



Special educational needs (SEN) information report

Albany Academy

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [Albany website – policy page]

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
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Communication and interaction	Autism spectrum disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD) Anxiety disorders Mental Health Issues Adverse Childhood experiences
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Mrs Emer Taylor.

She is an experienced teacher of 22 years.

She achieved the National Award in Special Educational Needs Co-ordination in Nov `21

She is allocated 20 hours a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Beth Catterall. Covering maternity leave currently, is Hannah Brownlow.

She has 18 months experience in this role and has also worked as a teacher.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. All our teaching staff have had recent training on high quality teaching and using teaching assistants effectively as recommended by the EEF. The SENCO has put a training program in place for the upcoming academic year to address staff training needs as identified in a recent staff audit.

Teaching assistants (TAs)

We have a team of 7 TAs – 4 TA3s and 3TA2s.

We have 4 teaching assistants who are trained to deliver interventions in all the areas of need. *Please see a list of these interventions in section 8 of this report.*

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Specialist teachers or support services
- Educational psychologists
- Health Care Professionals - Occupational therapists, physiotherapists and Speech and language therapists
- GPs and paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services

3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, Contact the relevant subject teacher or SENCO to discuss your concerns further.

The teacher will discuss this with you and will pass the message on to our SENCO, Emer Taylor, if they feel this needs looking into further, who will be in touch to discuss your concerns.

You can also contact the SENCO directly by telephone 01257 244020 or email albanysend@albanyacademy.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, we will inform you either through a parental meeting or notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

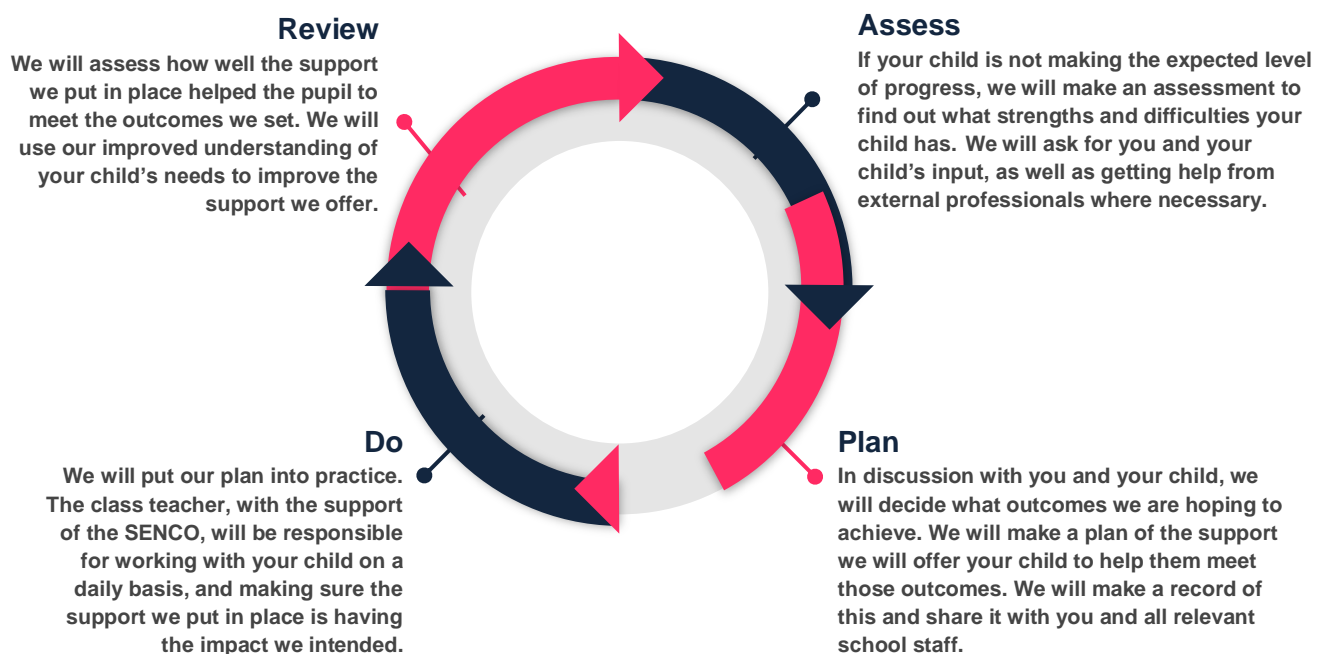
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision either in writing or at a parental meeting.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

You will be sent an annual report on your child's progress, and we will provide termly opportunities to discuss your child's support in school. These will be carried out by your child's linked TA and/or SENCO.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact Emer Taylor (SENCO) or Beth Catterall (assistant SENCO) (maternity leave cover – Hannah Brownlow) by telephone 01257 244020 or email albanysead@albanyacademy.co.uk.

