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Salford City Academy

Special Educational Needs (SEND) Policy

2024 – 2025

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Executive Summary

This SEND policy outlines Salford City Academy's approach to identifying, supporting, and meeting the needs of students with Special Educational Needs and Disabilities (SEND). It ensures inclusive education for all, aligned with the *SEND Code of Practice (2015)* and the *SEND Review (2022)*.

- **Context and Rationale:** This section provides background on the policy's development and aligns it with key legislative frameworks.
- **Aims and Objectives:** The goals of the SEND policy are focused on fostering an inclusive learning environment and providing tailored support to all students.
- **Legal Framework and Principles:** The policy is rooted in statutory obligations, such as the *Children and Families Act (2014)* and the *Equality Act (2010)*, ensuring compliance and accountability.
- **SEND Provision:** Describes how SEND support is organised within the school, including key interventions and strategies.
- **Graduated Response:** The policy follows a four-tier approach to SEND support, using an *Assess-Plan-Do-Review* cycle at each level.
- **Roles and Responsibilities:** This section outlines the roles of staff, including the Local Governing Body, Principal, SENCo, and TAs, and details the use of Student Passports (IEPs).
- **Parental and Student Involvement:** Highlights the school's commitment to working collaboratively with parents and students throughout their educational journey.
- **Transition Support:** Explains how the school supports students during key transitions, such as moving from primary to secondary school, and transitioning into post-16 education.
- **Monitoring and Evaluation:** SEND provision is regularly reviewed to ensure it is effective and tailored to the student's needs.
- **Access Arrangements:** Describes how exam accommodations are provided for students with SEND.
- **Partnership with External Agencies:** Explains how the school works with external professionals, such as Educational Psychologists and Speech and Language Therapists.
- **Training and Development:** Details the professional development provided to staff to ensure high-quality SEND support.
- **Funding:** Explains how SEND support is funded within the school.
- **Storing and Managing Information:** Details how the school manages and stores SEND-related information.
- **Admissions and Complaints:** Describes the admissions process for SEND students and how complaints related to SEND provision are handled.

This policy ensures that all students with SEND are supported to achieve their full potential through personalised interventions, robust monitoring, and collaborative engagement with parents, staff, and external professionals.

1. Context.

This policy was developed in consultation with parents/carers, staff and students and has regard to:

- The SEND Code of Practice: 0-25 years – 2015
- Part 3 of the Children and Families Act 2014 and associated regulations
- Equality Act (2010) including reasonable adjustments.
- The United Nations Convention on the Rights of the Child (1991)
- The SEND Review (2022)

This policy is aligned with our Teaching and Learning Policy, Behaviour policy, Accessibility Plan and Equal Opportunities Policy and aims to support inclusion for all our students. The responsibility for the management of this policy falls to the Principal, Ms Melanie Haselden and Associate Principal, Mrs Katie Eaton; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo), Mr Martin Wilkinson; supported by Assistant SENCos, Adrienne Devenport and Jack Stapleton. The Governing Body, the Principal and the SENCo will work closely to ensure that this policy is working effectively.

2. Rationale.

United Learning academies will ensure students with Special Educational Needs and disabilities (SEND) realise their potential and are successful. The United Learning Trust is committed to ensuring that the necessary provision is made for every student within their schools' communities. The Trust celebrates the inclusive nature of their schools and strives to meet the needs of all students with a special educational need and/or disability.

High quality teaching (Quality First Teaching – QFT) which is differentiated to meet the needs of the majority of students is the first response to supporting students with SEND. Some students will need something **additional** to and **different from** that which is ordinarily available for the majority of students, this is special educational provision and the students in receipt of this provision are classified as SEND Support. Each school has a duty to use their best endeavours to ensure that provision is made for those who need it.

Salford City Academy will ensure that the necessary provision is made for any student who has SEND. We will ensure that all staff are able to identify and provide for these students to enable them to partake in all activities in the academy in order to reach their full potential.

This policy aims to support all members of staff in providing a framework of support and advice and is based on the underlying principle that we believe: **Every teacher is responsible and accountable for the progress and development of all students in their class even where students access support from teaching assistants or specialist staff.**

Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response. To achieve this, we will work in partnership with parents/carers, students, local authorities, specialist providers and other external agencies required to meet the individual needs of our students.

3. Aims and Objectives.

Aim.

At Salford City Academy, our commitment is to cultivate an inclusive, stimulating, and safe environment that enhances the learning experience for all students. We strive to support each student in reaching their full potential across all areas, fostering the development of knowledge, skills, and understanding to prepare them for the next phase of their education, employment, or training. This dedication to inclusivity extends to ensuring that students with SEND receive personalised support. Through these collective efforts, we aim to raise the aspirations and expectations of all students, with a specific focus on those with SEND, fostering an educational environment that promotes equity, accessibility, and excellence.

Objectives.

- To identify and provide for students with special educational needs, regularly assessing and reviewing the provision offered.
- To use our best endeavours to ensure that students with SEND receive the necessary support.
- To have regard to the statutory guidance provided in the SEND Code of Practice (2015).
- To appoint a qualified teacher responsible for coordinating SEND provision (SENCo) and ensure they receive relevant training and qualifications required to undertake the role.
- To implement a graduated approach to meeting the needs of students identified as SEND Support.
- To provide training, support and advice for all staff as often as is appropriate and necessary.
- To ensure that all students with SEND are offered full access to a broad, balanced, and appropriate mainstream curriculum, setting high expectations regardless of prior attainment.
- To work collaboratively with external agencies and specialists, including those from Social Care and Health.
- To ensure the Equality Act 2010 duties for students with disabilities are met.
- To work in partnership with parents/carers, enabling them to make an active, empowered, and informed contribution to their child's education.
- To take the views, wishes, and feelings of the young person into account, involving them as fully as possible in decision-making about their own education.
- To have regard for any other guidance issued by the United Learning Trust.

