

# **SEN Information Report**

## **2024-25**

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## 1. Introduction.

At Salford City Academy (SCA), we are dedicated to providing an inclusive environment where every student with Special Educational Needs and Disabilities (SEND) can thrive. Our commitment to supporting students with SEND is guided by the principles of high-quality teaching, personalised support, and ensuring that each student's needs are met through our best endeavours.

This SEND Information Report provides a comprehensive overview of how we identify, support, and monitor students with SEND at SCA. It has been prepared to inform parents, carers, and the school community about our SEND provision, aligning with key statutory requirements outlined in the SEND Code of Practice (2015), recent recommendations from the SEND Review (2022), and the Children and Families Act (2014). The report also reflects our obligations under the Equality Act (2010), ensuring that all students have equitable access to a supportive educational environment.

We aim to foster resilience, independence, and confidence in every student with SEND, empowering them to reach their potential within a supportive and inclusive school community.

## 2. What is the SEN Information Report?

The **SEN Information Report** is a statutory document that outlines how Salford City Academy identifies and supports students with Special Educational Needs and Disabilities (SEND). This report provides parents, carers, and the school community with a clear understanding of our SEND provision, detailing the strategies, support systems, and resources in place to ensure students with SEND receive high-quality education and personalised support.

Under the *Children and Families Act (2014)*, and in accordance with Chapter 6 of the *SEND Code of Practice (2015)*, all schools are required to publish an SEN Information Report annually. This report explains how we meet our obligations to students with SEND and ensure their needs are addressed through tailored interventions, robust support systems, and close collaboration with parents and carers.

The **SEN Information Report** is reviewed and updated annually to reflect any changes in our approach, in response to updated SEND guidance, and to meet current statutory requirements.

## 3. Key Contacts

At Salford City Academy, our dedicated team of professionals is here to support students with SEND and their families. For any questions or to discuss your child's needs, please contact one of the following key members of staff:

- **Principal:** Ms Melanie Haselden
- **Associate Principal:** Mrs Katie Eaton
- **SENCo (Special Educational Needs Coordinator):** Mr Martin Wilkinson  
*Email:* martin.wilkinson@salfordcity-academy.org
- **Assistant SENCo for Years 7 and 8 (Communication and Interaction):** Mr Jack Stapleton  
*Email:* jack.stapleton@salfordcity-academy.org
- **Assistant SENCo for Years 9 and 10 (SEMH):** Mrs Adrienne Devonport  
*Email:* [adrienne.devonport@salfordcity-academy.org](mailto:adrienne.devonport@salfordcity-academy.org)
- **SEND Governor:** Mrs Claire Woolley

For general enquiries about SEND provision or to arrange a meeting with any member of the SEND team, please contact the school office at [Insert main school contact email and phone number].

To learn more about SEND provision across Salford, you can access the **Salford Local Offer** here.

[Local Offer | mycity Directory \(salford.gov.uk\)](#)

## 4. School Information

Salford City Academy (SCA) is a secondary school located in Eccles, serving a diverse student body aged 11-16. Committed to fostering an inclusive, stimulating, and safe environment, we support each student in reaching their full potential across academic, social, and emotional domains. Our school's ethos is built upon equity and accessibility, where every student, including those with Special Educational Needs and Disabilities (SEND), receives personalised support that promotes growth, resilience, and confidence.

Through targeted SEND provisions, high-quality teaching, and an extensive pastoral system, we prepare students for future educational stages, employment, and training opportunities. Our approach is designed to raise aspirations for all students, especially those with SEND, ensuring they are valued and able to thrive within a supportive community.

## 5. SEND Leadership and Team Organisation

At Salford City Academy, our SEND team is carefully structured to ensure that students with SEND receive personalised, effective support across all year groups. Each team member has clearly defined responsibilities, allowing us to provide targeted support that meets the diverse needs of our students.

- **SENCo (Special Educational Needs Coordinator):** Mr Martin Wilkinson  
*Role:* Leads the SEND provision, managing the Graduated Response, and coordinating support strategies across the academy.
- **Assistant SENCo for Years 7 and 8:** Mr Jack Stapleton  
*Role:* Holds a holistic view of support needs across Years 7 and 8 and also leads on **Communication and Interaction** needs across the academy.
- **Assistant SENCo for Years 9 and 10:** Mrs Adrienne Devonport  
*Role:* Oversees holistic support for students in Years 9 and 10 and additionally leads on **Social, Emotional, and Mental Health (SEMH)** needs across the academy.

Each year group is further supported by dedicated Teaching Assistants (TAs), who act as key workers for students within their assigned year groups. This structure allows for consistent, familiar support, enhancing each student's sense of security and continuity:

- **Year 7 and Transition:** Tanya O'Hora
- **Year 8:** Asha Black
- **Year 9:** Marie Foster and Ellis Broadhead
- **Year 10:** Ann-Marie Simpson and Ellis Broadhead
- **Year 11:** Wendy Wright
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Our TAs play an integral role in supporting both classroom and personalised interventions. They work closely with teachers and the Assistant SENCos, providing additional support and ensuring effective implementation of each student's support strategies.

## 6. SEND Policies

Salford City Academy adheres to a framework of SEND-related policies to meet statutory requirements and provide high-quality support for all students. These policies ensure compliance with the *SEND Code of Practice (2015)*, *Children and Families Act (2014)*, and *Equality Act (2010)*. Key policies include:

- **SEND Policy 2024-25:** This comprehensive policy outlines the school's approach to identifying and supporting students with SEND, including the graduated response and other key support structures.
- **SEN Information Report (this document):** Published annually, it provides an overview of SEND provision and support at SCA, specifically for parents, carers, and the school community.

These policies undergo annual reviews to reflect any changes in best practices or statutory guidance.

## 7. Admissions of Students with SEND and Disabilities

Salford City Academy is committed to an inclusive admissions process that aligns with the *Equality Act 2010* and other statutory requirements, ensuring equal access for students with Special Educational Needs and Disabilities (SEND).

- **Standard Admissions Process:** Students with additional needs apply to Salford City Academy via the standard admissions process, as outlined in our Admissions Policy.
- **Admissions for Students with an EHCP:** Students with an Education, Health, and Care Plan (EHCP) will apply as part of their Annual Review process and during the primary-secondary transition phase in Year 6, with support from the Salford Local Authority SEND team.
- **Non-Discrimination:** No student will be refused admission to Salford City Academy based on their special educational needs. In line with the *Equality Act 2010*, we do not discriminate against disabled children in respect of admissions related to their disability. We use our best endeavours to provide effective educational provision for all students.
- **SEND Team Consultation:** Our SENCo, Mr Martin Wilkinson, and Assistant SENCos, Mr Jack Stapleton and Mrs Adrienne Devonport, are available to consult with parents prior to application, offering guidance on the support and resources available at Salford City Academy.
- **Pre-Admission Visits and Consultations:** For students with SEND who are offered a place, we arrange visits to their primary schools (or prior educational settings) and consultations with parents and teachers to discuss needs and determine the most appropriate provision.
- **Consultation with Salford Local Authority:** When Salford Local Authority proposes to name Salford City Academy in an EHCP, the Academy receives a formal consultation request. Our response will outline whether the student's needs can be met and confirm if a place will be offered. If inclusion is deemed incompatible with efficient education for other students, this will be communicated to the Local Authority in our consultation response.
- **Acceptance of Students with EHCPs:** Salford City Academy will admit any student for whom the Academy is named in an EHCP. In determining compatibility with the efficient education of other children, the Academy follows relevant guidance from the Secretary of State for Education.

For further details, please refer to Salford City Academy's Admissions Policy, available on our website under Salford City Academy > Information > Policies. (*See Section 1.3 of the Admissions Policy for information on priority admissions for students with an EHCP.*)

Salford City Academy also welcomes requests from families to visit the school, helping ensure we can meet each individual's needs effectively, with additional advice from health professionals as needed.

## 8. SEND Overview and Contextual Data

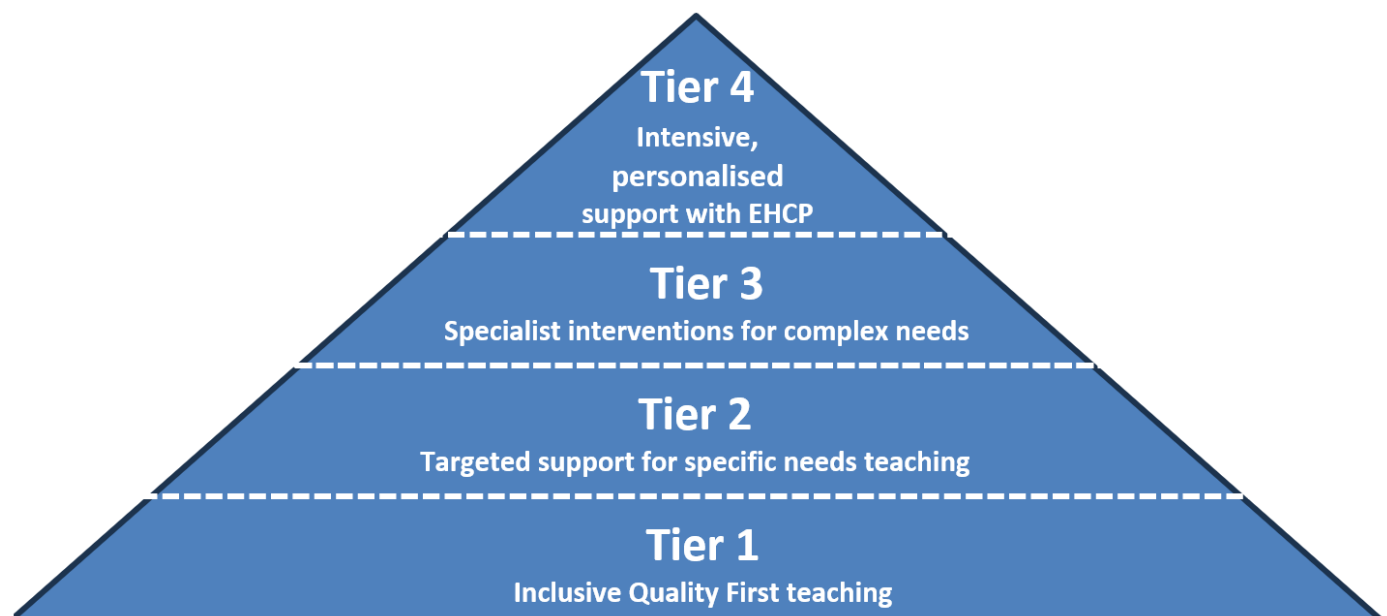
At Salford City Academy, we support students with a wide range of SEND, ensuring that our provision is responsive to individual needs across the four main categories outlined in the *SEND Code of Practice (2015)*:

