



14th February 2025

Dear Parents & Carers,

I wanted to write to thank you for your ongoing support for the school at the end of this half term, update you with our plans for the return back to school on Monday 24th February and outline a new approach I am taking to end of half term letters.

Firstly, thank you for your support around your child's learning. Attendance at our last two parents' evening events has been up on previous years, at around the 80% mark. This means that four out of every five parents are now attending these events to discuss their child's progress with us. This is a big increase in previous years and really welcomed. It can only be for the best for your child. I would love to get to 100% though.

Secondly, at the end of every half term, I will now be writing to you with a quick overview of some key aspect of the school to keep you updated on current policy and practice in those areas. Schools are fast moving places which change quickly. This has certainly been the case at The Albion Academy over the past few years, so it is important I help you to keep up to date with current practices here. For this letter, I will focus on SEND (Special Educational Needs) in the school, which was an area in our recent parent survey where parents did ask for more information on.

SEND Support at The Albion Academy

The majority of SEND needs can be dealt with by quality teaching. This is why as an Academy we spend so much time on the quality of our teaching. We have training (called CPD) on teaching every two weeks and regular Departmental meetings where teachers jointly plan lessons together. However, we recognise that in spite of this, children can have additional needs. These needs often come to our attention through:

- Parental concerns about a child's progress/development at parents' evenings, where this a SEND stand and our SENCO or Assistant SENCO present to talk with you
- Lower than expected results in exams
- Lack of progress in the lessons week to week
- Concerns raised by members of staff
- Persistent disruptive or avoidant behaviours such as attendance refusal or fixed term suspensions
- Other family events and traumas that may lead to learning difficulties or wider difficulties

In these cases a full "SEND baseline report" detailing the individual needs of the child is done. This is where a child does a set of tests for the four key areas of any possible SEND. This baselining is us having a really good look into your child's learning in these four key areas of SEND, which are:

- Cognition and learning – ability to understand the lessons

Principal Mr M Rogers

The Albion Academy is part of United Learning. United Learning comprises: UCST (Registered in England No: 2780748. Charity No. 1016538) and ULT (Registered in England No. 4439859. An Exempt Charity). Companies limited by guarantee. VAT number 834 8515 12. Registered address: United Learning, Worldwide House, Thorpe Wood, Peterborough, PE3 6SB.

The Albion Academy
1 London Street
Salford
Manchester
M6 6QT
t: 0161 359 5100
e: contact@albionacademy.co.uk
w: albionacademy.org



- Communication and interaction – ability to communicate with adults and other children here
- Sensory/ Physical – a physical need
- Social, emotional mental health – mental wellbeing and ability to socialise with other members of the school community

If baselining shows that scores are unusually below national averages in any area, a clear support offer to address key areas is then planned by the SEND department using the Assess, Plan, Do, Review cycle. This is called SEND Support and is where we put in place extra help support and we track if it has impact over time. We assess (baseline), we plan (change things), we do (see what happens) and we review (look back to see if things have improved).

Our support can then increase over time if it has no impact, to include SEND referrals to Salford City Council with our evidence, for a possible Education & Healthcare Plan (EHCP). This is a formal statement of a clear SEND need for a child. This can then come with extra funding for the school to assist your child as well.

Our SEND offer for pupils takes the form of what we call ‘reasonable adjustments’ to the school for SEND pupils. These are changes we can make to the school for children with SEND. Below is a table of the reasonable adjustments we can and cannot make in the school based on need with reasons why.

We can or may be able to...	We cannot...	Why we cannot...
Have an individual pupil passport or extra resources to help teachers best to plan for, prepare the classroom, teach your child or deal with them in class	Allow students to work in offices with staff instead of going to lessons	Staff work offices are spaces for staff to work and we often have meetings where sensitive items are discussed or documents containing this material are on desks. Also, the best place for children to learn a subject is with the specialist teacher who can help them the most.
Remove from some lessons to carry out some really well researched interventions to boost children in key areas for a time limited period	Give Teaching Assistant support in all classes for all children with a SEND need, all the time including for their break and lunchtime	There is a certain amount of money we have as a school for staffing which we have to prioritise based on the needs of our SEND pupils. Even the highest level of SEND funding from Salford City Council will not pay the wage of one Teaching Assistant, therefore they do have to be shared. Also, having a Teaching Assistant with a child 1-1 at all times does not help that child to be able to function independently as they grow to be an adult.
Consider reasonably adjusting the Behaviour Policy in terms of the	Remove the Reflection Room as a consequence in the Behaviour	Removing consequence from our school for certain children does not