4. Legal Framework and Principles.

In line with the recommendations from the SEND Review (2022), the school is committed to ensuring early identification and intervention.

The SEND Code of Practice (2015) defines SEND as a child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.
- It is important to note that a student who has a disability may not necessarily have a specific educational need.

The SEND Code of Practice (2015) identifies four key areas of SEND:

- Communication and Interaction.
- Cognition and Learning.
- Social, emotional and mental health.
- Sensory and/or physical.

These four broad areas give an overview of the range of needs that are planned for, but we identify the needs of the whole student to establish what provision is required to meet their primary need, not just by the category in which they are placed. Salford City Academy will consider students' needs in all four key areas and make appropriate provision.

Salford City Academy will have regard to the SEND Code of Practice 2015 when carrying out its duties towards all students with SEND and ensure that parents/carers are informed that SEND provision is being made for their child.

The progress of all students is consistently monitored and reviewed through high-quality, differentiated teaching, as outlined in the SEND Code of Practice (2015). If concerns arise regarding a student's progress or if they fall behind their peers, the class teacher will initiate the Stage 1 referral process, in line with the principles of the Graduated Response. This involves the Assess, Plan, Do, Review (APDR) cycle, which includes gathering evidence, implementing targeted strategies within the classroom, and reviewing their impact over a period of 6-12 weeks. Should additional support be needed, the case will move to Stage 2, where the class teacher will consult with their line manager and possibly the SENCo, the relevant Assistant SENCo for the year group, and the Teaching Assistant (TA) allocated holistically to support that year group. Information will be shared with parents at appropriate points, such as during formal reviews or parents' evenings, in line with the guidance set out in the Children and Families Act (2014).

If concerns persist despite these interventions, the case will proceed to Stage 3, which may involve more detailed assessment by the SENCo and the Assistant SENCo. Together, and in accordance with the SEND Code of Practice (2015), they will assess whether the student has a significant learning difficulty that requires further SEND support. If SEND is identified, a more comprehensive APDR process will be initiated, as part of the Graduated Response, ensuring that earlier decisions are revisited and revised with a growing understanding of the student's needs. The Assistant SENCos are responsible for supporting specific year groups and providing specialist advice, with one Assistant SENCo focusing on Social, Emotional, and Mental Health (SEMH) and the other specialising in Communication and Interaction. Staff are encouraged to seek guidance from the relevant Assistant SENCo based on the year group or specific area of need.

In line with the Children and Families Act (2014), the academy will notify parents if SEND support is being put in place. The provision will be reviewed termly (three times per year), involving the student, parents, class teachers, the SENCo, and the Assistant SENCo. This process ensures that all decisions and actions are revisited, refined, and revised to meet the evolving needs of the student, as required by the SEND Code of Practice.

Each student on the SEND register will also be assigned a key worker, who will work closely with the student, parents, SENCo, and Assistant SENCo to ensure that the Assess, Plan, Do, Review cycle is monitored and adapted regularly, as stipulated in the SEND Code of Practice (2015), ensuring the best possible outcomes.

5. SEND Provision.

Each student on the SEND register is assigned a key worker, who acts as the primary point of communication with parents and is the student's designated 'go-to' person in school. The key worker oversees the Assess-Plan-Do-Review (APDR) process, ensuring that targets are reviewed termly (or half-termly for students with EHCPs), and regularly liaises with parents and the student to refine support strategies. These targets, alongside the interventions and adjustments, are recorded in the student's Student Passport (IEP), which is accessible to all staff through Arbor.

The primary role of Teaching Assistants (TAs) is in facilitating the implementation of Student Passports (IEPs) and delivering small group and one-to-one interventions. In line with the TA Deployment Policy and drawing on research from the Education Endowment Foundation (EEF), TAs work collaboratively with teachers to ensure that targeted support is tailored to the individual needs of students, as outlined in their Student Passports. This approach ensures that interventions are more focused and impactful, helping students to make progress in line with their personalised learning goals.

While TAs do provide in-class support, this is increasingly integrated into a wider role that focuses on enabling students to become more independent and resilient learners. In-class support is designed to complement teaching staff by facilitating student engagement with the planned learning activities, as well as monitoring the implementation of specific strategies from the Student Passports. This nuanced approach aligns with current research, which emphasises the importance of TAs not being over-relied upon for direct instruction but rather to support access to learning through scaffolded interventions.

The academy also offers an Intervention HUB, a secure and structured environment where students requiring more focused support can receive one-to-one or group interventions. TAs play a key role in leading these interventions, particularly for students with more complex needs, ensuring that the strategies outlined in their Student Passports (IEPs) are put into practice effectively. The SEN Assist system is available to provide emergency support for students experiencing significant dysregulation, helping to de-escalate situations quickly. SEN Assist can be triggered for students whose Student Passport (IEP) indicates this support, ensuring real-time intervention for students who need immediate help to manage their behaviour or emotional state.

Support and provision will vary according to the individual needs of students and is based on what outcomes are to be achieved for that student. The following support is available to all students with SEND:

- Key worker support.
- Student Passports (IEPs) shared via Arbor.
- Form time organisation and pastoral support.
- In-class TA support, primarily to scaffold access to learning and ensure that Student Passport strategies are implemented.
- Home-school communication logs.
- Coloured overlays/cream exercise books.
- Laptops for in-class use.
- Ear defenders.
- Fidget toys.
- Time out/sensory breaks.
- Supported homework clubs (before school, lunch, after school).
- Small group and one-to-one interventions for all categories of need.
- Friendship/Games Club for Years 7-9 at lunchtimes.
- Social Club for Years 10-11 at lunchtimes.
- Crisis intervention support via the SEN Assist system for students who become significantly dysregulated.