- **Cognition and Learning:** This includes difficulties with literacy, numeracy, or processing information, which may present as dyslexia, dyscalculia, or moderate learning difficulties. Tailored learning strategies are available to help students overcome these challenges.
- **Social, Emotional, and Mental Health (SEMH):** This category encompasses support for students who may struggle with emotional regulation, social interactions, or behaviours that impact their learning. Our provision includes pastoral support, targeted interventions, and strategies to support emotional well-being.
- **Communication and Interaction:** Students in this category may have difficulties with verbal and non-verbal communication, often including Autism Spectrum Condition (ASC) and speech, language, and communication needs. Interventions help build social and communication skills, ensuring these students can interact effectively within the school environment.
- **Sensory and Physical Needs:** This includes support for students with visual or hearing impairments, physical disabilities, or other sensory processing needs. Adapted resources and specialised support allow these students to access the full curriculum.

### The Graduated Response to SEND Needs

Our **Graduated Response** is structured as a four-tier system that ensures students receive the right level of support based on their individual needs. Replacing the former waves model, the Graduated Response now follows these tiers:

1. **Tier 1 – Quality First Teaching:** High-quality, inclusive teaching strategies embedded in all classrooms, ensuring access to learning for all students.
2. **Tier 2 – Targeted Interventions:** Small group or classroom-based interventions to address specific areas of need.
3. **Tier 3 – Specialist Interventions:** Intensive, often individualised support led by specialists, tailored to the student's particular needs.
4. **Tier 4 – Intensive Support and EHCPs:** Highly personalised interventions documented in an Education, Health, and Care Plan (EHCP) for students with complex and significant needs.



This tiered system ensures that each student with SEND has access to a level of support tailored to their unique requirements, allowing them to progress confidently through their learning journey.

As SEND identification is fluid and not always static, as of **November 2024**, Salford City Academy has **911 students** on roll, of which **23** have an **Education, Health and Care Plan (EHCP)** and **160** have **SEND Support (K)**.

	<b>C&amp;I</b>	<b>SEMH</b>	<b>C&amp;L</b>	<b>S&amp;P</b>	<b>EHCP</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>Year 7</b>	9	16	17	3	5	22	23	45
<b>Year 8</b>	12	11	12	2	6	25	12	37
<b>Year 9</b>	10	10	12	0	4	17	15	32
<b>Year 10</b>	10	5	17	2	5	22	12	34
<b>Year 11</b>	5	12	16	2	3	24	11	35
<b>Total</b>	<b>46</b> <b>(25.1%)</b>	<b>54</b> <b>(29.5%)</b>	<b>74</b> <b>(40.4%)</b>	<b>9</b> <b>(4.9%)</b>	<b>23</b> <b>(2.5%)</b>	<b>110</b> <b>(60.1%)</b>	<b>73</b> <b>(39.9%)</b>	<b>183</b> <b>(20.1%)</b>

Our highest area of need is Cognition and Learning, due to students identified primarily with Specific Learning difficulties (SpLD) or with Moderate Learning difficulties (MLD). Social, Emotional and Mental Health (SEMH) is our second highest level of need with several students being diagnosed with ADHD and anxiety. As per the national trend, we are noting increasing numbers of students who, at some point during their time at Salford City Academy are experiencing Social, Emotional and Mental Health (SEMH) concerns. We are also noting an increasing number of students having Communication and interaction as an area of need (increasingly diagnosed with Autistic spectrum conditions - ASC).

The percentage of students within Salford City Academy who have SEND, based on the National Average, suggests the Academy has a higher-than-average number of students at SEND Support (K).

#### National Statistics in England as of January 2024 ([link to data](#))...

- **4.8%** of all students in schools in England have an **EHCP** (*an increase from 4.3% in 2023*). In **secondary**, **2.7%** have an **EHCP** (*an increase from 2.4% in 2023*) – In **Salford secondary**, **3.4%** (up from 3% in 2023) **SCA – 2.5% (up from 2.1% in 2023)**.
- A further **13.6%** of all students have **SEND support** (*an increase from 13% in 2023*). In **secondary**, **12.9%** have **SEND Support** (*an increase from 12.4% in 2022*) – In **Salford secondary** **16.9%** (up from 16.4%) **SCA – 17.6% (up from 15.6% in 2023)**.

The most common type of need for students with an EHC plan remains as autistic spectrum condition (ASC) and for students with SEND support (K) remains as speech, language and communication needs - **SCA - the most common type of need for students with an EHC plan are equally ASC and SEMH; and for students with SEND support (K) is within the area of cognition and learning.**

## 9. Transition Support

Salford City Academy recognises that key educational transitions can be challenging for students with SEND. To ensure these transitions are smooth and supportive, we offer a structured range of transition activities tailored to meet individual needs.

- **Primary to Secondary Transition:** Our **Stepping Stones programme** provides comprehensive support for students moving from primary school to Salford City Academy. This includes individual class visits, larger group events, and small-group sessions at RHS Bridgewater. These sessions allow students to become familiar with the school environment, build relationships with staff, and engage in activities designed to ease their transition. Parents/carers, primary school staff, and friends are welcome to join specific events, fostering a network of support.
- **Key Stage 3 to Key Stage 4 Transition:** During the GCSE options process, targeted guidance is provided to students with SEND to help them make informed decisions aligned with their strengths and aspirations. Additional support is available to assist students in selecting subjects that will support their future goals.
- **Post-16 Transition:** We work closely with the Local Authority careers advisor and the school's careers team to prepare students for life after secondary school. SEND students have access to additional college visits, transition planning sessions, and guidance on further education or training opportunities. Teaching Assistants (TAs) typically accompany students with SEND on these visits, ensuring familiarity and continuity during this important transition. Support is provided through our Step Beyond programme coordinated by our Careers advisor, Miss Emily Gilson ([Emily.gilson@salfordcity-academy.org](mailto:Emily.gilson@salfordcity-academy.org)).

