



## School Information Report 25/26

### Name and contact details of the SENCO

Mrs E Cohen: [ecohen@arbouracademy.uk](mailto:ecohen@arbouracademy.uk)

#### **In 2025/26 what kinds of SEN/D did we provide for?**

The school has a SEND Policy in line with local and National expectations which is available on the school's website or as a hard copy on request. At Arbour Academy, we cater for all children with SEND, including children with:

- communication and interaction, including Autistic Spectrum Condition and ADHD
- cognitive and learning difficulties;
- social, emotional and mental health needs;
- sensory, physical and medical needs

Arbour Academy is a pupil referral unit for 50 pupils to attend full time and 15 places on Outreach offer. The Outreach offer is historic and no learners have been accepted to attend Arbour Academy accessing this route this academic year. At the time of writing this report Arbour Academy have 26 young people with an Education Health Care Plan as part of the 50-place pupil referral unit and 17 young people all with an Education Health Care Plan as part of our Outreach offer. However, it is important to note that all the young people that access Arbour academy have SEND, the overarching area of need at Arbour Academy is SEMH, secondary to this is communication and interaction.

The young people who attend the school all access the main body of the school and are supported in their learning pathways alongside pupils who do not have an EHCP. Adaptations are made to support their learning such as the use of visual aids, chunked work, pre learning and adaptive teaching. The young people that form the outreach offer all have a bespoke alternative pathway to support their needs in overcoming their barriers to learning within a school environment. This offer is in place to support the Local Authority safeguard and oversee the management of young people that are missing in education

#### **How our school identifies and assess children with SEND**

Through the use of assessment tools and teacher feedback young people are identified for possible Cognition and Learning needs, those identified will be discussed at the weekly planning meeting with the SENCO, Inclusion Manager and members of the Senior leadership team. If further evidence or support is needed to identify the young person's individual needs then a plan is put in place and monitored over a fixed term, such as planned and specific interventions to narrow learning gaps, such as phonics, SALT and/or referrals to the Educational Psychologist. Early Help may also be instigated if wider support is needed. Depending on the outcomes of interventions and external support a referral may be placed to the Neuro Developmental pathway or the EHCP assessment pathway.

### **What are our arrangements for consulting parents and involving them in their child's education?**

Parents evenings have been implemented this academic year as a way to share pupil progress. Key staff and parents meet to discuss their child's attainment and engagement along with next steps. This is also the time where learners' Pen Profiles can be reviewed and adapted, if necessary.

Additionally, contact is made home daily, as part of our behaviour policy. Parents are kept fully informed throughout the learners' time at Arbour of how pupils are presenting, any emerging concerns, engagement and successes. In addition, young people with an Education Health care plan have their annual review.

Parental questionnaires are also shared throughout the year and those responses help us gain parent voice so we cannot only celebrate what is working well, but also what we can do better.

If parents are concerned about their child, they are encouraged to talk to their child's form teacher in the first instance and then the SENCO.

Arbour Academy have a termly newsletter that is shared with all parents/carers. It is also shared on the school website, to showcase all the achievements that have been made for that term. Information is shared with parents and carers through our home communication app of any external support that is available to them and their child; such as regular information from SIASS about meetings and forums, any potential parent courses that are provided from the local authority or school, such as how to keep safe online or how to support your child through the neurodevelopmental pathway process.

This year we have introduced Class Dojo as another means to communicate with parents, where progress is showcased and messages are uploaded regularly.

### **What are our arrangements for consulting young people with SEN and involving them in their education?**

Arbour have a robust rewards system to support the ethos of the school – High Standards, Emotional Regulation, Resilience and Emotional Response/ Empathy. Pupils are made aware of their overall achievement scores for each lesson and the whole day, so they know what they are working towards. There is a comprehensive marking policy that encourages pupils to read teachers comments and respond to them. This is made up from a question or an activity to reinforce pupils' learning or to develop it further.

The school has a school council; this is a group of learners from each year group who are involved in making decisions about parts of school life. Learners are invited to their annual EHCP reviews and they are asked for their thoughts and opinions about school, their support and aspirations. Pupils are also invited to parents' evenings along with their parents.