Further examples of tailored interventions at Salford City Academy:

Cognition and Learning.

- Literacy interventions – Lexia.
- Numeracy interventions – A bespoke KS3 curriculum for lower ability classes developed by the Maths department, alongside targeted support provided by the Numeracy HLTA. The HLTA supports individual students and small groups across the Maths faculty, addressing numeracy gaps and facilitating access to the curriculum through tailored interventions.

Social Emotional and Mental Health.

- Anger and Anxiety Management – Starving the Anxiety Gremlin, Starving the Anger Gremlin.
- Zones of Regulation.
- Real Love Rocks.
- Self-Esteem workshops.
- In-school counsellor.
- Salford Thrive Model – referrals to CAMHS, iReach, 42nd Street, City Wall, Neurodevelopmental Pathway.
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Communication and Interaction.

- Social Communication Groups.
- Talkabout: A Social Communication Skills Package.

Sensory and/or Physical.

- Handwriting skills.
- Sensory Circuits.

The SEN Assist system provides essential support for managing significant behavioural and emotional dysregulation, ensuring that students receive timely intervention when needed. This system is used when classroom strategies have been exhausted, or when a student's dysregulation poses a safety risk. The system ensures that both the student and the classroom environment are managed effectively, allowing for a smooth return to learning once the student has regained control.

By integrating the SEN Assist system, the TA Deployment Policy, and evidence-based practices, Salford City Academy ensures that the provision for SEND students is both comprehensive and adaptable, meeting the diverse needs of each individual.

6. The Graduated Response to SEND.

At SCA, our Graduated Response provides a structured, dynamic approach to identifying and supporting students with SEND. Aligned with the *SEND Code of Practice 2015* and informed by best practices from the *SEND Review 2022*, this approach ensures students receive tailored interventions through a comprehensive *assess-plan-do-review* (APDR) cycle. This flexible process allows for the continuous monitoring and adjustment of support based on the individual needs of each student.

The Graduated Response follows four key tiers of intervention, with students moving through these tiers as necessary based on their progress and needs. A student may be placed on the SEND register at Tier 2 if further evidence suggests ongoing difficulties that require continued support. However, by Tier 3 and Tier 4, the student would *definitely* be on the SEND register due to the more significant and sustained nature of their needs.

Tier 1: Quality First Teaching

All students, including those with SEND, benefit from high-quality, differentiated teaching within the classroom. At this tier, class teachers are responsible for making adaptations to ensure that students can access the curriculum. This tier focuses on:

- **Differentiated teaching:** Teachers employ varied instructional techniques, materials, and assessments to ensure lessons are accessible to all learners.
- **Classroom-based strategies:** These include the use of visual aids, scaffolded activities, flexible seating arrangements, and multisensory resources tailored to students' learning preferences.
- **Ongoing observation and monitoring:** Teachers closely monitor student progress through formative assessments and regular feedback, identifying any students who may need further intervention.

At this tier, teachers apply inclusive strategies and adaptations without additional support from external services. If concerns about progress persist despite these strategies, the student may require targeted interventions in Tier 2.

Tier 2: Targeted Interventions

For students who do not make expected progress despite quality-first teaching, more focused interventions are introduced. These interventions are designed to meet specific needs that have been identified through classroom observations, teacher assessments, and initial discussions with parents/carers. At this tier, students may be placed on the SEND register if it becomes clear that their difficulties require ongoing support beyond classroom adaptations.

Interventions at Tier 2 might include:

- **Small group interventions:** Tailored support focused on key areas such as literacy, numeracy, or social skills.
- **1:1 support:** Direct, targeted assistance from a Teaching Assistant (TA) to help the student overcome particular challenges.
- **Specific programmes:** Interventions such as “*Starving the Anxiety Gremlins*” or literacy catch-up sessions are implemented to address particular areas of need.

Progress is closely monitored, and the impact of these interventions is reviewed regularly. If the student makes progress, support may be adjusted or phased out. However, if significant challenges remain, the student may progress to Tier 3, with a confirmed place on the SEND register.

Tier 3: Specialist Support

At this tier, the student's needs are more complex or sustained, requiring additional support from external agencies. These students are formally on the SEND register, and their support is reviewed regularly to ensure interventions remain appropriate and effective.

Interventions in Tier 3 may involve:

- **External specialist input:** This includes referrals to professionals such as Educational Psychologists (EPs), Speech and Language Therapists (SaLT), or Occupational Therapists (OTs), who conduct further assessments and provide targeted recommendations.
- **More intensive interventions:** Based on specialist advice, the student receives further personalised support, often in small groups or on a 1:1 basis with a TA.
- **Increased collaboration:** Regular meetings with parents, external professionals, and school staff ensure a joined-up approach to addressing the student's needs.

The APDR cycle remains key at this tier, with more frequent reviews and adjustments to interventions as needed.

Tier 4: Statutory Assessment and EHCPs

For students with significant and complex needs that cannot be fully addressed through the support offered at earlier tiers, we may apply for an Education, Health, and Care Plan (EHCP). This statutory assessment is carried out through the Local Authority to ensure that the student receives coordinated, long-term support.

Key components at Tier 4 include:

- **EHCP application:** The school works with parents/carers and external agencies to gather the necessary evidence for an EHCP application, demonstrating that the student's needs are substantial and ongoing.
- **EHCP provision:** Once the EHCP is in place, it outlines specific support tailored to the student's needs. This could include additional TA support, assistive technology, or access to specialist services. The EHCP is reviewed annually, with ongoing monitoring throughout the year.

Students at this tier are firmly on the SEND register, with their progress and support needs formally reviewed in line with statutory requirements.

Assess-Plan-Do-Review (APDR) Cycle

The *Assess-Plan-Do-Review* cycle is the foundation of our Graduated Response at every stage. This process ensures that interventions are based on clear evidence, involve collaborative planning, and are regularly evaluated for effectiveness.

Assess

The identification of a student as needing SEND support begins with a thorough assessment of their needs, conducted by the class teacher, in close collaboration with the SENCo and Assistant SENCo for the relevant year group. This assessment involves:

- The class teacher's ongoing assessment, including their experience with the student, and information gathered from across the school.
- A detailed analysis of the student's progress, comparing their development with peers, using both internal data and national benchmarks.
- Input from parents/carers, the student themselves, and any relevant advice from external support services.

This process helps provide a comprehensive understanding of the student's strengths, needs, and barriers to learning. The assessment will be regularly reviewed to ensure that the interventions match the student's evolving needs. In some cases, further refinement of understanding may come through the student's response to specific interventions.

Plan

Following the assessment, a structured plan is created, forming part of the student's *Student Passport* (IEP). The plan is developed collaboratively between the class teacher, SENCo, Assistant SENCo, and the student's parents/carers, ensuring all perspectives are considered. The plan includes:

- A clear identification of the student's areas of need.
- Specific, measurable outcomes that the student should work towards.
- Detailed strategies and interventions to be used, including teaching approaches and resources.
- A clear schedule for review, outlining when and how the progress will be monitored.

The Student Passport ensures all key stakeholders are informed about the support strategies, making it accessible to all staff working with the student.

Do

The class teacher retains overall responsibility for the student's progress and daily learning. Working alongside TAs and any specialist staff, the teacher ensures that the planned interventions are effectively integrated into classroom practice. Support from the SENCo and Assistant SENCo helps in assessing needs, solving any challenges that arise, and ensuring the interventions are consistently implemented. Regular monitoring and close collaboration between staff ensure the support is applied correctly and adapted as necessary.

Review

The review process is conducted at least termly for students receiving SEND support, and at least half-termly for those with an EHCP. During the review, the quality and impact of the interventions are evaluated. The student's progress is assessed against the defined outcomes, and the views of the student and their parents/carers are

incorporated into this evaluation. Adjustments are made to the plan as needed, and new strategies are introduced if progress is insufficient.

If further advice is needed, external specialists may be consulted, with the involvement of parents/carers in this decision-making process. Should a student make significant progress, they may be removed from the SEND register in agreement with parents/carers, but their progress will continue to be monitored through the school's Monitoring List.

The *Student Passport* is shared with all relevant staff via our internal systems (e.g., Arbor), ensuring that everyone working with the student understands the strategies and interventions in place, promoting a cohesive approach to support.

7. Roles and Responsibilities.

Provision for students with special educational needs is a matter for the Academy as a whole. In addition to the Local Governing Body, Principal and SENCo, all members of staff have important responsibilities.

Local Governing Body.

The Local Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- Use Best Endeavours for Support - demonstrating commitment to the best interests of students with SEND by using every endeavour to provide the necessary support, ensuring the fulfilment of their Special Educational Needs.
- Promote Inclusive Engagement - ensuring the active engagement of children and young people with SEND in school activities alongside their peers who do not have SEND, fostering an inclusive learning environment.
- Designate a SENCo - designating a qualified teacher as the Special Educational Needs Coordinator (SENCo) responsible for coordinating SEND provision within the school.
- Transparent Communication with Parents/Carers - informing parents/carers when making special educational provision for a child, maintaining transparent and open communication about the support provided.
- Prepare SEND Information Report - developing and publishing a SEND information report that outlines the school's approach to special educational needs, including arrangements for the admission of disabled children, steps to prevent unequal treatment, facilities provided for access, and an accessibility plan detailing progressive improvements over time.

The Principal.

The Principal has responsibility for the day-to-day management of all aspects of the school's work, including provision for students with special educational needs. The Principal will keep the Local Governing Body fully informed on Special Educational Needs issues. The Principal will work closely with the SENCo and the Governor with responsibility for SEND.

In collaboration with the Principal and Local Governing Body, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENCo.

The SENCo holds overall responsibility for ensuring that the **SEND Code of Practice** is followed throughout the academy and for managing the day-to-day running of the **SEND Department**, including the oversight of two Assistant SENCos. The Assistant SENCos provide crucial support in coordinating provision and managing specific aspects of SEND across year groups and areas of need, under the leadership of the SENCo.

The SEND Department works collaboratively with staff, parents/carers, and external agencies to coordinate tailored provision for individual students. The SENCo, supported by the Assistant SENCos, provides professional guidance to colleagues to secure high-quality teaching for students with special educational needs.

Through thorough analysis and assessment of students' needs, monitoring the quality of teaching, setting high standards for achievement, and overseeing target setting, the SENCo, with the support of the Assistant SENCos, develops effective strategies to overcome barriers to learning and sustain effective teaching practices across the academy.

The SENCo ensures strong collaboration with class teachers, working closely with them and the Assistant SENCos to prioritise learning for all students and ensure equal access to educational opportunities. The SENCo retains ultimate accountability for SEND provision, with the Assistant SENCos assisting in the operational management and leadership within their delegated roles.