7. How will my child be involved in decisions made about their education?

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a pupil voice survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class. At Albany we strongly believe a teacher is a teacher of every pupil including those with SEND.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, 1-to-1 interventions, adapting the teaching or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, regular check ins as per the pupil's pupil passport
- Adapting our resources and staffing e.g scaffolding answers, effective TA support
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants will support pupils on a 1-to-1 basis when necessary or on interventions such as sensory circuits
- Teaching assistants will support pupils in small groups when on interventions such as lego therapy or fine motor skills interventions.

We may also provide the following interventions based on the need for this:

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
<p>Communication and interaction e.g Autistic Spectrum condition, Speech and language</p>	<p>Visual timetables Social stories Sensory Circuit/diet Zones of regulation Theory of Mind Emotional Literacy Life skills Speech and language therapy interventions as advised by speech therapist or specialist teacher. Use of Base (SEN interventions room) before school, break times and lunch times Use of sensory room in Base to emotionally regulate</p>
<p>Cognition and learning e.g dyslexia, dyspraxia, moderate learning difficulties</p>	<p>Writing slope Lap top/ipad Coloured overlays Extra processing time Motor breaks in lessons Vocabulary lists Fine motor skills intervention IDL in English and Maths Thinking Reading</p>

AREA OF NEED	HOW WE SUPPORT THESE PUPILS
Social, emotional and mental health	Visual timetables Social stories Sensory Circuit/diet Zones of regulation Emotional Literacy Lego Therapy –group Lego Therapy – 1:1 Use of Base (SEN interventions room) before school, break times and lunch times Use of sensory room in Base to emotionally regulate School counsellor CBT therapist
Sensory and/or physical	Limiting classroom displays Hand writing interventions Physiotherapy as directed by physiotherapist

These interventions are part of our contribution to Lancashire’s local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress each term
- Reviewing the impact of interventions after its set time (usually 6 weeks)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child’s needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff

- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips, sports day, rewards day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The governing body at Albany Academy agree with The School Admissions Code of Practice that requires children and young people with SEN to be treated fairly. Albany Academy will consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures (Code of practise 1.27)

The Equality Act 2010 prohibits schools from discriminating against disabled children and young people in respect of admissions for a reason related to their disability.

As required by law, all children with a Statement of Special Educational Needs/EHC naming a school will be admitted before the application of the over-subscription criteria.

13. How does the school support pupils with disabilities?

- Our school is an inclusive school, where all students have equal access to the whole curriculum including those with SEND. We endeavour to make reasonable adjustments where necessary e.g the use of our school lifts, adaptations to the PE curriculum, use of radio mics etc
- More details can be found in our accessibility policy - [Albany Academy Policies](#)

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the schools Amazing Leaders program
- Pupils with SEN are also encouraged to attend Base at break/lunch times to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by having access to Base when needed.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school through our Anti Bullying Leaders and Anti Bullying Policy.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between phases

The SENCO of the primary school meets with our SENCO and/or assistant SENCO to discuss the needs of the incoming pupils near the end of the summer term.

There are 3 transition days in the summer term prior to the September start with a parents' evening after the first day to discuss the transition into year 7. In the Autumn term a meeting will be arranged with the parents of pupils with SEN to discuss how we can best support your child.

Extra transition are visits on request and if felt this is needed.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education. All students attend taster days at Runshaw College and Wigan and Leigh College. Extra transition visits can be arranged if felt necessary.

Pupils with an EHCP will have a representative from the college attend their annual review in year 11.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

16. What support is in place for looked-after and previously looked-after children with SEN?

The designated teacher of the pupil will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher or SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the class teacher, SENCO or headteacher in the first instance. They will be handled in line with the school's complaints policy [complaints policy](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services

- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

[Lancashire Mediation Services](#)

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lancashire's local offer. Lancashire publishes information about the local offer on their website:

[Lancashire Local Offer](#)

[Bolton local offer](#)

[Wigan local offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIAS) organisations are:

[Lancashire SENDIAS](#)

[Bolton SENDIAS](#)

[Wigan SENDIAS](#)

Local charities that offer information and support to families of children with SEND are:

[Lancashire support services](#)

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages