



**Irlam and Cadishead Academy**

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**Irlam & Cadishead Academy**

**SEN Policy &  
Information Report  
2022 - 2023**



|                 |                 |
|-----------------|-----------------|
| Document Owner: | Heather Beecham |
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| Approved by:    | Toni Holdsworth |



# SEND Information Report - 2022

Please note this report should be read in conjunction with the School's SEND, Equal Opportunities, Accessibility and Supporting Pupils with Medical Needs policies.

## Key Contacts

Principal: *Toni Holdsworth/Toni.holdsworth@irlamandcadishead.org.uk*

SENDCo: *Heather Beecham/Heather.Beecham@irlamandcadishead.org.uk*

SEND Governor: *Cawton Wright/Cawton.Wright@irlamandcadishead.org.uk*

Local Offer: *Salford Local Authority*

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

## What are the main additional needs at (School)?

As of September 2022 there are 189 students on the SEN register at ICA. 2.5% of students at ICA have an EHCP compared to 2.2% nationally, 24.9% are on SEN Support compared to 11.9% nationally.

| <i>Primary Area of Need</i>               | <i>Number of Students</i> | <i>Percentage of ICA's SEN Register</i> |
|---|---------------------------|---|
| <i>Communication &amp; Interaction</i>    | <i>29</i>                 | <i>15.3%</i>                            |
| <i>Cognition and Learning</i>             | <i>89</i>                 | <i>47%</i>                              |
| <i>Social Emotional and Mental Health</i> | <i>47</i>                 | <i>24.8%</i>                            |
| <i>Sensory and/or Physical Needs</i>      | <i>24</i>                 | <i>12.6%</i>                            |

## How are SEND students and disabled students admitted to (school)?

Please refer to our admissions policy.

Students with an Education, Health and Care Plan (EHCP) that names the Academy will be given priority over other admissions. If a child has an EHCP and you require further advice on primary to secondary transfer, please contact the Special Educational Needs section of the Local Education Authority of the area you live in.

Our SENDCO and the SEND team at ICA play an active role at transition events throughout the year and facilitate additional welcome meetings and visits for students with SEND and their families on request. Please contact the school should you wish to arrange this. Where a child's needs are complex these are highly recommended as welcome meetings are a good opportunity to share advice from health professionals and ensure Irlam and Cadishead Academy can meet an individual's needs.

At Irlam and Cadishead Academy is an open plan mainstream secondary school. There are lifts to all floors, wide corridors & doors which are labelled with Braille and text-based signs. Our SEND team is based in our Thrive Hub which has an intervention room, a one-to-one room, a small group room, an office and a medical room which includes a hoist and disabled washing facilities. There are disabled toilets on all three floors of the school.



Our SEND Team comprises of our SENDCO, the Assessments Co-ordinator, the Intervention Co-ordinator, SEND & Early Help Administrative Support Assistant, four Level 3 Teaching Assistants, two Level 3 Apprentice Teaching Assistants and one part-time Level 2 Teaching Assistant in addition to a School Counsellor.

### **How are additional needs identified at (school)?**

There are a range of methods on how potential additional needs are investigated and determined. Classroom teachers and Pastoral staff can submit referral requests to the Assessments Co-ordinator and SENCO who will consider the student's needs on an individual basis, with follow up action being planned. Follow up observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. Often for Communication and Interaction needs, parents may identify certain traits at home, as such we welcome contact from parents to discuss needs further. We will always listen to parental concerns.

If students have previously been identified with additional needs, this information will be shared with the SENDCO during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND folders will also be passed onto the SEND department. As an educational setting, we cannot diagnose neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCO will complete external referrals for further specialist investigations. The following agencies can be referred to: the Neurodevelopmental Pathway, the Educational Psychology Service, CAMHS, the Learning Support Service and Speech and Language service.

As part of the investigation process into whether a student has additional needs, the Academy will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions. We can also arrange external testing via the Learning Support Service or Educational Psychology team, to build up a greater picture of a student's cognitive profile, writing speeds and processing speeds. Internal testing can include screening for dyslexia, dyscalculia, auditory memory, reading and spelling ages. We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this if a student has lower than expected progress, this will not automatically identify them as SEND. As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the Inclusion Register and email communication.

### **What provision can (school) offer to students with SEND?**

Intervention and provision at the Academy will be determined by the individual need and progress of a student. In most cases students will access universal and group wave interventions before they are placed in 1:1 intervention, as per guidance from the Code of Practice and the Graduated response. The Academy follows the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, the majority of SEND students within the Academy attend all timetabled lessons. Our training and expectations from classroom teachers ensures that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy and values of Rosenshine's Principles and Doug Lemov's Teach like a champion are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND. We only offer additional adult support in class in the case of extremely high levels of need, based on recent findings which show the limited value and use of teaching assistants in secondary education and preparation for adulthood. There are a range of set timed interventions which are run through our Teaching Assistant and wider staff team. Interventions that are offered across the Academy include (but are not limited to) Emotionally Based School Avoidance, Counselling, Social Stories, Comic Strip Conversations, Jar



of Strengths, Book of Success, Zones of Regulation, Lego Based Therapy, Blank Levels, Taming the Anxiety/Depression/Anger Gremlin, Multi-Sensory Learning, Homework club, social times group, Totem & Talisman Reading.