The principal responsibilities of the SENCo include:

- **Oversee Day-to-Day Operation of the SEND Policy:** Ensure the effective implementation and daily operation of the school's SEND policy, supported by the Assistant SENCos in managing provision for students with special educational needs.
- **Coordinate SEND Provision and Report Progress:** Lead the coordination of SEND provision, regularly assessing, planning, implementing, and reviewing progress, with the Assistant SENCos supporting this process across their respective areas.
- **Advise on Graduated Approach – Assess, Plan, Do, Review:** Provide guidance on the graduated approach to SEND support, emphasising the Assess, Plan, Do, Review (APDR) cycle, with the Assistant SENCos contributing to the assessment and review stages.
- **Advise on Budget Deployment for Effective Support:** Advise on the deployment of the school's SEND budget and resources to meet students' needs, ensuring the Assistant SENCos are involved in the decision-making process related to resource allocation in their areas of responsibility.
- **Monitor SEND CPD for Staff and Contribute to Training:** Oversee relevant SEND Continuous Professional Development (CPD) for all staff, working with the Assistant SENCos to deliver in-service training and ensure all staff are equipped to meet the needs of SEND students.
- **Manage the SEND Department:** Lead the SEND department, providing leadership and direction to the Assistant SENCos and ensuring effective day-to-day operations. The Assistant SENCos manage specific responsibilities, but the SENCo retains overall management.
- **Oversee Records of Students with SEND:** Oversee and maintain up-to-date records for all students with special educational needs, with support from the Assistant SENCos in managing records and data for their designated year groups and areas of focus.
- **Liaise with Parents/Carers:** Foster open communication by liaising with parents/carers of children with SEND, supported by the Assistant SENCos, who also maintain regular contact with parents/carers within their areas of responsibility.
- **Be Point of Contact with External Agencies:** Act as the main point of contact for external agencies, especially the local authority and its support services, with the Assistant SENCos coordinating with specific agencies relevant to their designated year groups or areas of SEND.
- **Collaborate with Educational, Health, and Social Care Professionals:** Liaise with other schools, educational psychologists, health and social care professionals, and voluntary bodies, with the Assistant SENCos assisting in building strong external relationships.
- **Facilitate Smooth Transition to Next Providers:** Work with the Assistant SENCos to liaise with potential next providers of education, ensuring students and their parents/carers are well-informed about options and ensuring smooth transitions to post-16 education or other settings.
- **Monitor Impact of Interventions:** Lead the monitoring and assessment of the impact of interventions for students with SEND, with the Assistant SENCos supporting the evaluation process for interventions within their focus areas.
- **Lead Development of High-Quality SEND Provision:** Take a leadership role in developing high-quality SEND provision across the academy, aligning with the academy's improvement plan, supported by the Assistant SENCos in specific areas of focus such as SEMH and Communication and Interaction.
- **Work with Principal and Governors on Equality Act Responsibilities:** Collaborate with the Principal and school governors to ensure the school meets its responsibilities under the Equality Act (2010), focusing on reasonable adjustments and access arrangements. The SENCo leads this process with input from the Assistant SENCos where relevant.

The SENCo regularly reports to the Senior Leadership Team (SLT) and liaises closely with the Principal and Associate Principal to ensure SEND provision is aligned with the school's strategic goals. This includes regular fortnightly meetings with relevant SLT members, such as the Assistant Principal for Teaching and Learning and the Assistant Principal for Attendance. Additionally, the SEND Governor(s) conduct an annual SEND review to evaluate current practices and provide oversight on the effectiveness of SEND provision within the academy.

All Teaching Staff.

- **Awareness of SEND Policy and Procedures:** Teaching staff are responsible for familiarising themselves with the school's SEND policy and procedures, as well as the needs of the students in their classes. This includes understanding the strategies outlined in Student Passports (IEPs) and implementing appropriate differentiation.
- **Involvement in High-Quality Teaching:** Class teachers are responsible for ensuring that all students, including those with SEND, receive high-quality teaching. They are expected to differentiate lessons, using information from the SEND Register and Student Passports to ensure all students can access the curriculum.
- **Curriculum Planning:** Heads of Department, in collaboration with the SENCo and Assistant SENCos, ensure that Schemes of Learning are accessible to all students. These schemes include exemplar strategies that can be adapted based on the specific needs of students in each class. Staff are expected to refer to the SEND Register, which provides important contextual information, such as the number of students with each area of need. Individual teachers are also required to refer to Student Passports (IEPs) to inform their planning and create bespoke differentiation strategies. This is to ensure the curriculum intent, implementation, and impact are tailored to the diverse needs of SEND students.
- **Responsibility for Progress:** Teachers are responsible for the progress and development of all students in their classes, including those with SEND. They should work closely with the SENCo, Assistant SENCos and Teaching Assistants (TAs) to review progress and adapt support strategies as needed.
- **Implementation of the Graduated Approach:** Teachers are responsible for implementing the Assess, Plan, Do, Review (APDR) cycle for students on SEND Support. This includes tracking and reviewing the progress of interventions and adjusting plans in collaboration with the SENCo or Assistant SENCo.

Teaching Assistants (TAs).

- **Key Role in Supporting SEND:** Teaching Assistants play a crucial role in supporting students with SEND, both in the classroom and through targeted interventions. The TA Deployment Policy ensures that TAs are deployed effectively, focusing on scaffolding learning, rather than directly leading instruction.
- **Supporting Curriculum Access:** TAs work closely with class teachers to support access to the curriculum for SEND students. While TAs do provide in-class support, they are primarily responsible for facilitating engagement with learning activities and ensuring that strategies from Student Passports (IEPs) are effectively implemented.
- **Small Group and One-to-One Interventions:** TAs are also responsible for delivering small group and one-to-one interventions as part of the school's commitment to high-quality, personalised learning. These interventions target specific areas of need and are informed by the strategies outlined in Student Passports (IEPs).
- **Monitoring and Reporting:** TAs contribute to the monitoring of Student Passports (IEPs) by regularly tracking the progress of students during interventions. They provide feedback to class teachers and the SENCo or Assistant SENCo to inform the APDR cycle.
- **TA Deployment Across the Academy:** TAs are deployed holistically across year groups, as outlined in the TA Deployment Policy. They collaborate with the SENCo, Assistant SENCos, and teachers to ensure their deployment is aligned with the specific needs of students and the broader goals of the curriculum.
- **Supporting Exam Access Arrangements:** TAs play a key role in supporting students with SEND during exams, particularly in implementing exam access arrangements such as readers, scribes, and other support as required.
- **Collaboration with Teachers:** TAs are expected to work closely with teachers to plan lessons, review student progress, and assess the effectiveness of interventions. This collaboration is essential in ensuring that students receive consistent support across all aspects of their learning.

Crisis Intervention: TAs may also be involved in crisis intervention for students with significant dysregulation, particularly through the use of the SEN Assist system, which provides emergency support for students who may need immediate intervention.

8. Parental and Student Involvement.

We value and encourage the positive role and contribution parents/carers make in their child's education. Salford City Academy is committed to fostering strong partnerships with parents and carers, in line with the SEND Review (2022). This co-production process ensures that their perspectives are central to planning and reviewing their child's SEND support, creating a more personalised and effective provision. We work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. They are encouraged to collaborate with the school and other professionals to ensure their child's needs are identified and met as early as possible.

To enable parents/carers to play an active role in their child's development, the academy provides relevant information to help them reinforce learning at home.

At Salford City Academy we endeavour to support parents/carers so that they can:

- **Feel Fully Supported and Valued** - ensuring parents/carers feel fully supported and taken seriously when raising concerns about their child's well-being and education.
- **Recognise and Fulfil Responsibilities** - empowering parents/carers to recognise and fulfil their responsibilities, emphasising an active and valued role in their child's education.
- **Understand procedures and documentation** - providing resources and support to help parents/carers understand procedures and documentation related to special educational needs.
- **Express Views on Education** - encouraging parents/carers to make their views known regarding how their child is educated, fostering a collaborative partnership with educators.
- **Access to Information, Advice, and Support** - offering accessible information, advice, and support to parents/carers during assessments and decision-making processes related to special educational provision.
- **Regular Formal Meetings with Keyworker** - ensuring that parents/carers of a child with SEND have the opportunity to formally meet with their keyworker at least three times a year.
- **Open Communication with SENCo** - establishing an open line of communication, with the SENCo available to meet with parents/carers whenever possible.
- **Half-Termly Coffee Afternoon Meetings** - organising half-termly coffee afternoons, providing an opportunity for parents/carers to meet with the SENCo, key workers, EP (Educational Psychologist), and/or representatives from SIASS (Special Educational Needs and Disabilities Information, Advice, and Support Service). This also serves as a platform for parents to connect with each other, forming supportive networks.

More information about the support offered to parents/carers in Salford can be found within the Local Authority Local Offer: [Special Educational Needs and Disabilities | mycity Directory \(salford.gov.uk\)](https://www.salford.gov.uk/schools-and-nurseries/special-educational-needs-and-disabilities)

Student Voice.

At Salford City Academy, we place great value on the voices of our students and are committed to promoting their active involvement in decisions that affect their education and well-being. We believe that understanding each student's unique perspective is key to achieving the best possible outcomes for them.

We encourage students to express their views in a variety of ways that are sensitive to their age, ability, and communication preferences. This could be through direct conversations, written feedback, or creative means, ensuring every student's voice is heard and respected.

Students are at the heart of their own educational journey. Their input is particularly sought during key moments such as their annual review, in Assess, Plan, Do, Review (APDR) cycles, and at the conclusion of targeted interventions. During these times, we actively engage students in setting their own goals, fostering ownership and self-awareness in their learning process.

By adopting a person-centred approach, we ensure that students are empowered to contribute meaningfully to their own education, reflecting their strengths, aspirations, and areas where they feel they need further support. Their views are integral to shaping the personalised support they receive and ensuring that they are treated as active participants in their own development.

9. Transition Support for Students with SEND.

At SCA, we recognise that transitions are a crucial time for students with SEND, and we offer additional, tailored support to ensure these transitions are as smooth and stress-free as possible. Our approach is aligned with key legislative frameworks, including the SEND Code of Practice 2015 and the SEND Review 2022, which emphasise the importance of thorough, well-planned transitions to reduce anxiety and provide continuity of support. These tailored provisions complement the already well-established Stepping Stones programme, part of our broader transition process for all students. This programme includes events for individual primary school classes, larger transition events for all feeder primaries, and specific SEN transition days designed to cater to the unique needs of our SEND students.

Primary to Secondary Transition:

Collaboration with Feeder Primary Schools: Our transition process begins with close collaboration with feeder primary schools. This allows us to gather comprehensive information about each student's SEND needs, including SEND profiles, intervention history, and EHCPs where relevant. This information is used to ensure that support is in place well before the student's first day at SCA.

Additional Transition Days and the Stepping Stones Programme: While our Stepping Stones programme provides a strong foundation for all students transitioning to SCA, we also offer additional transition days specifically for students with SEND. These additional visits allow students to familiarise themselves with the school environment in a smaller, more manageable setting, which helps to reduce anxiety and build confidence.

In addition to activities held at SCA, we run SEND transition days at RHS Bridgewater for small groups of students. This alternative setting allows our SEND team to start building relationships with students in a more relaxed and less formal environment. Conducting these sessions away from the pressures of the secondary school setting can help students open up more easily, and it gives our team a clearer understanding of each student's unique needs, strengths, and triggers.

Parent and Student Information Evenings: Alongside the broader transition events as part of the Stepping Stones programme, we organise dedicated sessions for parents and students with SEND. These sessions allow families to meet key staff members, such as the SENCo and Learning Support Assistants, and to discuss specific concerns or needs. We can also arrange for parents/carers to attend additional transition visits with their child, often alongside their primary school staff or their friends, helping to make the transition as smooth as possible.

Personalised Transition Plans: For students with more complex needs, we develop personalised transition plans. These plans might include additional visits to the school, visual aids such as social stories, or scheduled meetings with key staff members. These plans are designed to reduce anxiety and ensure that the individual needs of each student are addressed.

Parental/Carer Meetings: The SEND team is available to meet with parents and carers to discuss their child's individual needs as part of the transition process. This provides an opportunity for families to raise concerns, ask questions, and ensure that they feel supported throughout the transition journey.

Key Stage 3 to Key Stage 4 Transition:

Options Guidance: We provide personalised guidance to students with SEND and their parents when it comes to selecting GCSE options. This ensures that students are choosing subjects that align with their strengths and aspirations, and that they have the necessary support as they move into KS4.

Tailored Pathway Support: Students with SEND are also given additional support to ensure they have a clear and realistic pathway through KS4, with appropriate targets and adjustments made to their curriculum as needed.

Post-16 Transition:

As students approach post-16 education or training, we ensure a comprehensive transition plan is in place. This process is supported by both the LA careers advisor and the school's careers advisor, who provide tailored advice and guidance. We also organise visits to further education providers, and TAs usually accompany students with SEND to these visits, ensuring they have the support they need.

Our aim is to provide students with the knowledge, skills, and confidence they need to make informed decisions about their future, while ensuring their individual support needs are met. This ensures a smooth and well-supported transition into post-16 education, employment, or training.

10. Monitoring and Evaluation of SEND.

To ensure that all students, including those with SEND, are supported effectively and are making progress, Salford City Academy employs a rigorous approach to monitoring and evaluation. This process aligns with the school's assessment and monitoring calendar and incorporates both regular and cyclical reviews of student progress and provision.

- **Regular Monitoring:** The progress of all students, including those with SEND, is reviewed regularly throughout the year as part of the school's formal tracking processes. The SENCo, in collaboration with class teachers and Assistant SENCos, ensures that any concerns raised about a student's progress are identified early and addressed appropriately.
- **Assess-Plan-Do-Review Cycle (APDR):** For students receiving SEND support, the individualised cycle of Assess, Plan, Do, Review (APDR) ensures that each student's provision is regularly reviewed and adjusted to meet evolving needs. This cycle occurs at least termly, with half-termly reviews for students with an Education, Health, and Care Plan (EHCP). The outcomes of these reviews are documented in the Student Passports (IEPs), which are accessible to all relevant staff through Arbor.
- **Data-Driven Interventions:** Student progress is tracked using data from a variety of sources, including formal assessments, teacher observations, and input from parents and external agencies. Where students are not making sufficient progress, additional data is gathered to inform more targeted interventions, and the effectiveness of these interventions is closely monitored. Should the data indicate persistent concerns, further assessment by the SENCo and external specialists may be sought to refine support strategies.
- **SEND Governor Review:** The SEND Governor(s) play a key role in the oversight of SEND provision at the academy. An annual review is conducted by the SEND Governor(s) to assess the effectiveness of current practices, evaluate the impact of SEND provision, and ensure compliance with statutory requirements. This review includes an analysis of the effectiveness of the APDR process, staff training, and resource allocation.
- **Staff Training and Support:** Salford City Academy prioritises CPD to ensure staff can effectively support students with SEND, focusing on early identification, neurodiversity, differentiation, and behaviour management. This aligns with national priorities outlined in the SEND Review (2022), ensuring all staff are equipped to deliver high-quality, personalised support.
- **Strategic Leadership and Collaboration:** The SENCo meets regularly with the Senior Leadership Team (SLT), Heads of Department, and individual subject leaders to discuss SEND issues related to curriculum intent, implementation, and impact. These meetings focus on ensuring that Schemes of Learning incorporate strategies to support students with SEND and that staff are using the SEND register and Student Passports (IEPs) effectively to plan and differentiate their lessons. This ensures that SEND provision is embedded in the curriculum and supports the school's strategic goals.
- **Feedback and Involvement of Parents and Students:** Regular communication with parents and carers is a cornerstone of the evaluation process. Parents are invited to termly or half-termly reviews, where they can provide feedback on the effectiveness of their child's provision. The school also seeks student input during these reviews, using a person-centred approach to ensure that students are actively involved in setting their own learning targets and evaluating their own progress.

By integrating robust monitoring systems, collaborative leadership, and regular data-driven reviews, Salford City Academy ensures that the SEND provision is both responsive and effective in meeting the diverse needs of its students.

11. Access Arrangements.

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

Access Arrangements allow students with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers; scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make *'reasonable adjustments*.

At Salford City Academy we endeavour to ensure that students who require access arrangements receive them. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working. The SENCo works closely with teaching staff in completing the appropriate file notes, evidence or application to the Awarding Bodies.

Students are monitored and assessed using a body of evidence in support of the access arrangements needed. Standardised assessments are also used to form these judgements. JCQ guidance is adhered to when making applications for access arrangements.

12. Partnership with External Agencies.

Salford City Academy is supported by a wide range of different agencies and teams. The academy's SEND Information report details which agencies the school has worked with in the last 12 months. This report can be found on the school website and is up-dated annually.

In line with the SEND Review (2022), the academy is committed to strengthening multi-agency collaboration to ensure that students benefit from a cohesive support system that spans education, health, and social care. This approach ensures that interventions are aligned and responsive to the full range of the student's needs.

13. Training and Development.

Training needs are identified in response to the needs of all students. We have several staff with specific training in speech and language, literacy and numeracy interventions and mental health awareness and support.

