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# Salford City Academy

## Special Educational Needs (SEND) Policy

<b>Document Owner:</b>	Senior Assistant Principal - Inclusion
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<b>Approved by:</b>	Local Governing Body

## **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.

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 Associate Principal, Mrs Katie Eaton; the day-to-day operation of the policy is the responsibility of the Special Educational Needs Co-ordinator (SENCo), Mrs Adrienne Devonport. The Governing Body, the Principal and the SENCo will work closely to ensure that this policy is working effectively.

## **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.

## **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.

## **Identifying Special Educational Needs.**

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. In instances where concerns arise regarding a student's progress or if they fall behind their peers, the class teacher will initiate additional support. This may involve seeking guidance from the head of the subject. Any pertinent information will be shared with parents as deemed appropriate, such as during parents' evenings.

Where concerns are raised about a student's progress, despite support and high-quality teaching, the class teacher (and/or head of subject) will seek advice from the SENCo. They will then assess whether a student has a significant learning difficulty and agree appropriate support.

Where a student is identified as having SEND, the SENCo and the class teacher will take action to support effective learning by removing any barriers and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and what supports the student in making good progress and securing good outcomes. This is known as the graduated approach – Assess, Plan, Do, Review (APDR).

The academy will notify the parents that SEND Support is being offered and share with them the provision that is being put in place. This will be reviewed termly (three times per year) with the parents, the child and class teachers.

Each student on the SEND register will be assigned a key worker who will work with the student, parents and teachers on the Assess, Plan, Do, Review process.

## **The Graduated Approach to SEND.**

### **Assess.**

In identifying a student as needing SEND support, the class teacher, working with the SENCo, should carry out a clear analysis of the student's needs. This should draw on:

- the teacher's assessment and experience of the student, their previous progress and attainment, as well as information gathered from other areas of the school.
- the student's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the student's views and, if relevant, advice from external support services.

This assessment will be reviewed regularly to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed. With some areas of SEND, the most reliable method of developing a more accurate picture of need will be the way in which the student responds to an intervention.

### **Plan.**

Parents/carers, with their child, will meet with the student's key worker and the class teacher or SENCo as necessary to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A clear plan will be produced. The date for review will depend on the level of need present but will be at least once per term.

The plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the review will take place. A copy of the plan will be given to parents/carers and the child if appropriate.

The support and intervention provided will be selected to meet the outcomes identified for the student, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.

### **Do.**

The class teacher remains responsible for working with the student daily and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCo will support the class teacher in the further assessment of the student's needs, in problem solving and advising on the effective implementation of support.

### **Review.**

The review will take place on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the student and their parents/carers.

Parents/carers will be given information about the impact of the support and interventions provided, enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.

This review will feed back into the analysis of the student's needs, then the class teacher, working with the SENCo, will revise the support, in light of the student's progress and development, with decisions on any changes made in consultation with the parents/carers and the student.

Where there is a sustained period of insufficient or no progress, the academy may decide to gain involvement and advice from a specialist or external agency. The academy will consult with parents/carers before involving a specialist or external agency.

When a student has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching, they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the student will be removed from the school's SEND register.

## **SEND Provision.**

Each student on the SEND register is assigned a key worker. This person acts as the first point of communication with parents and is the student's 'go to' person in school. The key worker oversees the Assess- Plan- Do-Review process in conjunction with the SENCo, parents and students. This review process creates targets for students to work towards and informs what type of provision and support they need in school.

The Academy offers an Intervention HUB (*the HUB*) which is a safe, secure and stimulating environment in which students who require one-to-one or group interventions can receive that support as part of their provision.

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.

They may include:

- evidence based interventions (Zones of Regulation, Lexia, Lexonics, Blank Level)
- additional support from another adult
- different materials, resources or equipment
- use of alternative technologies
- personal care support
- use of therapies (e.g. Anxiety Gremlin, Anger Gremlin, School counsellor)

## **Statutory Assessment of Needs (EHCP).**

A small number of students whose needs are complex and long term, may require a greater level of support than the academy can provide from its own resources. For these students all the evidence from the graduated approach process will be gathered and a request made to the Local Authority to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided. Salford City Academy will follow their Local Authority's guidance for this process and involve parents/carers and the child from the beginning.

## **Monitoring and Evaluation of SEND.**

Regular monitoring of the quality of provision for all students, including those with SEND, follows the academy's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly. Additional training, advice and support will be provided to teaching staff where necessary to facilitate student progress and to meet student needs.

Student progress is tracked termly and where students are not making sufficient progress additional information is sought and appropriate action taken.

## **Supporting Students and Families.**

We value and encourage the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with them, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the academy endeavours to provide parents/carers with the relevant information so they can reinforce learning in the 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.
- Coffee Morning / Afternoon Meetings - organising 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/mycity-directory/special-educational-needs-and-disabilities)

## **Student Voice.**

We hold the views of students highly and recognise the importance of gaining genuine student views in promoting the best student outcomes. Students can share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Assess Plan Do Review meetings and at the end of a targeted intervention. We ask all students to contribute to the setting of their own targets and their Student Passport that is shared with teaching staff.

## **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.

## **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 has responsibility to ensure that the Code of Practice is followed throughout the academy and manages the day-to-day running of the SEND Department.

The SEND Department co-ordinates the provision for individual students, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for students with special educational needs.

Through analysis and assessment of students' needs, and by monitoring the quality of teaching and standards of students' achievements and target setting, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENCo include:

- Oversee Day-to-Day Operation of SEND Policy - ensuring the effective implementation and day-to-day operation of the school's SEND policy.
- Coordinate SEND Provision and Report Progress - coordinating provision for SEND students, regularly assessing, planning, implementing, and reviewing progress.
- Advise on Graduated Approach - Assess, Plan, Do, Review - providing guidance on the graduated approach to providing SEND support, emphasising the Assess, Plan, Do, Review cycle.
- Advise on Budget Deployment for Effective Support - offering advice on the deployment of the school's delegated budget and resources to effectively meet students' SEND needs.
- Monitor SEND CPD for Staff and Contribute to Training - monitoring relevant SEND Continuous Professional Development (CPD) for all staff and contribute to in-service training initiatives.
- Manage the SEND Department - managing the day-to-day operations of the SEND department, ensuring efficient and effective support.
- Oversee Records of Students with SEND - overseeing and maintaining up-to-date records for all students with special educational needs.
- Liaise with Parents/Carers - fostering open communication by liaising with parents/carers of children with special educational needs, keeping them informed and involved.
- Be Point of Contact with External Agencies - acting as a point of contact with external agencies, especially the local authority and its support services.
- Collaborate with Educational, Health, and Social Care Professionals - liaising with other schools, educational psychologists, health and social care professionals, as well as independent or voluntary bodies.
- Facilitate Smooth Transition to Next Providers - liaising with potential next providers of education to ensure students and their parents/carers are well-informed about options, facilitating a smooth transition.
- Monitor Impact of Interventions - monitoring and assessing the impact of interventions provided for students with SEND, making data-informed decisions.
- Lead Development of High-Quality SEND Provision - taking a leadership role in developing high-quality SEND provision, aligning with the Academy improvement plan.
- Work with Principal and Governors on Equality Act Responsibilities - collaborating 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.

## **All Teaching and Non-Teaching Staff.**

- Awareness of SEND Policy and Procedures - ensuring that all staff are familiar with the school's SEND policy and the procedures for identifying, assessing, and providing for students with special educational needs.
- Involvement of Class Teachers in High-Quality Teaching - engaging class teachers actively in providing high-quality teaching, with a focus on differentiation for individual students. This involves ongoing professional development to enhance strategies for identifying and supporting vulnerable students, particularly those with commonly encountered SEND.
- Responsibility for Progress and Development - clarifying that class teachers are responsible for the progress and overall development of all students, including those with SEND.
- Setting Suitable Learning Challenges - empowering class teachers to set suitable learning challenges and facilitate effective special educational provision tailored to students' diverse needs. This includes collaborating with the SENCo to conduct a clear analysis of student needs, drawing on assessments, experiences, and previous progress.
- Implementation of Graduated Approach Plan - ensuring that class teachers provide the required support for any student on SEND Support, as outlined in the graduated approach plan. Clearly identify this provision on schemes of work.
- Liaison with Teaching Assistants - encouraging teaching assistants to liaise with class teachers and the SENCo on planning, student responses, and progress. This collaboration contributes effectively to the graduated response.

## **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.

## **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.

## **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.

## **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.

## **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.

## **Transition Arrangements.**

Prior to admission, any known Special Educational Needs of each child who has accepted a place will have been taken into consideration to ensure the child will have the maximum chance of accessing the curriculum. The Academy works closely with its primary partners to ensure the smooth handover of information.

Transition visits are planned according to individual needs. Additional visits are arranged through our *Stepping Stones* programme for those with additional needs. In Year 7, most students will enter mixed ability groups; a small number of vulnerable children may need extra support in the transition from Primary School to cope with the demands of moving about a large campus, changing subjects and teachers each lesson and generally being part of a large community. This allows students time to settle into a larger mainstream environment. Students can move into or out of the nurture class as necessary. To further support students, the academy's SENCo delivers training on their needs and support strategies, raising awareness across the academy for all staff.

## **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. 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 and 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.

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