



SEND Information Report 26/27

The school is committed to reviewing this policy regularly to ensure it remains compliant with current legislation, statutory guidance, and best practice.

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Introduction

This report explains how Arbour Academy identifies and supports pupils with special educational needs and disabilities (SEND), works with families and young people, reviews progress, and helps pupils prepare for their next steps. It should be read alongside the school's SEND policy, accessibility plan and complaints procedure.

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Arbour's core offer responds to pupils' SEMH needs while recognising that individual pupils may need support across more than one area of SEND. A small number of pupils may follow a personalised outreach pathway, planned with the local authority and family according to their circumstances.

The needs we support

Arbour Academy provides education for young people whose presenting needs are social, emotional and mental health (SEMH) needs. Pupils may also have needs relating to communication and interaction, cognition and learning, or sensory and physical needs. Some pupils have an education, health and care (EHC) plan and others receive support without one. We consider each pupil's needs and the provision required when planning their education.

Identifying and assessing needs

We draw on information from pupils, parents and carers, previous settings, EHC plans and other professionals. Teachers monitor learning and engagement, and staff use assessments to understand each pupil's starting points and any barriers to learning. The SENCO and inclusion team review concerns and agree appropriate support. Where needed, we seek advice from specialists or discuss an EHC needs assessment request with the family and local authority. A diagnosis is not required before support can be put in place.

The SENCO, inclusion manager and senior leaders discuss emerging needs in regular planning meetings. Where a pupil needs further assessment or support, staff agree a plan and review its impact over a defined period. This might include targeted phonics, literacy or speech and language support, educational psychology advice, or wider family support through Early Help. A referral to a neurodevelopmental pathway or a request for an EHC needs assessment may be considered where the

evidence supports it.

Working with parents and carers

We discuss pupils' progress, needs and support with parents and carers through regular contact, reports, parents' evenings and reviews of individual profiles and plans. Families of pupils with EHC plans are involved in annual reviews. We also gather feedback through questionnaires and share relevant information about local support. If you have a concern, please speak to your child's teacher or the SENCO so we can discuss it with you.

The school also uses day-to-day home contact and its communication platform to share achievements, engagement and concerns. Termly newsletters and information about local services, parent courses and events help families stay informed. We invite parents and carers to contribute to pupil profiles and to discuss next steps at parents' evenings and reviews.

Listening to pupils

We ask pupils about their learning, support and aspirations through conversations, reviews, pupil voice activities and the school council. Pupils are invited to contribute to EHC plan reviews and to attend parents' evenings. Their views inform individual support and wider school decisions, with communication adapted where needed.

School council representatives bring forward pupils' views on school life. Staff also seek views through questionnaires and everyday discussion. Feedback about the curriculum and the structure of the school day is considered alongside other evidence when provision is reviewed.

Teaching, curriculum and additional support

Teachers plan and adapt learning around pupils' needs while maintaining ambitious expectations. Approaches may include explicit teaching of vocabulary, modelling, scaffolding, shorter steps, visual aids, pre-teaching, structured feedback and time to process or respond. Pupils can use resources such as visual timetables, ear defenders, fidgets or adapted workspaces when appropriate. We use whole-class, small-group and individual teaching according to the learning goal and pupil need.

The school day provides a structured and supportive environment, with opportunities for regulation breaks where needed. Staff consider how SEMH needs may affect participation and use relational approaches to help pupils feel safe and ready to learn. Additional support may include literacy or phonics work, speech and language advice, therapeutic or pastoral support and specialist input, according to assessed need and available provision. Support specified in an EHC plan is taken into account in the pupil's programme.

The curriculum identifies essential knowledge and skills and allows time for pupils to secure foundations before moving on. It includes opportunities for practical learning, discussion and oracy so pupils can build confidence in expressing their views. The day may begin with a supported start for pupils who need one, and planned breaks can help pupils regulate. Reflective activities at the end of the day provide an opportunity to recognise success and prepare for the next day. Individual timetables and outreach arrangements are planned around assessed need.

Staff may use dyslexia-friendly materials, visual supports and approaches informed by training in emotional regulation. Pupils who need reading or phonics intervention receive targeted teaching. Where appropriate, staff also provide access to counselling or other therapeutic input. The particular offer and access arrangements are determined by assessment and reviewed with the pupil and family. Assessing progress and reviewing provision

We assess attainment and progress at planned points during the year and share information with pupils and families. Teachers and the SENCO review individual targets, provision maps and interventions, including smaller steps in progress where appropriate. They consider assessment information, work, observations and the pupil's and family's views to decide whether support should continue or change. EHC plans are reviewed at least annually through the statutory review process. Reviews focus on progress towards each pupil's agreed outcomes as well as access to learning and wellbeing.

On entry, staff establish a baseline, including gaps that may have developed during time away from education. We formally assess progress three times each year and check progress more frequently for pupils receiving phonics support. Staff can record small steps in reading, spelling and mathematics where age-related measures do not show the pupil's progress clearly. Learning walks, work reviews, observations and pupil voice also help leaders evaluate provision. Interventions are planned, delivered and reviewed for impact; they may be individual, group-based or part of whole-class teaching. Training, specialist advice and equipment

Staff receive professional development on meeting SEND and SEMH needs. The SENCO helps staff understand pupils' plans and effective adaptations. We seek specialist advice when appropriate, including from educational psychology, speech and language therapy, health services and local authority SEND services. We consider individual equipment and resources with pupils, families and relevant professionals, and obtain them where needed to support access to education.

Staff receive training and support from educational psychology and local SEND specialists, alongside coaching for teachers. Staff have access to pupils' EHC plans and individual profiles so they can apply agreed strategies consistently. Equipment may include sensory supports, accessible teaching resources, adapted furniture or technology. The school considers these case by case and seeks specialist recommendations when required.

Participation, emotional development and bullying

We aim for all pupils to take part in the curriculum, enrichment and other school activities, including physical activities. We make individual adjustments so pupils can participate as fully as possible. Our personal development and PSHE provision, pastoral support and opportunities for pupil voice help pupils build relationships, understand emotions and seek help. Concerns about bullying are addressed under the school's behaviour and anti-bullying arrangements; pupils and families can raise concerns with staff.

We use Jigsaw to help plan PSHE and Votes for Schools to explore citizenship and topical issues. Topics include emotional wellbeing, physical health, relationships, consent, boundaries, peer pressure and online risks. The school council and pupil questionnaires provide routes for pupils to raise concerns and influence school life. Staff address bullying concerns promptly and provide additional pastoral support according to need.

Moving between settings and preparing for adulthood

We plan transitions with the pupil, family, receiving setting and relevant professionals. This may include sharing records, arranging visits and providing personalised transition information. From Year 9, reviews of EHC plans include a focus on preparing for adulthood. We consider each young person's goals for further education or training, employment, independent living and participation in their community, and coordinate support for their next placement.

Staff contact the receiving setting's SEND lead, share relevant support arrangements and records securely, and arrange additional visits or resources where helpful. Receiving staff may visit Arbour. Teachers and pastoral staff plan any handover or training needed to help the pupil settle.

Working with other services

Where appropriate, we work with the local authority SEND team, educational psychologists, health and social care professionals, Early Help, children's mental health services, school nursing and voluntary organisations. We discuss referrals and information sharing with families as appropriate and coordinate support around the pupil's needs.

The school also works with attendance services, speech and language therapy, services for looked-after children and young carers, and the local neurodevelopmental pathway where relevant. Individual cases can be discussed at planning meetings so staff can identify the right advice, referral or adjustment. Families are involved in decisions and supported to access wider services.

Looked-after and previously looked-after pupils

The designated teacher works with the SENCO and relevant professionals so that support reflects both the pupil's care experience and their SEND. For a looked-after pupil, the personal education plan (PEP), any SEN support plan and any EHC plan should complement one another.

Disabled pupils and accessibility

We consider the needs of disabled pupils when planning admission, provision and participation, working with families, the local authority and other professionals. We make reasonable adjustments to avoid substantial disadvantage, including changes to practice and suitable auxiliary aids and services. The school has step-free access at its main entrances and an accessible toilet; individual access needs are considered before and during placement.

The school's accessibility plan sets out how we will increase disabled pupils' participation in the curriculum, improve access to the physical environment, and make information accessible. Please see the current accessibility plan on the school website or request a copy from the office. Visual timetables, accessible teaching materials and individual resources can help pupils access information and learning. The school reviews physical access and equipment with families and professionals during transition and whenever needs change.

Concerns, complaints and independent advice

We encourage families to raise concerns with their child's teacher or the SENCO first. Formal complaints are handled under the published school or trust complaints procedure, which explains the stages and timescales. Families may also contact their local authority SEND caseworker about an EHC plan or the provision it specifies. Salford Information Advice and Support Service (SIASS) offers free, impartial SEND information and advice. Different routes apply to disagreements about local authority EHC decisions and to disability discrimination claims; the links below explain those routes.

Useful contacts and links

SIASS: 0161 778 0343 or 0161 778 0349 • siass@salford.gov.uk

[SIASS information](#)

[Salford SEND Local Offer](#)

[Salford mediation and disagreement resolution](#)

[Government guidance on SEN complaints](#)

[Government guidance on disability discrimination complaints](#)

Review period

2026 to 2027. This report should be reviewed annually and updated sooner if the information changes.