Through these tailored support systems, we aim to ensure each transition is as positive and stress-free as possible, equipping students with the tools they need to succeed at each educational stage.



## 10. Parental and Student Involvement

At Salford City Academy, we recognise the importance of collaborating closely with parents, carers, and students to provide tailored and effective SEND support. By involving families at every stage, we create a supportive environment where students' unique needs are met with input from those who know them best.

### Parental Engagement

We value and encourage the positive role that parents and carers play in their child's education. Through regular SEND coffee afternoons and individual meetings, parents and carers have dedicated opportunities to discuss their child's progress, share concerns, and contribute to the development of personalised support plans. Our SEND team maintains open communication through email and phone, keeping families informed about interventions and any significant changes to support.

**To ensure parents feel fully involved and supported, we provide opportunities for them to:**

- Voice concerns and be taken seriously, with a commitment to addressing any issues they raise.
- Participate actively and play a valued role in shaping their child's educational experience.
- Access and understand procedures, documentation, and support available to their child.
- Make their views known about how their child is educated, reinforcing learning at home with information provided by the Academy.
- Receive information, advice, and support throughout assessments and decision-making processes about special educational provision.

Parents and carers of students with SEND are formally invited to meet with their child's keyworker at least three times per year. Additionally, half-termly coffee afternoons provide an informal, supportive environment for parents to connect with the SENCo, the Senior Leadership Team, wider SEND and pastoral staff, and, where available, representatives from Salford Information, Advice and Support Service (SIASS) and an Educational Psychologist.

### Student Voice

Salford City Academy encourages students with SEND to actively participate in shaping their support plans and reviewing their progress. By involving students directly, we empower them to express their preferences, needs, and aspirations, helping us create a personalised approach that aligns with their goals. This focus on student voice ensures that students feel valued and engaged in their own learning journey.

### Inclusive Decision-Making and Support Resources

We recognise and respect the roles and responsibilities of parents and carers, actively encouraging them to work with the Academy and relevant professionals. We strive to provide parents with the information they need to reinforce their child's learning at home and to navigate the SEND process confidently.

In support of this, [Salford Information, Advice and Support Service \(SIASS\)](#) offers free information, impartial advice, and support on matters relating to SEND, including health and social care. Parents and carers are encouraged to utilise this resource to support their involvement in decision-making.

Additionally, the Department for Education-funded guide, "[A Guide to Making Conversations with Schools Count for All Families](#)," helps families build a respectful partnership with the Academy, enhancing collaborative conversations that benefit students' educational journeys.

## 11. Identification of Additional Needs

At Salford City Academy, we employ a multifaceted approach to identify and address potential additional needs in our students, guided by the *SEND Code of Practice (2015)*. This process includes continuous monitoring, collaborative communication, and a structured, staged approach, ensuring that each student receives appropriate support based on their individual needs.

### Identifying Existing SEND Needs

For students who have previously been identified with SEND, information is shared with the SENCo during transition meetings held before the start of the school year. Primary school staff provide individual SEND folders, which are passed to the SEND department to ensure continuity of support (if required). This information is used to update the SEND Register and to inform teachers and staff about each student's needs.

### Proactive Identification of New or Emerging Needs

We prioritise continuous monitoring of all students' progress through high-quality, differentiated teaching. If a student's progress raises concerns or if they face challenges relative to their peers, our dedicated class teachers and the Pastoral team initiate additional support. This support process is guided by the following stages:

#### Stages in Identifying SEND Needs

##### 1. Stage 1 – Initial Monitoring and In-Class Support

- **Timeframe:** 6-8 weeks
- **Actions:** Class teachers and the Pastoral team monitor the student's progress closely, using in-class adjustments such as differentiation and targeted support to address emerging concerns. This phase aims to provide effective support within the classroom environment before further steps are considered. Parents are kept informed of initial actions.

##### 2. Stage 2 – Subject Specialist and Pastoral Intervention

- **Timeframe:** An additional 6-8 weeks if concerns persist
- **Actions:** If progress remains below expected levels, subject heads and/or pastoral leaders provide further input, adapting teaching strategies and reinforcing in-class support. Regular reviews of the student's progress are conducted, and updates are shared with parents during this stage.

##### 3. Stage 3 – SENCo Involvement, Targeted Screening, and TALC 2 Screener

- **Timeframe:** An additional 6-12 weeks based on individual needs
- **Actions:** If concerns persist despite previous interventions, the SENCo is consulted. This may involve observations, internal screening assessments (e.g., YARC, Rapid Dyslexia Screening, Lucid Recall), and additional discussions with parents. During this stage, NGRT and MIDYIS data may identify students for the TALC 2 screener, administered by Speech and Language Therapy (SaLT) specialists. Students with lower scores in Blank Level questioning are invited to join the verbal reasoning intervention to strengthen comprehension and language skills.

##### 4. Stage 4 – Decision for SEND Support or Further Investigation

- **Timeframe:** Following a comprehensive review period of at least two full terms
- **Actions:** If interventions at previous stages indicate significant learning difficulties, the SENCo may recommend SEND support. At this point, the Graduated Response cycle begins with Assess, Plan, Do, and Review to tailor provision to the student's needs. If external assessments are needed, referrals may be made to agencies such as CAMHS, SaLT, or Educational Psychology (EP) services.