Additionally, there is a wide and varied calendar of training opportunities available to whole school staff to further understanding of special educational needs across the four categories of need.

The SENCo meets with the inclusion leaders regularly to discuss the progress and wellbeing of students and the support and provision that is being offered for their learning and behaviour.

More details about the academy's training offer is available in the SEND Information Report which is available on our website.

14. Funding.

Funding to support the majority of SEND students is delegated to the academy's budget. It is the expectation that mainstream schools provide support to their students with SEND from their notional SEND budget. Where the academy is not able to meet the needs of a student from its budget, we will seek top-up funding from the local authority. Where a student is in receipt of additional funding allocated via an EHC Plan the school will use its best endeavours to ensure it is spent effectively to meet the needs of the student and to deliver the outcomes as set out in the EHC Plan.

15. Storing and Managing Information.

Student records and SEND information may be shared with staff working closely with SEND students to enable them to better meet the individual student's needs. Student SEND files are kept in a locked cupboard or filing cabinet and all electronic information is stored on the school system in compliance with our School Systems and Data Storage Policy.

16. Admissions.

No student will be refused admission to school based on his or her special educational need. 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. We will use our best endeavours to provide effective educational provision.

Salford City Academy will ensure that students with SEND are admitted on an equal basis with others in accordance with its admission policy.

The whole school SENCo is frequently consulted in advance of application by parents of students with Special Educational Needs and is always willing to offer appropriate advice.

Those accepted by the academy are visited in their Primary schools or previous settings and their needs discussed with parents and teachers to ascertain appropriate provision.

Where a local authority proposes to name Salford City Academy in an Education Health Care Plan (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 education authority. The academy shall admit any child in whose Education Health and Care Plan it has been appropriately named.

In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the academy shall have regard to the relevant guidance issued by the Secretary of State to maintained schools. In the event of any disagreement between the school and the local education authority over the proposed naming of Salford City Academy in an Education Health and Care Plan, the academy may ask the Secretary of State to determine whether it should be named. The Secretary of State's determination shall be final.

17. Complaints.

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy.

If there continues to be disagreement regarding SEND provision, the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage.

This policy will be reviewed annually. It will be monitored by the SENCo and updated and revised if necessary, during the annual cycle.

Glossary of Terms

- **Access Arrangements:** Adjustments made to assessments or exams to support students with SEND, such as extra time or the use of assistive technology.
- **Admissions:** The process by which students, including those with SEND, are enrolled in the school.
- **APDR (Assess-Plan-Do-Review):** A cyclical process used to identify and implement support for students with SEND. This involves assessing needs, planning interventions, implementing them, and reviewing their effectiveness.
- **Assistant SENCo:** A member of staff who supports the SENCo in managing SEND provision and liaising with parents, teachers, and external agencies.
- **CAMHS (Child and Adolescent Mental Health Services):** External services that provide specialist mental health support to children and young people.
- **Complaints:** The procedure by which parents, students, or staff can raise concerns about SEND provision or support.
- **EHCP (Education, Health, and Care Plan):** A legally binding document issued by the Local Authority that outlines the support a child with complex SEND needs, including educational, health, and social care provisions.
- **External Agencies:** Professionals from outside the school who offer specialised support and assessments, such as Educational Psychologists (EPs), Speech and Language Therapists (SaLT), and Occupational Therapists (OTs).
- **Graduated Response:** A four-tier system of support for students with SEND, ranging from Quality First Teaching (general classroom support) to targeted and specialist interventions, leading up to the statutory EHCP process if necessary.
- **IEP (Individual Education Plan):** Also known as a *Student Passport*, this personalised document outlines a student's needs, the support provided, and the strategies used to help them make progress.
- **LGB (Local Governing Body):** The group of individuals responsible for providing governance and oversight for the school, including SEND provision.
- **Monitoring and Evaluation:** The process of regularly reviewing and assessing the effectiveness of SEND provision to ensure students receive the support they need.
- **OT (Occupational Therapist):** A professional who helps students with physical, sensory, or cognitive difficulties to improve their ability to perform tasks in school and daily life.
- **Parental and Student Involvement:** The process by which the school engages with parents and students in decision-making, planning, and reviewing SEND support.
- **Quality First Teaching:** High-quality, inclusive teaching that ensures all students, including those with SEND, can access the curriculum through appropriate differentiation and classroom strategies.
- **Roles and Responsibilities:** Defines the duties and expectations of staff and governing bodies involved in SEND provision, including the SENCo, Principal, teachers, and TAs.
- **SaLT (Speech and Language Therapist):** A professional who helps students with speech, language, and communication difficulties.
- **SCA (Salford City Academy):** The school where this SEND policy is implemented.
- **SENCo (Special Educational Needs Coordinator):** A member of staff responsible for overseeing the provision for students with SEND and ensuring that students receive the support they need.
- **SEND (Special Educational Needs and Disabilities):** Refers to any student who has a learning difficulty or disability that requires additional support beyond what is normally provided in the classroom.
- **SEND Provision:** The array of strategies, resources, and interventions available at SCA to support students with SEND.
- **Stepping Stones Programme:** SCA's transition initiative that offers individual and group events to support students as they move between educational phases, with tailored support for students with SEND.
- **Student Passport:** A personalised learning plan that outlines the student's needs, agreed support, and strategies for progress. Also known as an Individual Education Plan (IEP).
- **TAs (Teaching Assistants):** Support staff who assist teachers in delivering educational support to students, particularly those with SEND. TAs play a key role in providing targeted interventions and one-on-one support.
- **Transition Support:** Assistance provided to students with SEND as they move between key educational phases, such as primary to secondary school, between key stages, and into post-16 education.