

## Special Educational Needs and Disability

### APPROVED

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# SPECIAL EDUCATIONAL NEEDS AND DISABILITY

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## 1. OUR AIMS AND OBJECTIVES

Our aim is to raise the aspirations of and expectations for all students, including those with SEND and to allow all students with Special Educational Needs and Disabilities (SEND) to make great progress possible.

### OBJECTIVES

- To enable students with SEND to access a broad, balanced and relevant curriculum through quality first teaching and appropriately targeted interventions to support learning
- To identify and provide for students who have additional and/ or special educational needs, disabilities
- To focus on progression and outcomes for children and young people across all aspects of their learning and development
- To operate a 'whole student, whole school approach' to the management and provision of support for special educational needs
- To provide support and advice for all staff working with special educational needs students
- To enable students and their families to take a proactive role in decisions about their learning and SEND provision
- To ensure that students with SEND receive appropriate pastoral support and guidance, including their preparation for adulthood and post 16 choices

## 2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory SEND Code of Practice 0-25 (2015) and the following legislation and guidance documents:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- [Equality Act 2010: advice for schools DfE Feb 2013](#)
- [Statutory Guidance on Supporting Students at School with Medical Conditions April 2014](#)
- [The Albany Safeguarding and Child protection Policy](#)
- Accessibility Plan
- [Teachers Standards 2021](#)

The policy is also compliant with our [Funding Agreement](#) and [Articles of Association](#).

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

*'Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area.'* [Section 312, Education Act 1996](#)

*'A child is disabled if he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.'* [Section 17\(11\), Children Act 1989](#)

*'A person has a disability for the purposes of this act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities. A disability is something that effects the individual for more than a year.'* [Section 1 \(1\) Disability and Discrimination Act 1995](#)

### 3. INFORMATION ABOUT SPECIAL EDUCATIONAL PROVISION AT THE ALBANY

All student at The Albany have Special Educational Needs as they are accessing education outside a mainstream environment. All students within our SEMH offer have an Education Health and Care plan (EHCP), as well as some of those students within our Alternative Provision (AP) offer.

A student has SEND needs if they have

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

The core purpose of The Albany is to 're-engage our students in learning to enhance their life choices'. This requires the ability to inspire others through passion, energy, resilience and high quality teaching. This policy sits alongside our [policies](#) on Teaching, Learning and Achievement; Assessment; and Relational Behaviour Management, which describe how all students at The Albany are provided with the structure, support and opportunities to make good progress and achieve highly in their academic, personal and social development. Alongside the social, emotional and mental health (SEMH) of the students, the quality of teaching in all aspects of the curriculum is the most influential change agent in creating sustainable and significant change for all our students. This must therefore be our primary focus for all students, including those with Special Education Needs (SEN).

### 4. ROLES AND RESPONSIBILITIES

Responsibility for the co-ordination of the SEND policy

Head Teacher: Darryl James

SEND Support Officer: Tracey Paris

SEND Governor: Beverley Tucker

CiC lead teacher: Darryl James

Class Teachers: Hannah Sarjeant, Elliot Oates, Rachael Holden, Louise Harrison, Nancy Sinclair, Tracey Leslie

#### 4.1. SEND SUPPORT OFFICER

The SEND Support Officer will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision to raise the achievement of all students in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students, including those who have EHC plans , working closely with staff, parents/carers and other agencies
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that our students receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies with regards to learning provision, especially the local authority and its support services
- Liaise with prior and potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with SEND up to date

## 4.2. THE SEND GOVERNOR

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SEND Support Officer to determine the strategic development of the SEN policy and provision in the school

## 4.3. THE HEADTEACHER

The headteacher will:

- Work with the SEND Support Officer and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

## 4.4. CLASS TEACHERS

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning support assistants (LSAs) or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEND Support Officer to review each student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy
- It is incumbent upon teachers to be aware of the varying needs of students in their classes and to differentiate accordingly.