### **What are our arrangements for assessing and reviewing pupils' progress towards outcomes?**

#### ***(Opportunities available to work with parents and young people as part of this assessment and review)***

Children are assessed 3 times per year and their results are logged in our school systems, this is shared with parents/cares and pupils on reports and parents' evenings. Interventions are planned to support children to bridge both academic gaps, as well as therapeutic interventions such as Real Love Rocks, access to a school counsellor and Art Therapy. All interventions are monitored for impact and outcomes and form part of any individual education plans. Interventions align with those identified in the learners' EHCPs.

The SENCO monitors the provision maps termly and any children who have not made individual progress towards their targets/interventions are discussed and advice given or sought from other professionals.

For learners working significantly below their chronological age, we use a stepping-stone system with very small intervals of progress to recognise and capture the small steps they are achieving. This approach helps us avoid repeatedly sharing with parents that their child is not meeting age-related expectations. Phonics intervention is provided for any children who require it and is assessed six times per year. We also monitor small, incremental improvements in reading, spelling, and math's ages.

## **What are our arrangements for supporting pupils in moving between phases of education and in preparing for adulthood?**

We recognise that 'moving on' can be difficult, especially for a child with SEND. We personalise our transition to ensure that these are as smooth as possible.

When a pupil is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will arrange additional visits to new schools/settings for pupils and personalised resources to support transitions.
- Staff from the receiving school may also visit pupils in our setting.
- We will make sure that all records about pupils are passed on as soon as possible.
- Teachers will attend any appropriate training around transition arrangements.

## **What is our approach to teaching pupils with SEN?**

Staff are proactive in seeking expertise to further understand children's SEND needs. We are a very inclusive school and have learners with varying needs. All the learners attending Arbour Academy are considered to have SEND whether they have an EHCP or not. All staff are encouraged to read any Education Health Care plans and pen profiles are provided for all pupils to provide an overview of the young persons' needs and strategies.

Lessons and activities are planned around children and their individual needs. We strive to keep our expectations high for all pupils and aim for them to work towards the same objectives using the best approach for each child. We adapt our teaching to enable learners to achieve. Our adaptive teaching approaches are outlined in our Teaching and Learning Policy. These include pre-teaching and linking back to previously taught content to establish firm foundations, scaffolding tasks, breaking learning into manageable steps, explicitly teaching vocabulary, providing structured feedback, and creating a safe, inclusive environment to empower all students to engage and succeed.

We recognise that due to our pupils' SEMH needs, many lack confidence and self-esteem and may feel anxious, making them reluctant to actively contribute to lessons. In line with our Teaching and Learning Policy, we employ a range of strategies to help pupils feel confident enough to engage in their learning.

These include:

- Creating a supportive and inclusive classroom environment where pupils feel safe and valued.
- Encouraging small, manageable contributions to build confidence gradually.
- Adopting a relational approach towards learners
- Accounting for ACE's
- Providing structured speaking and listening activities to develop oracy skills.
- Using positive reinforcement to celebrate participation and effort.
- Offering scaffolding and visual aids to support understanding and expression.
- Allowing thinking time and encouraging peer collaboration to reduce pressure.
- Valuing and accepting other forms of contribution that may not be verbal (e.g., Mini whiteboards)

Some learning takes place 1-1, groups and whole class. Each class has a variety of dyslexia friendly resources and strategies in place. Visual aids are evident around school to support all learners with their learning.

High-quality teaching is the best predictor of outcomes for all students, including those with SEND. With this in mind, we have invested heavily in continuous professional development (CPD) including sessions from the Educational Psychology Service and the Local Send leaders.

We use StepLab to break down research- based pedagogy into manageable steps, enabling our teachers to replicate these proven strategies in their lessons effectively. This ensures that our teaching approaches are consistently high-quality and informed by the latest educational research.

Arbour Academy is a pupil referral unit for young people with a presenting need of Social, Emotional and Mental Health. The timetable is reflective of the pupils needs, with a focus on ensuring the young people's academic needs but also their SEMH needs.

All pupils take part in all areas of the curriculum with the same aims and outcomes wherever possible. We adapt to meet the needs and preferred learning styles of all learners. Staff deployment is crucial in ensuring all children are supported as well as given time to be independent. Visual timetables are put into place in all classrooms. Every table has a basket of resources to help to support pupils in their lessons. Other resources are available for children with more specific needs, e.g., ear defenders, standing desks, fidgets and coloured overlays.

In the Arbour curriculum, we identify the most crucial knowledge and skills that pupils need to master to progress to the next stage of their learning. We prioritize ensuring that sufficient time is dedicated to helping pupils secure this foundation before moving forward.

At Arbour, we want our SEND pupils to know that their contributions and voices are valued, and we are committed to hearing from them. To support this, our curriculum has been designed with a strong focus on oracy, helping pupils build confidence in expressing their opinions and engaging in meaningful dialogue.

The school day is carefully structured to ensure that pupils are in the best position to engage with learning. We start with a soft landing, where necessary, followed by a short non-core lesson to ease pupils into the day. Throughout the day, we provide multiple opportunities for brain breaks, helping to prevent pupils from feeling overwhelmed and giving them time to reset. The day ends with journalling, allowing pupils to reflect on their experiences, catch up on any missed learning, celebrate successes, and address any challenges, ensuring they are ready for learning the next day.

Additionally, we recognise that pupils' SEMH needs can act as barriers to participation and engagement. To address this, our curriculum is designed to be responsive to these needs. Traditional educational structures often did not work for our students in previous settings, so we have adopted a topic-based learning approach. This includes hook lessons to capture interest and maximize opportunities for practical, hands-on learning both inside and outside the classroom, making learning more meaningful and accessible.

The curriculum and daily structure have been designed to respond to pupil voice feedback.

to ensure all learners develop a comprehensive understanding of key concepts and terminology. Identified staff are able to support young people with dyslexia screening and the school uses dyslexia friendly resources.

All school staff have received training on zones of regulation and this is being adopted within the school setting, starting with Key stage 3 and then moving throughout the school, this will help pupils and young people recognise and understand their emotions and help staff support pupils with this process.

Arbour Academy have applied and been successful with the grant for a lead mental health professional within the school and this will be driven by the inclusion manager and the SENCO, both of are Mental Health 1st Aid champions.

### **How do we evaluate the effectiveness of the provision made for pupils with SEN?**

Provision maps and Pen Profiles identify target intervention for pupils. Learners are assessed, and provision maps are written to address areas of need, interventions are carried out then progress is reviewed and the cycle continues. Annual reviews and Pen profile review meetings are held to review the provision for pupils via their EHCP outcomes.

Upon entry to Arbour all pupils are assessed using the GL assessment tool so we have their starting point. The majority of the young people who join Arbour Academy have been out of education for some time and therefore their attainment levels are outdated; we aim to understand the gaps in the learning so we can support them with filling those gaps and progressing their education to help them achieve their academic outcomes. There is then formal assessment 3 times a year to track progress and support any pupils who are falling behind with planned and timely interventions. This may not always be academic; the young person may have ACES that need to be supported before they are able to access their academic potential

Learning walks, pupil's observations, book looks and pupil voice show evaluation of the provision and are planned in throughout the year for the whole school, but when creating a support plan for an individual this make take place more frequently to ensure the specific barriers are unpicked.

### **How do we enable pupils to engage in activities available with others in the school who do not have SEN?**

All pupils who attend Arbour Academy are deemed to have an area of SEND. All pupils have the same opportunities and curriculum as their peers although there may be some adaptations required to support them in accessing it. The timetable is written so that parts of the day are adapted to give those SEND pupils who need it, the opportunity for sensory breaks, to help them regulate and prepare for the next lesson or part of the day. The school is underpinned by being trauma informed to ensure that the best support and understanding of individual needs is paramount.

### **How do we improve emotional and social development, including extra pastoral support and arrangements for listening to the views of pupils and measures to prevent bullying?**

Arbour Academy offer a fully developed personal development curriculum along with Personal, Social and Health Education. Arbour Academy has purchased a programme called Jigsaw to support staff in planning in their delivery of lessons and ensuring that pupils receive an accessible education allowing learners to grow and develop into. Some of the strands of this programme include: healthy me, emotional wellbeing, stress management, physical health, drug risks, smoking & vaping. There are also strands covering relationships, safe and healthy relationships, consent, power dynamic, boundaries, risks around pornography & peer pressure: Changing me, that focuses on physical & emotional transition to adulthood & resilience.

Votes for schools provides learning around citizenship such as topical issues. This is a vehicle to give learners a voice to teach them to express their opinions in a safe and appropriate environment. This supports pupils in being respectful to their peers and teachers and educates them to identify and challenge unacceptable behaviours such as bullying. Arbour Academy also carries out a pupil voice questionnaire three times a year to gather pupils views and has a very active School council that meet each half term to discuss matters that the pupils are wishing to address.

### **How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils and young people's SEN and supporting their families?**

At Arbour Academy, we have a positive working relationship with a wide range of external professionals, such as the SEN team, the Educational Psychologist, SEND Leaders, Attendance Officer, Early Help, Social Care, CAMHS and Speech Therapy Service. In addition to these services, we also work with the 0-19 community nursing team, LAC team and young carers.

The Head Teacher, Director for SEND and Inclusion, SENCO and Inclusion Manager meet weekly for planning meetings and when needed with some of the above-mentioned external teams to

discuss individual children brought to their attention; to establish if other approaches or resources are needed to support specific pupils. Meeting times/Training sessions are then organised to deliver information to staff regarding needs of the pupils and any specific learning styles or adaptations that may be needed to ensure all the pupils will achieve their expected outcomes. If wider family support is identified, staff at Arbour Academy work closely with parents and carers to ensure that any referrals for additional support are made in a timely manner to the correct service such as Learning Disability nurses, children services, early break or Early help.

### **What are our arrangements for handling complaints from parents about the provision made at the school?**

At Arbour Academy we work closely with our families and young people and we hope that parents feel supported and can work alongside school in supporting their child. We would encourage all pupils to initially speak with their child's teacher, SENCo or Head teacher should they have any concerns.

If parents feel that they need to make their concerns more formal, then they should request a copy of the school's complaints procedure from the office, alternatively this is available on the school website.

All formal complaints need to be made in writing and an initial response will be sent within 10 days.

An investigation will be carried out and then a full response to the complaint will be received within 15 working days. Should parents/carers remain dissatisfied with the response they can then escalate this to the chair of governors as per stage 3 of the complaints handling policy.

Each child with an EHCP has a Special Educational Needs case worker, who you can also reach out to, if you are not satisfied with the school's response, you 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 discriminates 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 process called mediation, where you try to resolve your disagreement before it reaches the tribunal.

For further information about this please follow the below link

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/mediation-and-disagreement-resolution-services/>

### **What are the arrangements for supporting pupils who are looked after by the LA and have SEN?**

Mrs J McQueen our designated Headteacher will work with Mrs E Cohen 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.

**Children and young families Act 2014 – section 69. Section 6.2 of the code of practice  
What are our arrangements for admitting a pupil with a disability?**

At Arbour Academy, we ensure that we consult with parents/carers and other agencies/provisions about the needs of pupils with SEND to make allowances and prepare for any additional support a child will need on admission to the school. Where a child has an Education and Health care plan, the local authority consults with the SENCo and Head of School to ensure that all provision is in place to meet the individual needs of the child. All necessary amendments to facilities or additional support will be sought to ensure our school is an inclusive environment for all pupils. An Accessibility Plan is in place which identifies how Arbour Academy is a barrier free school.

**What steps have we taken to prevent disabled pupils from being treated less favourably than other pupils?**

We are a fully inclusive and an accessible school and have a drive for inclusion from staff, e.g., baskets of resources, Zones of Regulation, resources are supported by visual aids to ensure all pupils are able to access the same information. As a school, we recognise that our approach to each child is about equity not equality. We understand that each pupil that comes to our school with SEND has different circumstances and different needs. We ensure that we allocate trained staff, resources and opportunities that are personalised to individual pupils needs for them to reach equal outcomes. Assemblies and Jigsaw lessons address diversities so that pupils can develop an understanding.

The building is fully accessible, as it is all on one floor, there are doorways that are suitable for wheelchair users and ramps to access other buildings, see accessibility policy on the school website. We have inclusive displays for inclusion for all abilities.

**What facilities do we provide to help disabled pupils to access the school?**

Main entrances to the school building via the main office, and other key entrances are all step free access and have wide doors suitable for wheel chair access if required.  
In the main foyer area of school there is a disabled toilet suitable for use by staff, children and any visitors to our school.  
Specific equipment and resources are accessed for individual pupils/students' needs as appropriate.  
The school has an autism and dyslexia friendly environment with consistency throughout the classrooms and visuals for environmental support.

**What is the plan prepared by the governing body under paragraph 3 of schedule 10 to the Equality Act 2010 (accessibility plan) for: increasing the extent to which disabled pupils can participate in the school's curriculum?**

Curriculum pathways in place to support individual pupils needs and attainment. The curriculum for all pupils, including those with Cognition and Learning, follows the same aims with the same objectives  
Appropriately trained staff on a range of disabilities and medical needs.

Specialist resources available to support children with sensory processing needs and visual and hearing impairments as required.

Staff training to enhance personalised provision for children to maintain high quality teaching for all.  
CPD opportunities provided for all staff.

**What is the plan to improve the physical environment of the school to increase the extent to which disabled pupils take advantage of education and benefits, facilities and services provided/offered by the school?**

As a school, we strive to ensure the environment is ready for pupils with physical disabilities that may join us, and for transition between phases. We liaise with provisions and schools prior to any transitions to consider any necessary amendments to the environment.

Planning ahead for when children transition between year groups so that their needs can be met immediately

Appropriately trained staff on a range of disabilities and medical needs. This is reviewed to support individual children or on a termly basis.

A library with no step easy access for all.

The school is dyslexia friendly ensuring the environment is suitable for all needs, for example, colours chosen to reduce visual stress.

The school is on the ground floor only and all doors have good access into school areas.

All main access points to the school are step free and provide easy access to wheelchairs.

Trust school counsellor accessed by referral service.

**What is the plan to improve the delivery to disabled pupils of information which is accessible to pupils who are not disabled?**

Appropriately trained staff on a range of disabilities and medical needs.

Dyslexia Friendly Resources.

To further develop Zones of Regulation in each class with some children receiving more targeted support according to their needs.

Autism friendly classrooms, visual timetable in every classroom, visual resources, ongoing support for teachers from SENCo for resources and ASD friendly teaching strategies.

**Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school.**

We hope that parents will feel that they can work alongside school in supporting their child and approach teacher, SENCO or Head Teacher at any time. However, if parents feel that they need to make their comments more formal then copy of the school's Complaints Procedure is available on the school website or can be requested from the office and a meeting will be held to talk about the concern to try to resolve it. Each child with an EHCP has a SEND Caseworker at the Local Authority. Salford Information and Support Services is also available for advice to parents.

<https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/>

**How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations in meeting the needs of pupils with SEND and in supporting the families of such children**

The Governing Body supports the work carried out by Salford Information and Support Services (SIASS). School may consider a referral to external agencies and a termly planning meeting is held by the SENCO to discuss children on an individual basis to best support them. This will be discussed with parents and

their agreement sought before the referral takes place.

**The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32**

Salford Information and Support Services 0161 778 0343/0349 <a href="https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/">https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/salford-information-advice-and-support-services-siass/</a>	Early Help <a href="https://www.salford.gov.uk/children-and-families/early-help-for-families/">https://www.salford.gov.uk/children-and-families/early-help-for-families/</a>
Mediation and disagreement <a href="https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/mediation-and-disagreement-resolution-services/">https://www.salford.gov.uk/schools-and-learning/info-for-parents-students-and-teachers/special-educational-needs/mediation-and-disagreement-resolution-services/</a>	Local Offer <a href="https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/">https://www.salford.gov.uk/children-and-families/local-offer-for-children-and-young-people-with-sen-or-disabilities/</a>
Statutory Assessment Team/Local Authority	Learning Support Service
0-19 community Nurses <a href="https://www.salford.gov.uk/children-and-families/early-help-for-families/your-0-19-service-health-visiting-and-school-nursing/">https://www.salford.gov.uk/children-and-families/early-help-for-families/your-0-19-service-health-visiting-and-school-nursing/</a>	Neurodevelopmental Pathway <a href="https://www.salford.gov.uk/children-and-families/salfords-neurodevelopmental-offer/">https://www.salford.gov.uk/children-and-families/salfords-neurodevelopmental-offer/</a>