time spent in our Reflection Room (for some EHCP children and some SEND Support children with the discretion of Vice Principals/Principal)	Policy and replace it with sitting in an office with a member of staff instead	promote better behaviour, in fact it usually makes it worse. Lots of children would love to sit in an office with an adult getting 1-1 attention so it is not a consequence for their poor behaviour to do this. Also, the staff in the school have their core roles to do and need time and space to do these also to ensure the school is the best it can be for all children.
Provide a Teaching Assistant in some lessons (for some EHCP children and some SEND Support children with the discretion of Vice Principals/Principal)	Stand outside a room to 'cool off' or be able to walk around corridors to 'cool off'	We cannot have children who are not regulated and struggling unsupervised walking around corridors. It leads to truancy issues and does not solve the problem of being able to self-manage in any case.
Provide extra exam support for some SEND pupils as needed (for some EHCP children and some SEND Support children with the discretion of Vice Principals/Principal)	Change a child's classes if they say they do not get on with a certain staff member or do not like the class	If we did this for one, we would have to do for every time a child said they were not keen on a particular lesson or staff member. It is not realistic to be able to do but we always try to ensure that children are learning well with us.
Provide a pass to leave lessons slightly early and avoid crowded places (for some EHCP children and some SEND Support children with the discretion of Vice Principals/Principal) to get to the next class on time	Allow children to be late to lessons or not to attend our line ups in the morning	Punctuality to class is important to us as research shows a strong start to lessons, knowing why you are in the room and taking part in the first few minutes to get settled and into the work is very important in childrens' learning. Hence, we insist all children are on time for lessons.
Provide access to a SEND respite session during lessons at the discretion of the class teacher when the class teacher can see a SEND child needs further support. (for some EHCP children and some SEND Support children with the discretion of Vice Principals/Principal)	Tell a teacher that they are not allowed to talk to a child in the class or ask them questions about the work	If we stop a teacher communicating with a child, we stop them being able to learn well in a class. Teachers need to be able to talk with children to check on their learning. We are also preparing children for adult life and need to help them to learn social interaction through their classes with our staff. We can check on in a sensitive manner though.
Consider reduced timetables in school for a defined time only to assist in pupils being able to attend school and do well in classes	Provide coloured paper or coloured books for all lessons without a clear from the SEND baseline because it can help students to read more easily	There is conflict in educational research as to whether coloured paper has any impact at all. Numerous studies have not been able to say whether it does or does not help. We would rather help your child



		improve their reading through our well researched intervention programme and Form Time Reading sessions. Where there is a defined and known need for coloured overlays we do use them
	Permanently allow a child to stay on a reduced timetable because they cannot cope in school full time	We are simply not allowed to do this by the Department for Education. We can work with you to support you in this case using other interventions, but we cannot make a reduced timetable permanent here

I hope this helps you to understand our SEND systems and processes more easily but if you wish to discuss more with the SEND Team regarding your own child's particular needs please do contact us at [Talk with The Albion Academy](#)

We start back for Half Term 4 at **8:25am on Monday 24th February**, with Breakfast Club and our Library being open from 7:50am.

Kind regards,

Mathew Rogers
Principal

Principal Mr M Rogers

The Albion Academy is part of United Learning. United Learning comprises: UCST (Registered in England No: 2780748. Charity No. 1016538) and ULT (Registered in England No. 4439859. An Exempt Charity). Companies limited by guarantee. VAT number 834 8515 12. Registered address: United Learning, Worldwide House, Thorpe Wood, Peterborough, PE3 6SB.

The Albion Academy
1 London Street
Salford
Manchester
M6 6QT
t: 0161 359 5100
e: contact@albionacademy.co.uk
w: albionacademy.org