students with an EHCP is Communication and Interaction, and for students with SEND support is also communication and interaction(C&I).

Local and National Picture

	The Albion Academy	Salford Local Authority	National Statistics 23/24 (Secondary)
Students with an EHCP	2.6%	X	2.7%
SEND Support	19.9%	X	12.9%

Admissions

How do students with SEND get a place at The Albion Academy?

- Please refer to our admissions policy Admissions Policy 26-27.pdf
- Students with an EHCP must be allocated a place via the LA authority SEND team.
- If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENDCo at The Albion may be invited to attend your child's annual review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.
- Students with special educational needs **without an EHCP** will apply via the Local Authorities normal admissions system Secondary school admission details•Salford City Council
- Students with an EHCP will apply during their Annual Review process and transfer phase during Year 6, with guidance from the Salford Local Authority SEND team.

No student will be refused admission to The Albion Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where Salford Local Authority proposes to name The Albion Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

The Albion Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

The Albion Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

Identification

How are additional needs identified at The Albion Academy?

The SEND code of Practice (2014) states *'A pupil has SEN where their learning difficulty or disability calls for special educational provision, **namely provision different from or additional to that normally available to pupils of the same age**. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'*

Upon entry to The Albion Academy, all students complete MIDYIS aptitude testing alongside baseline assessments in Maths or English. Based on the outcome of our initial testing or following a referral from a parent or staff member, we may complete SEND baseline assessments to assess each students' skills, building on information from previous settings and key stages where appropriate. We ensure students are appropriately baselined across all four areas of SEND to ensure a full break-down of need, where appropriate. Parents will receive a full SEND baseline report which includes a summary outlining and areas of concerns, next steps and referrals to any appropriate interventions or external agencies.

Only medical professionals will make formal diagnosis of any SEND in all areas of need- screening tools, assessments and observations will be used to support referrals where necessary, but staff at school should not indicate traits or offer any potential diagnosis.

What assessments are used at The Albion Academy to identify SEND?

Assessments may include:

- Standardised test results

- MidYIS scores
- Reading Ages (NGRT)
- Reading and comprehension (YARC)
- Dyslexia Screener
- Dyscalculia screener
- DIGIT memory testing
- Boxall profile/Strength and difficulties questionnaire (SDQ)
- TALC screener
- BPVS (British Picture and Vocabulary scale)
- SNAP testing
- Input from external professionals (e.g. Education Psychologists, speech and language therapists, CAMHS, Learning support service)
- Assessments by class teachers identifying students with:
    - ✓ Significantly slower progress compared to their peers
    - ✓ Failure to match or exceed previous progress
    - ✓ Failure to bridge the attainment gap with peers.

What would not constitute SEN?

Drawing on guidance from the SEND Code of Practice (2014):

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate.
- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a student's short-term needs in order to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools Mental health and behaviour in schools

What should I do if I am concerned that my child has SEN?

- Parents know their children best and it is important that we listen and understand when parents express concerns about their child's development.
- In the first instance, parents should email the SEND administrator using the 'Talk with The Albion Academy' contact form via the academy website, Talk with The Albion Academy | Contact Us | The Albion Academy, requesting to book a call with the SENCo / Assistant SENCo to discuss their concerns.
- The first response to such concerns should be high-quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected, the subject teacher, working with the SENCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) The Albion Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, where required.

Salford's Neurodevelopmental Assessment Pathway

Neurodivergent describes differences in learning from what is considered typical patterns of development. It is often used when describing a child, young person or adult who may have a particular way or learning. Often

people with a diagnosis such as Autism, Attention Deficit Hyperactive Disorder or Developmental Language Disorder may describes themselves as neurodivergent.

When might a young person need a neurodevelopmental assessment?
Neurodevelopmental needs are common. Figures can vary but it is estimated that around 10% of the population have a neurodevelopmental need. Not all children and young people will however need an assessment. Children and young people do not need a diagnosis to access support. Settings must do all they can to meet the special educational needs of the children and young people who attend the setting.

Referring to a specialist assessment pathway should not be the first step in supporting a child/young person. An initial period of observations, information gathering and support should be put in place in line with a graduated response. Consideration should be given to a child or young person's needs both at home and in their setting.

Please carefully consider why you feel a request for a neurodevelopmental assessment is required. You should be able to clearly explain your reasons for the request, what support your child has accessed and what you (and the school) will continue to do to support your child whilst waiting for an assessment or undergoing the assessment process.

Getting Help

Salford's neurodevelopmental offer•Salford City Council

Who can make a referral?
A parent, SENCo, health professional or other Local Authority professional, for example an Early Help Practitioner can make a referral via the online form: Neurodevelopmental Pathway Referral

The Graduated Approach
What are the school's arrangements for assessing and reviewing students' progress towards outcomes?

Assess

- Students are identified through our school referral systems.
- The Albion Academy uses several assessment tools to initially assess whether a child should be placed on the SEN register and plan what SEN support is required to match pupil's needs.
- A baseline Assessment report is written which will provide the following; whether a child will be placed on the SEND register, category of need, banded level of SEN support and an initial plan of what in class support looks like.

Plan

Meeting with parents will take place to share outcome of SEND baseline

- Individual Pupil passports will be created (if appropriate)
- Key Worker allocated

- **If identified and added to the SEND register a Pupil Passport will be created this will be shared the following ways:**
  - Class Charts
  - Email shared with 'Teachers of' containing important actions (such as seating change)
- **Withdrawal Intervention (if appropriate) will be completed**
  - Waves of withdrawal intervention are timetabled at specific points in the school year.
  - They are a time limited intervention.
  - Interventions are evidence informed.
  - Attendance to interventions is tracked and reviewed.
  - Impact is monitored and reviewed by the Assistant principal and Assistant SENDCO.

Do

- The student's teachers remain responsible for working with the child on a daily basis.
- Where the student has interventions that involve group or one-to-one teaching away from the main class, the SENCo will monitor the impact of this support and how the learning can be linked to classroom teaching.
- See also our 'Interventions Offer' below.

Review

- **Provision reviewed every term**
  - Review process may include Round Robin/ Solutions Circles for staff/ Observations of students in lesson(s)
  - Parental meeting held to review impact and next steps
- **Potential Outcomes:**
  - Pupil Passport updated
  - SEN Banding change
  - Referral to internal/external interventions
  - Removal from SEN register
  - Assess, Plan, Do, Reviw cycle begins again
  - EHCP application submitted/reviewed

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can request an Education, Health and Care needs assessment. To inform its decision the local authority will expect to see evidence of the action taken by the school as part of the graduated approach.

Interventions Offer at The Albion Academy

What additional support outside of the main classroom teaching can students and parents' access?

- Wellbeing passes: Respite, early exit pass
- Targeted literacy intervention: Lexia / Lexonic
- Lego Therapy
- Blank Level questioning *Advised by SALT
- Language for behaviour and emotions *Advised SALT
- Cognitive behavioural therapy-based interventions: Starving the Anger Gremlin / Starving the Anxiety Gremlin
- Zones of Regulation
- Pyramid Club
- Memory intervention
- Parental support via established half-termly coffee afternoons

Exam Access Arrangements

Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications

At The Albion Academy we endeavour to ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

We use the following Access Arrangements to support learners:

- Reader
- Scribe
- 25% Extra time
- Rest Breaks
- Prompter
- Word Processor

All access arrangements have to be assessed appropriately and must be a student's normal way of working. Our specialist accessor will test learners with information input through JCQ.

Social, Emotional and Mental Health Provision

The Albion Academy's Senior Mental Health Lead is:

Samantha O'Riordan, Assistant Principal samantha.oriordan@albionacademy.co.uk

The Albion Academy are part of the Emotionally Friendly setting initiative through the Local Authority. The Academy is committed to this whole school approach designed to improve students mental health and wellbeing.

We are proud of our wellbeing initiative which include:

- 6 Mental Health First aid trained staff members
- Robust SEMH interventions that form the graduated approach.
- ASPIRE survey for students.
- THRIVE offer – 42nd Street worker available
- THRIVE offer Ireach – CAMHS low level intervention
- #Beewell programme – Experts from The University of Manchester and the Anna Freud centre are working with leaders from Greater Manchester combined Authority (GMCA) and the region's secondary schools on a major project that surveys children about their wellbeing and preparedness for life beyond school.

Belonging

How are students with SEND encouraged to take part in the wider school offer and learning opportunities?

Rewards

The Academy vision is to personally develop all students, to produce responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We are proud of our commitment to deliver outstanding Education with Character.

To support this vision, the Academy pledges to provide leadership, careers, social and cultural opportunities for all our students. Students can earn Bronze, Silver and Gold SUCCESS Charter Awards, which are awarded each term. Students also get an opportunity to be rewarded and recognised by showcasing their best work at our weekly 'Celebration Station'. The SENCo and key workers endeavour to ensure that students with SEND are always represented and included in all aspects of leadership, as well as being recognised for their fantastic contributions to our Albion Academy community.

Extra-Curricular Offer

We have an extensive Extra Curricular programme for all learners at the Academy. The club timetable is revised each term, ensuring students can access a variety of different experiences at lunchtime and after school.

Recognising the unique needs of students with SEND, our dedicated key workers provide tailored support to plan their involvement in these extra-curricular activities, this can include the additional support offered in our lunchtime games and Pyramid Club or learning support with Independent study. The Academy is committed to proactively addressing any potential barriers to ensure every student can fully engage and benefit from the diverse opportunities offered.

Parent and Student Voice

How are students and families included in decision making?

- Annual online United Learning survey for parents and students
- Termly pupil passport reviews
- Half termly SEND coffee mornings for parents
- SEND student voice collected termly through the year.

Impartial Information and Advice

Salford Information Advice and Support Service

SIASS are a free, dedicated, confidential and impartial service offering a single point of regular and consistent contact. SIASS can explain how special educational needs are identified and assessed and who you should talk to.

SIASS can offer support with:

- Arranging or attending meeting with school, the local authority, health/social services or other agencies writing letters and reports.
- The council's processes for resolving disagreements and its complaints procedures
- Call 0161 778 0343/0349 or email SAISS@salford.go.uk

Transition

What additional support can students with SEND benefit from at key transition points?

Primary School Transition

- The Albion Academy's Step-up programme, which includes addition Stepping Stone days for Year 6 students hosted at the Academy.
- Targeted visits and planning with primary school SENCOs and Year 5/6 teacher(s) to ensure a smooth handover of key information.
- Summer School to engage students in activities at the Academy, meeting key members of staff.
- SEND Baseline testing pre-entry to ensure any further SEND needs are identified and reports shared with parents.

KS3 to KS4 Transition

- Student support available to guide through the KS4 option process.
- Options evening and parental meetings available with SENDCO during the event
- Guided pathways which offer options to support students with cognition and learning needs.

Post 16 Transition

- Personalised career advice for students
- School shares information before the young person takes up their post 16 place
- For students with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of EHC plan reviews, which must be included as part of the review from Year 9 - age 13-14)

Training

What training do staff undertake at The Albion Academy to support students with SEND?

Available to all staff:

- September INSET: whole school SEND systems and student transition
- Weekly year group meetings updating on key students
- Tailored SEND briefing (as needed in response to key themes or challenges)
- Training session available to all staff around the understanding of SEND

Pastoral and SEND teams:

- Zones of Regulation training by Educational Psychologist
- Solution Circle training by Educational Psychologist.
- EBSA pathway
- IPSEA training level 1 (SENDCO)
- ELKLAN training (LSAs only)
- CAMHS Training
- Mental Health First Aid.

Communication and Complaints Process

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 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: Complaints Policy 24-25.pdf (albionacademy.org)*

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Complaints about Salford Local Authority

If your complaint is about the Local Authority, for example admissions, EHC assessment requests or reviews, contact Salford Information Advice and Support Services (SIASS) on 0161 778 0343/0349 or email siass@salford.gov.uk

Further Advice

Parents can also contact IPSEA, a charity in the field of SEND law in England. IPSEA provide free and independent legal advice and support to families of children and young people with SEND: https://www.ipsea.org.uk/call-in-helpline

IPSEA also provide lots of useful free guides and resources, including template letters to fit your situation: https://www.ipsea.org.uk/template-letters

IPSEA
Independent Parental Special Education Advice

Links to other Useful Policies

- *SEND Policy - The Albion Academy > Key Information > Policies*
- *Accessibility Plan Disability Accessibility Policy 23-25.pdf (albionacademy.org)*
- *Safeguarding Policy The Albion Academy Safeguarding Policy*
- *Behaviour Policy The Albion Academy Behaviour policy*

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