Whether a child is identified as SENS or has an EHCP, the intervention offered to them will be personalised and based upon the graduated response of assess, plan, do and review with the voice of the child, the parents and any relevant professionals considered carefully. Provision is evaluated on the progress of the student and whether it is achieving the desired outcomes. All interventions carry out an entrance and exit assessment to measure a students' progress during the dedicated sessions for that particular intervention. Progress within the classroom and school site is also measured and considered to review its success. For certain students, reasonable adjustments need to be made for their medical diagnosis, such as uniform, behaviour policy or the curriculum. These adaptations will be reviewed regularly, and targets set in order to minimise them.

### **How are students with SEND assessed, with regards to their provision and how is further provision determined?**

As previously mentioned, the access, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer set period of time and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student

### **What training do staff undertake at (school) to support students with SEND?**

CPD and staff commitment to upskilling is incredibly strong at Irlam and Cadishead Academy by all staff. Teaching staff are regularly updated on SEND news and research via briefings and training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support (every teacher is a teacher of SEND). Identification and accountability are the pillars in our approach to SEND support. Our SENCO offers bespoke support for classroom teachers on the main additional needs in the Academy and then subsequently individual support strategies for students. This ensures quality teaching for all students. Our SEND staff undertake both internal and external training, as a team and individually. Sharing of good practice at all levels is promoted. Educational psychologists, Speech therapists and other trained professionals including those from the Learning Support Service are crucial in upskilling our staff and ensuring every student's need is met.

### **How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?**

As per United Learning's framework for excellence we actively encourage Education with Character, with students experiencing and taking part in events in and with outside their local community. This includes trips, team events, charity work and student leadership. We aim to limit any barriers that would limit students being able to attend and participate in such events. We would support creating adjustments and provision for



students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training. Our anti-bullying policy and inclusive ethos from all at the Academy ensures discrimination does not occur or the excluding of students by their peers.

### **What Social, Emotional and Mental Health provision is there at (school)?**

Due to the increasing need for SEMH provision due to overstretched NHS services, the Academy has invested highly in a range of provisions and staff that are trained in positive wellbeing. We are fortunate to have our own in-house counsellor and an SEMH Specialist Teaching Assistant. These staff regularly undertake training and subsequently share updates with other staff. As per other interventions, we operate a waved approach to wellbeing support, which starts off with increased pastoral support leading up to counselling. CBT and mindfulness are examples of the theories and tools we use to promote self-regulation and self-care. We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. Parental input and student academic support referrals are used to determine which students require such SEMH intervention. We are privileged to currently be working closely with the Salford Educational Psychology Service to apply to be recognised as an emotionally friendly school.

### **How are students and families included in the decision making?**

As stated throughout this report, Irlam and Cadishead Academy welcomes input from students and families so we adopt the person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call or face to face meetings. Students and parents will always be included in decisions on assessment and provision.

### **How are transition periods managed at (school)?**

Transition is carefully planned at Irlam and Cadishead Academy both on entry and exit. Our SENCO works with our Pastoral Team throughout these important time periods. With regards to entry into the Academy, there are a wealth of transition events for both parents and students to become familiar with the Academy. This includes a SEND transition event for students and parents and an opportunity to talk to the SENDCo at our Year 7 Settling in Evening once students have started. We also offer vulnerable orientation days for those students whom primary schools deem to require an additional visit. At the end of year 11, students with SEND will be supported with their transition through meetings with SEN teams at their post 16 provider to share crucial information on their needs, current provision and exam arrangements. To support students with the next stage of their education, adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.

### **How is the provision and support of students with SEND evaluated at (school)?**



Success for students with SEND at Irlam and Cadishead Academy is frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the Academy, ensuring they truly are included and happy with their school experience. We aim to reduce any gaps or disparities between students with SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contribution is also important to us in reviewing our provision. In our GCSE results for 2021-22 we saw the gap between students with EHCPs and those without any SEND needs begin to narrow, we wish to continue this trend and ensure those with SEND achieve the top scores within their GCSEs, demonstrating no limits and high ambitions. In order to achieve this, our culture of high expectations is embedded from year 7 and throughout KS3. With the continuing pressures on the NHS mental health services, we wish to continue to develop our own internal support services for positive wellbeing including the Emotionally Friendly Schools award which we are currently undertaking.