## **Limitations in Diagnosis**

While Salford City Academy can provide initial screening and observations, we are not equipped to diagnose neurodevelopmental conditions, medical needs, or mental health issues. Where enough evidence suggests a need for specialist intervention, and the student meets referral criteria, the SENCo will facilitate referrals to external professionals, including CAMHS, Community Paediatrics, Neurodevelopmental Pathways, and Speech and Language Therapy.

## **Holistic Data Review and Communication**

As part of identifying additional needs, we review a range of data to gain a comprehensive understanding of each student. This includes academic progress, attendance, behavioural records, and social interactions. Internal assessments help build a fuller picture of a student's cognitive profile, including reading comprehension, working memory, and visual stress.

In line with the *SEND Code of Practice*, Salford City Academy assesses each student's needs holistically. A student's slower progress or need for additional support does not automatically indicate SEND. As part of the identification process, strong communication with classroom teachers is crucial. The SEND team shares key findings from internal and specialist reports with classroom teachers via students' electronic records, the SEND Register, and direct communication.

## **Collaboration and Communication**

Throughout each stage, parents are actively encouraged to share insights or concerns. The SEND team maintains open communication, ensuring all findings and support plans are shared with classroom teachers via the SEND Register, electronic records, and regular updates. This structured, collaborative approach ensures that each step is carefully considered, giving every student the best chance to succeed with appropriate, tiered support.

## 12. SEND Provision at Salford City Academy

Salford City Academy is committed to providing a broad, responsive SEND provision, aligning with the principles outlined in the SEND Code of Practice (2015) and supported by best practices from the Education Endowment Foundation (EEF). Our interventions aim to remove barriers to learning by employing evidence-based strategies that offer a balanced mix of classroom support, targeted interventions, and specialist resources. Tailored to meet individual needs, this tiered provision ensures each student with SEND has access to quality support, ranging from everyday classroom adjustments to intensive, multi-agency collaboration for complex needs.

Below is an overview of the support available at each tier for the primary areas of need, with examples of how we address Cognition and Learning, Social, Emotional, and Mental Health (SEMH), Communication and Interaction, and Sensory and Physical Needs. This list is not exhaustive, and additional information on available support can be provided upon request, including opportunities for parents and carers to visit the Academy.

### Cognition and Learning

- **Tier 1 – Quality First Teaching (QFT)**
    - Differentiated in-class instruction with tasks broken into manageable steps.
    - Access to memory aids, vocabulary maps, and visuals to support retention and understanding.
    - Simplified knowledge organisers and assistive technology as needed.
  - **Tier 2 – Targeted Interventions**
    - Small group literacy and numeracy interventions, such as Lexia.
    - Use of coloured overlays, cream books, and targeted support for students with dyslexia or dyscalculia.
    - Regular in-class assessments to monitor progress and adjust support.
  - **Tier 3 – Specialist Interventions**
    - Individualised support with a Learning Support Service (LSS) specialist teacher and tailored programmes based on specific learning difficulties.
    - Educational Psychology (EP) assessments to inform bespoke strategies and resources.
  - **Tier 4 – Intensive Support (EHCP)**
    - Comprehensive, multi-agency support for students with complex needs, documented in an Education, Health, and Care Plan (EHCP).
    - Personalised interventions with additional time, readers, or scribes as required.
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### Social, Emotional, and Mental Health (SEMH)

- **Tier 1 – Quality First Teaching (QFT)**
    - Use of individualised reward systems, fidget toys, and sensory breaks.
    - Behaviour feedback through agreed-upon non-verbal cues and transition support during class changes.
    - Classroom strategies like *Zones of Regulation* and *Reducing Anxiety Management Plans (RAMP)*.
  - **Tier 2 – Targeted Interventions**
    - Group workshops focused on anger and anxiety management (*Starving the Anxiety Gremlin*).
    - Self-esteem sessions, Zones of Regulation, and social skill-building activities.
    - Supported access to Friendship Club and mentoring for emotional support.
  - **Tier 3 – Specialist Interventions**
    - Access to in-school mental health practitioners, such as iReach and 42nd Street, for students with higher needs.
    - Bespoke support from an EP for students needing a tailored mental health strategy.
    - Small, targeted groups led by professionals to address more complex SEMH needs.
  - **Tier 4 – Intensive Support (EHCP)**
    - Personalised support and therapy documented in an EHCP, incorporating multi-agency input from CAMHS and other specialists as needed.
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## Communication and Interaction

- **Tier 1 – Quality First Teaching (QFT)**
    - Visual aids, graphic organisers, and social stories to support social skills and understanding.
    - Use of communication cards and talking stems to encourage positive interactions.
    - Social skills activities embedded in class routines to teach verbal and non-verbal cues.
  - **Tier 2 – Targeted Interventions**
    - Small group social communication sessions using Talkabout or other social communication packages.
    - Structured social stories and visual schedules provided by ELKLAN-trained staff.
    - Participation in small group activities like Friendship Club, tailored to develop interaction skills.
  - **Tier 3 – Specialist Interventions**
    - Involvement of Speech and Language Therapy (SaLT) services for individualised or small-group support.
    - Support from Learning Support Service (LSS) staff for students needing specialist-led social skills interventions.
    - Bespoke communication programmes for students with ASC or other communication challenges.
  - **Tier 4 – Intensive Support (EHCP)**
    - Personalised, multi-agency support plan, documented in an EHCP, including targeted sessions with SaLT and/or EP services as needed.
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## Sensory and Physical Needs

- **Tier 1 – Quality First Teaching (QFT)**
  - Classroom adjustments such as fidget toys, ear defenders, and sensory breaks as needed.
  - Access to sloping boards, coloured overlays, and other sensory-friendly resources.
  - Adapted seating arrangements or mobility aids to support comfort and engagement.
- **Tier 2 – Targeted Interventions**
  - Participation in Sensory Circuits to help students regulate sensory input.
  - Small group handwriting skills sessions and other motor skills activities.
  - Individual support with personal organisation, such as using timers and visual schedules.
- **Tier 3 – Specialist Interventions**
  - Access to Occupational Therapy (OT) services for assessments and tailored recommendations.
  - Involvement of physiotherapy for students with physical or sensory processing challenges.
  - Regular monitoring and adjustments based on input from specialists.
- **Tier 4 – Intensive Support (EHCP)**
  - Comprehensive support outlined in an EHCP, including adapted physical resources, mobility aids, or tailored seating.
  - Multi-agency collaboration involving OT and physiotherapy for students with complex sensory or physical needs.

## 13. Supporting Behaviour for Students with SEND

Salford City Academy is committed to an inclusive and equitable approach to behaviour, recognising the unique needs of students with Special Educational Needs and Disabilities (SEND) while upholding high expectations for all. Our approach integrates a trauma-informed framework with the *SEND Code of Practice (2015)* and *Equality Act 2010*, ensuring we meet our legal obligations while creating a supportive, accessible environment for every student.

### Inclusive Behaviour Support and REACT Values

The Academy's **Culture of Excellence** is built on the REACT values—**Responsibility, Excellence, Aspiration, Commitment, and Teamwork**. These values underpin our expectations and are promoted to all students, supporting them in developing character, resilience, and self-awareness. We aim to empower students with SEND by fostering a sense of accountability and self-regulation while providing personalised support to help them succeed.

### Legislative Guidance on Behaviour and SEND

The *Equality Act 2010* (Section 20) mandates that schools must make "reasonable adjustments" to prevent disabled students from being placed at a substantial disadvantage. This includes modifications in teaching approaches, routines, and environments to proactively reduce behavioural challenges associated with SEND. However, this requirement does not extend to modifying behaviour consequences themselves. The *SEND Code of Practice (2015)* further clarifies that adjustments must focus on access to education, not on exempting SEND students from behavioural expectations (Department for Education and Department of Health, 2015). Consequently, while we aim to prevent incidents through support, we balance this with maintaining the integrity of our behaviour policy.

### Key Behavioural Support Strategies for SEND Students

The Academy's [Behaviour Policy](#) promotes proactive and supportive strategies for SEND students, aligning with legal standards and inclusive practices. These strategies include:

- **SEND Passports:** Every SEND student has an individualised SEND Passport, outlining specific strategies to aid behaviour and learning. Strategies may include short movement breaks, adjustments to seating plans, visual or sensory supports, and use of non-verbal cues for feedback.
- **Personalised Support via the 'Assist' System:** SEND students requiring immediate support during lessons have access to 'Assist', a system providing rapid support for sensory or emotional regulation needs, ensuring students can refocus without significant disruption to their learning.
- **Communication and Collaboration with Parents/Carers:** Transparent, regular communication with parents/carers is essential. Parents are encouraged to inform the Academy of any personal circumstances that might impact their child's behaviour, ensuring the school can adjust support accordingly.
- **Professional Development for Staff:** Training for all staff includes SEND-specific behaviour management, trauma-informed strategies, and insights into neurodevelopmental conditions. This training allows staff to approach behaviour holistically, recognising the potential influences of SEND on behaviour.

## Monitoring and Evaluating Behaviour for SEND Students

The Academy rigorously monitors behaviour-related data across protected characteristics, age groups, and staff interactions to ensure that no student groups, particularly those with SEND, are disproportionately impacted by the behaviour policy. This review process aligns with the *SEND Code of Practice*'s emphasis on equity and allows us to identify trends, address disparities, and support each student's well-being.

## Balancing Expectations with Reasonable Adjustments

In compliance with legal guidance, each behavioural incident involving a SEND student is evaluated on a case-by-case basis. While our commitment to reasonable adjustments may involve modifying environments, teaching strategies, or offering alternative behavioural supports, **it does not require adjustments to consequences if these are applied consistently and fairly for all students**. This ensures that SEND students are held to the same behavioural expectations, while our supportive framework enables each student to access the curriculum and school life equitably.

## Role of the SENCo and Specialist Collaboration

The SENCo plays a crucial role in assessing and supporting students who exhibit challenging behaviour, working closely with external specialists, including educational psychologists, mental health professionals, and medical practitioners. This collaboration enables a well-rounded approach to behaviour support, drawing on expert advice to provide appropriate interventions.

Through these practices, Salford City Academy upholds its commitment to inclusive behaviour support, fostering a learning environment that respects each student's unique needs while maintaining high expectations for all.

## 14. Additional Resources and External Agency Partnerships

Salford City Academy collaborates with a variety of external agencies to enhance our SEND provision and provide specialist support for students with complex needs. Key partnerships include:

- **Educational Psychology (EP):** Provides assessments, guidance, and manages pathways like [Reducing Barriers to Educational Attendance](#).
- **Speech and Language Therapy (SaLT):** Delivers tailored interventions to improve language, social interaction, and communication skills.
- **Occupational Therapy (OT):** Supports students needing assistance with physical and sensory processing, integrating their recommendations into our school routines.
- **Child and Adolescent Mental Health Services (CAMHS):** Offers specialist mental health support for students facing emotional and social challenges, coordinating closely with our SEND team.

### [Neurodiversity in Education Project](#) (Salford)

Through Salford's **Neurodiversity in Education Project**, the Academy collaborates with multiple agencies to support neurodiverse students. Key activities include:

- Weekly drama lessons by the LSS ASC team for Year 7 classes.
- Five CPD sessions on neurodiversity, led by agencies such as LSS and CAMHS, for all teaching staff.
- Long-term intervention groups for 6-8 neurodiverse students, run by the LSS, focusing on developing social and emotional skills.

These partnerships ensure that students benefit from a comprehensive, multi-agency approach, enriching our in-school SEND support with external expertise and resources.



## 15. Access Arrangements

Salford City Academy is committed to ensuring that students with SEND have equitable access to assessments and examinations. Access arrangements are tailored to each student's specific needs, ensuring that no barriers prevent them from demonstrating their true abilities. These arrangements are determined based on assessments, recommendations from specialists, and any existing support outlined in the student's plan.

Common access arrangements include:

- **Additional Time:** Extra time is provided to students who need more time to process information or complete tasks.
- **Assistive Technology:** Access to devices such as word processors or screen readers, especially for students with physical disabilities or specific learning difficulties.
- **Readers or Scribes:** Students who experience difficulties with reading or writing may be supported by a reader or scribe during assessments.
- **Rest Breaks:** For students who may need to pause during exams to manage sensory or physical needs, rest breaks are available to help them complete their assessments in a comfortable way.
- **Modified Exam Papers:** For students with visual impairments or other specific needs, modified papers are available, such as large print or braille formats.

Access arrangements are applied following guidelines from the [Joint Council for Qualifications \(JCQ\)](#) and are reviewed regularly to ensure they continue to meet each student's needs. We work closely with parents, carers, and relevant professionals to assess and implement these arrangements effectively.

## 16. Monitoring and Evaluation of SEND Provision

Salford City Academy is committed to ensuring that SEND provision is effective, targeted, and responsive to the evolving needs of our students. We regularly monitor and evaluate the impact of SEND support and interventions to ensure students are making progress toward their personal goals and that the support provided is achieving positive outcomes.

Our monitoring and evaluation methods include:

- **Regular Reviews:** Each student's support plan is reviewed termly, with more frequent reviews for those receiving higher levels of support or with an Education, Health, and Care Plan (EHCP).
- **Assess-Plan-Do-Review (APDR) Cycle:** We follow a structured approach where students' needs are assessed, interventions are planned and implemented, and progress is reviewed regularly to ensure that support remains relevant and effective.
- **Parental and Student Feedback:** We actively involve parents and students in the review process, ensuring that their perspectives are incorporated into any adjustments made to support plans.
- **Staff Feedback:** Teachers, TAs, and other support staff provide ongoing feedback regarding the effectiveness of interventions and strategies used within the classroom.
- **External Agency Input:** Where external specialists are involved, such as EPs or CAMHS, their input is also considered to ensure consistency and alignment with recommended practices.

The effectiveness of our SEND provision is overseen by the SEND Governor, who works closely with the SENCo and leadership team to review outcomes and identify areas for improvement. Through this robust monitoring process, Salford City Academy maintains a high standard of SEND provision, ensuring that every student receives the support they need to succeed.

### Evaluation of support and provision

Impact is measured by:

- Improving SEND attendance.
- Decreasing SEND suspensions.
- Evidence of reasonable adjustments becoming more consistent with all staff (QA of T&L).
- Alignment of SEND T&L work with whole school T&L priorities.
- SEND student voice captures what is going well and areas for development.
- Feedback from teachers, parents, and students as part of the graduated approach.

## 17. Staff Training and Development in SEND Support

Salford City Academy is committed to ongoing training and development to ensure all staff are equipped to support students with SEND effectively. Staff training is updated regularly to address the evolving needs of students and includes both mandatory induction for new staff and continuous professional development for all teaching and non-teaching staff.

### Training for Classroom-Based Staff

All classroom-based staff receive foundational training that includes:

- **Induction Training:** Overview of SEND systems and accessing student information.
- **Dyslexia Support:** Identification of dyslexic students and implementation of classroom strategies.
- **Visual Strategies for Spelling and Memory:** Use of visual aids to enhance spelling and working memory for SEND students.
- **Regular Pastoral and Tutor Meetings:** Weekly updates on key students and safeguarding.
- **Early Intervention and Safeguarding Training:** Strategies for early identification of concerns.
- **Individualised Planning:** Development and use of Student Passports to tailor support.
- **Solution-Focused Planning Sessions:** Consultation with the SENCo or Educational Psychologist for targeted student support.
- **De-Escalation Techniques:** Training in strategies to manage challenging behaviour.
- **SEND and Behaviour Workshop:** Support methods for SEND students within the school's disruption-free learning system.
- **Collaborative Curriculum Meetings:** Curriculum planning, access arrangements, and SEND-focused learning walks and book looks.

### Specialised Staff Training

Certain staff at Salford City Academy have received additional specialist training in specific SEND-related areas to ensure they are equipped to support a wide range of student needs. This includes:

- **ELKLAN:** Training in speech and language support strategies to enhance communication for students with language needs.
- **Literacy Interventions:** Programmes such as Lexia, IDL, and Lexonics provide targeted literacy support, tailored to individual student requirements.
- **Mental Health First Aid:** Training that enables staff to offer immediate support to students experiencing mental health difficulties.
- **Zones of Regulation and Emotion Coaching:** Strategies to support students' emotional and behavioural regulation, helping students identify and manage their emotions effectively.
- **Emotionally Friendly Schools Programme:** A whole-school approach supported by Salford Educational Psychology Service, focusing on staff wellbeing, school ethos, classroom practices, and individualised support to improve mental health and wellbeing.
- **Reducing Barriers to Educational Attendance Pathway** (formerly EBSA): A pathway to support students facing emotional challenges related to school attendance, in collaboration with multi-agency partners.
- **Thrive in Education Model:** Part of a whole-school approach to mental health, providing targeted emotional health and wellbeing support through joint work with a dedicated Mental Health Support Team.

## 18. Inclusion in Wider School Opportunities

Salford City Academy's commitment to inclusivity extends beyond the classroom, ensuring all students, including those with SEND, have full access to the Academy's extracurricular offerings and student leadership opportunities.

### **Aspire Programme and the BEE Programme**

The **Aspire** initiative, central to the Academy experience, is designed to cultivate skills, talents, and character through enrichment activities. The **BEE Programme** (*Be Excellent Every Day*) offers a diverse range of clubs, including sports, creative arts, cooking, and technology. Club timetables are refreshed each term to maintain variety, with activities fostering academic, emotional, and social growth. Key workers support SEND students in planning and attending Aspire activities, ensuring they can access and benefit fully from these enrichment opportunities.

### **Student Leadership and Representation**

The Academy's **Student Leadership** programme embodies our values by empowering students to actively engage in academy life, contributing to confidence, knowledge, and future success. The leadership teams include representation from SEND students, promoting inclusivity and diverse perspectives within the student body.

This structured approach ensures that students with SEND are integral to the school community, participating fully in the opportunities that support their personal and academic development.

## 19. Glossary of Key Terms and Acronyms

To support understanding, we have provided definitions of key terms and acronyms used throughout this report. This glossary is intended to make SEND-related information accessible to parents, carers, and the wider school community.

- **APDR** (*Assess-Plan-Do-Review*): A cyclical approach used to support students with SEND by assessing needs, planning interventions, implementing them, and reviewing outcomes.
- **ASC** (*Autism Spectrum Condition*): A developmental condition affecting social interaction, communication, interests, and behaviour.
- **CAMHS** (*Child and Adolescent Mental Health Services*): Specialist mental health services for children and adolescents.
- **EHCP** (*Education, Health, and Care Plan*): A legally binding document that outlines the support a student with complex needs requires in school, often including health and social care elements.
- **EP** (*Educational Psychologist*): A professional who works with schools to support students with learning, emotional, and behavioural needs.
- **JCQ** (*Joint Council for Qualifications*): The body that oversees regulations for exams and assessments in the UK, including access arrangements for students with SEND.
- **LA** (*Local Authority*): The local council responsible for providing education and SEND support services.
- **OT** (*Occupational Therapist*): A specialist who supports students in developing skills for daily activities, often focusing on physical, sensory, or cognitive needs.
- **SaLT** (*Speech and Language Therapist*): A specialist who helps students with speech, language, and communication difficulties.
- **SEMH** (*Social, Emotional, and Mental Health*): A category of SEND that includes emotional regulation and social interaction difficulties.
- **SENCo** (*Special Educational Needs Coordinator*): The staff member responsible for overseeing SEND provision in the school.
- **SEND** (*Special Educational Needs and Disabilities*): Refers to students who require additional support due to learning difficulties, disabilities, or other conditions that affect their ability to learn.
- **TA** (*Teaching Assistant*): A support staff member who works with teachers to assist students, particularly those with SEND, in the classroom.

This list covers key terminology used in our SEND Information Report, providing clarity for readers. Additional explanations can be provided upon request.

## 20. References

This report is guided by key legislation and best practices in SEND provision. Below are the primary references used to inform our approach:

1. Department for Education and Department of Health and Social Care (2015) *Special Educational Needs and Disability Code of Practice: 0 to 25 years*. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
2. Department for Education (2014) *Children and Families Act 2014*. Available at: <https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
3. Department for Education (2022) *SEND Review: Right Support, Right Place, Right Time*. Available at: <https://www.gov.uk/government/publications/send-and-ap-green-paper-right-support-right-time>
4. Equality Act (2010) *Equality Act 2010*. Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents>
5. HM Government (1984) *Police and Criminal Evidence Act 1984 (PACE) Code C*. Available at: <https://www.gov.uk/government/publications/pace-code-c-2019>
6. Salford City Council (2020) *Salford Education Inclusion Strategy 2020 to 2023*. Available at: <https://www.salford.gov.uk/media/396437/inclusion-strategy-october-2020.pdf>

These references ensure that our SEND provision remains up-to-date and aligned with current statutory guidance and best practices, providing a high standard of support for students with SEND.

**Review and Update:**

This SEND Information Report undergoes an annual review to reflect current provision and practices at Salford City Academy.

For further information or specific concerns, please contact Martin Wilkinson at [martin.wilkinson@salfordcity-academy.org](mailto:martin.wilkinson@salfordcity-academy.org) or 0161 789 5359.

Salford City Academy is steadfast in providing an inclusive education, fostering an environment where every student can thrive.

Salford City Academy SEND Team