## 4.5. GENERAL EXPECTATIONS, ROLES AND RESPONSIBILITIES

- **Learning Support Assistants** contribute to the unit in a variety of ways. They may be the main mentor for a student and a first point of call for parent/carer. They establish and promote positive and productive relationships with students, acting as a role model and setting high expectations. They promote inclusion of all students within the classroom and learning environment
- Both **teaching and non-teaching staff** are made aware of procedures for identifying, assessing and making provision for students with SEN through information distributed by the SEND Support Officer and Mentor team. All teachers have a responsibility to bring to the attention of the SEND Support Officer any child whose needs they believe are not being met.
- **All staff** are part of a learning team and have a responsibility for supporting students with emotional, social and mental health difficulties in their care. They are expected to raise any concerns with the SEND Support Officer or Headteacher. The SEND Support Officer may act in an advisory capacity where appropriate and share responsibility where learning, emotional, social and mental health difficulties are interlinked.
- **Learning Team members of the SLT and teachers** are trained as Designated Safeguarding leads and are the designated persons with responsibility for safeguarding. All staff undertake safeguarding training on an annual basis. Further details can be found in the safeguarding policy found on our website and available from the school office.

## 5. ARRANGEMENTS FOR CO-ORDINATING SEND PROVISION

Regular discussions and meetings take place between all parties involved, including SEND Support Officer, Headteacher, relevant staff from referring school, Post-16 transition worker, mentors, teaching and support staff and parents/carers and other relevant professionals. All information regarding SEND provision is shared with the student and their family, with them as the primary focus. Regular dialogue is maintained with the home school for all our dual registered Alternative Provision (AP) students.

## 5.1. ADMISSION ARRANGEMENTS

At The Albany we are committed to equal opportunities irrespective of race, creed or SEND. Our aim is to meet the needs of all young people on our role and our admissions policy has due regard for the guidance in the SEND Code of Practice, 2015. All admission to The Albany come via the Local Authority, either via their Alternative Provision Panel (APP) or their Specialist Admissions Panel (SEP). Both panels meet weekly and referrals come into the school via our referrals email <mailto:referrals@thealbany.school>.

## 5.2. ACCESS

- The whole building is single storey. There are accessible toilets through from reception, including a wheelchair accessible toilet. The Hub, completed in 2018, has wheelchair access.
- The lighting throughout the school is Irlen friendly.
- We will make arrangements to enable students with physical disabilities to participate as fully as possible in the education and activities offered within the school.
- We have online training for the use of an Epipen, and biennial first aid training for all members of staff.
- Whilst we have no showering facilities, we are able to adapt our disabled toilet to enable personal hygiene.

For more information on Accessibility, please see [Appendix A: Accessibility Plan at The Albany](#).

## 6. SEND INFORMATION REPORT

### 6.1. THE KINDS OF SEND THAT ARE PROVIDED FOR

As a Specialist Provider our school caters for a range of SEND needs. However, for the majority of our students the primary need will be SEMH. Our curriculum and school organization is designed to meet many of these needs within our core offer. However, we provide additional or different support for many of our students across the range of SEND areas of need:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### 6.2. CONSULTING AND INVOLVING STUDENTS AND PARENTS

Although all students at The Albany have some level of SEND need, it is often important to explore whether a student would benefit from an EHC plan. This may be needed to enable them to access longer term specialist education, or to support them into post 16. We will have a continuous discussion with the student and their parents/carers when exploring this need. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### 6.3. IDENTIFICATION, ASSESSMENT AND PROVISION

We take students from Years 7-11. Most students access our AP provision. Students who arrive with us in Key Stage 3 within our AP provision are expected to reintegrate back to their home school, or where more appropriate, access longer term specialist education. Some students access our short-term SEMH provision but the school are looking to decommission this service due to staff changes and a lack of expertise.

Our aim in Key Stage 4 is for shorter placements in Year 10 to enable them to return to mainstream. Students can arrive at The Albany at the start of Year 11 and stay with us for the where we will provide opportunities for them to gain qualifications in core and vocational subjects using Functional Skills, ASDAN and NOCN qualifications.

Students in Years 7, 8 and early Year 9 will be referred to us via the APP process by their mainstream school for a period of around 1-3 terms for specific interventions. During this time they will remain on role with their referring school with regular liaison between the Albany and the referring school, including staff from the referring school



coming to The Albany to work alongside the student to support positive re-engagement, the development of skills and potentially a successful transition back to the mainstream provision.

It is often the case that students have missed large amounts of schooling upon entry to The Albany and consequently may have limited evidence of ability or difficulties. The principle sources of information we use for identifying student's special educational needs are:

- Information from students and parents
- Educational, Health and Care Plans and other records of SEND and provision from student's previous schools
- Information from members of the admissions panel
- Information from previous school and education provider
- Liaison with external agencies involved with individual students such as medical and social care.
- The Albany conduct base line assessments during the first half term (including WRAT, Spelling, Reading, Thrive and subject based assessments for English, Maths, sensory processing)
- Members of staff will discuss with the SEND Support Officer how to meet the special educational needs of a particular student if they feel further help is required in addition to the normal differentiated curriculum and quality first teaching.
- Students will have a passport, which highlights their needs, strengths, how school can support them, interventions, access arrangements and personal risk assessment.
- Students are encouraged to voice their own concerns about their own learning through discussions with their class team (teacher/LSA).
- We are able to do a range of screening tests to assess particular needs of students and support referrals for specialist assessment
- Where a student is suspected to have a Specific Learning Difficulty they will be referred to the Educational Psychologist (EP) when possible with agreement from parents and student. The EP advice or report will inform the SEND Support Officer and other teaching staff regarding the best way to support the student with their specific needs in the school setting.
- Students with SEND and their parents are involved in the different and, if appropriate, graduated stages of provision to meet their SEND.
- Students who require support for external examinations are identified as soon as possible after entry to year 9 of The Albany. The SEND Support Officer liaises with the Examination Officer to ensure that the appropriate special arrangements are applied for and then implemented as the student's normal way of working.
- The Albany aims to provide an autism friendly environment and tries to ensure that the needs of students with Autistic Spectrum Disorders and other Social Communication Difficulties are being met.

#### 6.4. ASSESSING AND REVIEWING PROGRESS TOWARDS OUTCOMES

It is implicit in the policy to recognise the importance of self-esteem and the central part it plays in the positive development of the individual. Exam success apart, progress will be measured through the students ability to integrate socially both in and out of the school setting and to transition into the next stage of their education, either through a return to a mainstream setting a or Post-16 provision.

- Progress is monitored through continuous assessment and target setting by the teaching staff with the student.
- All staff have access to Passports, EHCP and interim target information via the central computer system. It is the responsibility of all staff to look at these when changes occur. All information regarding changes for students and their families is shared during daily morning briefings and focus meetings.
- We work closely with families and relevant agencies as part of the annual review process for students with EHCPs.
- We take account of both the student's and parents'/carers' views at all times
- Termly meetings will be scheduled by the SEND Support Officer with parents and carers to keep them informed about progress being made towards EHCP Outcomes.

## 6.5. SUPPORTING STUDENTS MOVING BETWEEN PHASES AND PREPARING FOR ADULTHOOD

Many of our AP students will return to mainstream school or move to a more appropriate specialist provision. Students leaving at the end of Year 11 transition to a suitable post 16 provision. In all these circumstances we will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this.

It is normal for us to share their student passport, which highlights their own aims, assessment of current progress and need, how to support them to learn and engage, what works well and the areas for development. It also contains their health and emotional risk assessments and risk management plans.

## 6.6. CURRICULUM ACCESS AND INCLUSION

At The Albany we endeavour to ensure our whole curriculum is available to all students. All students work in small groups in a non-threatening, supportive atmosphere. Curriculum access is also promoted through careful organisation of the timetable, the school day and the learning environment.

The extended [curriculum](#) on offer incorporates possibilities for work experience and vocational placements. Students can be supported by transport to such places and staff support whilst in attendance if it is felt appropriate. Individual programmes are designed to meet individual needs of students at The Albany.

For more information on Accessibility to the curriculum, please see [Appendix A](#): Accessibility Plan at The Albany.

## 6.7. ADDITIONAL SUPPORT FOR LEARNING

Students who have identified additional needs that require targeted support will have specific interventions to address those needs. These include:

- Cognition and Learning:
  - Small class sizes
  - Highly differentiated work
  - Social Stories
  - Comic Strip Characters
  - Inference Training
  - One to One Literacy / numeracy intervention as required
- Communication and Interaction:
  - One to One intervention for building social communication skills
  - Toe by Toe
  - Exploring Emotional Facial Recognition
  - Daily communication session
  - Opportunities to access off site Challenge activities to support the development of teamwork and communication
- Sensory and physical:
  - Autism Friendly displays
  - New lighting system – Day light bulbs LED energy Efficient
  - Irlen's coloured paper as required
  - Regular movement/brain breaks throughout the day
  - Access to a range of sensory equipment such as fidget toys, weighted blankets, safe space
- Social, Emotional and Mental Health:
  - Well Being Hub
  - Mentoring
  - Signposting to CAMHS
  - One to one trauma-informed therapeutic intervention to target specific identified SEMH needs
  - Small class sizes
  - Continued access to an identified trusted adult in school



## 6.8. SUPPORT FOR STUDENTS AT THE ALBANY WITH MEDICAL CONCERNS

At The Albany we want to ensure that students attending school with medical conditions will be properly supported so that they have full access to education, including off-site learning and physical activities. Some children with medical conditions may be disabled and where this is the case The Albany will comply with its duties under the equality Act 2010. Some students may also have special educational needs (SEND) and may have an Educational Health and Care Plan which brings together health and social care needs, as well as their educational provision and the SEND Code of Practice (2015) is followed.

## 6.9. EXPERTISE AND TRAINING OF STAFF

All continued professional development (CPD) is related to the current needs of the students and is attended by the SEND Support Officer, Headteacher, teaching and support staff. This is arranged by the Senior Leadership Team (SLT) or the SEND Support Officer. The CPD programme reflects the fact that all staff are teachers of special educational needs.

Staff training sessions planned for 2022/23 include:

Trauma Informed and Mental Health in Schools, Motional to assess and address emotional blocks to learning, ADHD, Autism, anxiety, Attachment Disorder, Trauma, Selective mutism, Dyslexia, Dyscalculia, Dysgraphia, Dyspraxia, Auditory / Visual Processing, Cognition and Transactional Analysis. This is as well as yearly safeguarding and mental health courses.

## 6.10. EVALUATING THE EFFECTIVENESS OF SEN PROVISION

The SEMH Local Governing Body reports annually on the success of its SEND policy and regular meetings are held between relevant staff to evaluate the progress of SEND students. Areas for discussion include the effectiveness of interventions seen in the improvement of literacy and numeracy skills over time, increase in confidence or self-esteem in learning, use of time and resource to support student progress, teaching staff ability to confidently and competently differentiate work appropriately for all students and student and parent feedback re SEND provision.

All students with EHC plans have an annual review meeting where the teacher, SEND Support Officer and parents/carers meet to discuss the effectiveness of the provision as well as the relevance of the EHC plan and any changes that are required. Targets are set against long term goals for all students each term and reviewed termly by teachers and monitored by the SEND Support Officer. The Local Authority Family Services link attends this meeting where possible.

## 6.11. PARTNERSHIP WORKING

Staff at the Albany work closely with outside agencies. We work with the Early Help team and have close links with both local colleges and Youth Support Services and will ensure a positive social integration and a negotiated period of transition onto post 16 choices.

Virtual schools work together with our CIC lead as well as social workers. The SEND Support Officer works closely with therapists and professionals including SaLT and OT where relevant and available.

Parent partnership is a key focus of our ethos at The Albany and will be encouraged through clear communication, which is a two way process, and a shared concern for student progress. Teaching staff, mentors and Learning Support Assistants are in regular contact with parents. Parents play a key role in meetings with students within annual reviews and meetings.

Further information is available to parents and students through the LA local offer on their website;

<https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/>

Also via [sendiass@suffolk.gov.uk](mailto:sendiass@suffolk.gov.uk)

## 6.12. COMPLAINTS PROCEDURE REGARDING SPECIAL EDUCATIONAL PROVISION

Staff at The Albany work closely with parents of students and acknowledge that partnership with parents plays a key role in promoting the culture of co-operation between parents and the school.

Parents are asked to contact the class teacher over any concerns initially and may be referred to the SEND Support Officer. It is hoped that by working in partnership with parents it will be possible to resolve any concerns, complaints or disagreements. Where this is not possible any complaints will be dealt with initially through our complaints procedures. Where the school is not able to resolve the dispute parents/carers will be guided to follow the Believe Engage Succeed Trust complaints procedure.

Parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 6.13 THE LOCAL AUTHORITY OFFER

Our contribution to the Local Offer is shown in [Appendix B](#).

The Local Authority Local Offer can be found [here](#).

## 7. BULLYING

We recognise that students at The Albany may have Special Educational Needs for which they may have been the victim of bullying or for which reason they may have been bullied, including online bullying. Further information can be found in the Relational Behaviour Management [policy](#).

## 8. STORING AND MANAGING INFORMATION

Information about how data is stored at The Albany is outlined in the data protection policy and is in line with the General Data Protection Regulation (GDPR). The Albany collects and uses certain types of personal information about staff, students, parents and other individuals who come into contact with the school in order to provide for the safety, wellbeing and education of its community. In addition, it may be required by law to collect and use certain types of information to comply with statutory obligations of Local Authorities (LAs), government agencies and other bodies.

## 9. REVIEWING THE POLICY

The SEND policy is reviewed annually. The next review will take place in September 2023.

## 10. CONTACT INFORMATION

Responsibility for the co-ordination of SEND at The Albany:

Mrs Tracey Paris (SEND Support Officer)

Telephone: 01284 334202

[traceyparis@TheAlbany.School](mailto:traceyparis@TheAlbany.School) or <mailto:sendco@thealbany.school>

Schools Special Needs and Disabilities Governor;

Mrs Beverley Tucker

Contact via [office@thealbanyschool](mailto:office@thealbanyschool) or 01284 754065

Or direct email: <mailto:beverleytucker@thealbany.school>

## APPENDIX A: ACCESSIBILITY PLAN AT THE ALBANY

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, schools have had three key duties towards disabled students:

- Not to treat disabled students less favourably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled students

The Albany is committed to providing a fully accessible environment which values and includes all students, parents, visitors and staff regardless of their education, physical, social, spiritual, emotional and cultural needs., We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our approach is to implement continuous improvement in accessibility provision for everyone. The Accessibility Plan will contain relevant actions to:

- Improve the physical environments of the school, making reasonable adjustments and improvements to remove physical barriers to access
- Increase access to the curriculum for SEND students, expanding the curriculum as needed to ensure that students with a disability are as equally prepared for life as those without.

Please read this plan alongside the SEND policy, Safety, health and wellbeing (SHaW) policy, complaints policy, and school development plans.

IMPROVING PHYSICAL ACCESS:

Target	Strategy	Timescale	Oversee	Success Criteria	Notes
Provision for students with physical disabilities will be regularly reviewed	Review of new facilities needed as arranged	On-going	Headteacher with SEND Support Officer	Students with physical difficulties have the opportunity to access all facilities	Refer to SEND details of any new students for requirements
Continually monitor and develop lighting to support those with visual impairments including Irlen	Annually review needs in support of new students	As needed	Headteacher with SEND Support Officer	Students with visual difficulties have the opportunity to access all facilities	Refer to SEND details of any new students for requirements
Ensure all fire escape routes are suitable for all	Review means of escape for disable students / visitors during review of fire risk assessment	As needed	Headteacher with fire warden	All fire escapes are accessible by all	
Disabled bay signage / markings	Keep under review the need for disable parking	As needed	Headteacher	Accessible parking for all	
Any redecorating or alterations within the school is sympathetic to anyone with visual difficulties	Advice taken re lighting and colour schemes before any further decoration takes place	As needed	Headteacher	The school is decorated in a manner that is sympathetic to those with visual difficulties	

IMPROVING ACCESS TO THE CURRICULUM:

Target	Strategy	Timescale	Oversee	Success Criteria	Notes
Staff training in disability awareness to reflect diverse needs of students within the school	SEND Support Officer to identify training needs based on student cohort	On-going	SEND Support Officer	Raised confidence of staff in strategies for differentiation and increased student participation	Monitor via academic progress where fitting
All staff to be aware of SEN students' curriculum access	Information communicated through student passports, SEN overview and staff meetings	On-going	SEND Support Officer	All staff aware of individual student needs	
All staff to be aware of students' medical needs	Information communicated through student passports, SEN overview and staff meetings	On-going	SEND Support Officer	All staff aware of individual risk assessments and care needs for students with specific allergies, medical needs etc	
Computer technology to be appropriate for all students	Review of computer technology available based on student need, train staff as appropriate	On-going	SEND Support Officer	All staff able to support students to access appropriate computer technology for their needs to ensure progress	
Identified areas of need to be reflected in lesson planning and delivery	Quality First Teaching to be incorporated into all teaching and learning	On-going	SEND Support Officer	Improved access to curriculum for all students	Students will demonstrate engagement and progress through monitoring
All discrimination and harassment of disabled students / stakeholders to be reported and addressed.	Strict reporting of incidents and timely interventions in place	On-going	SLT/ SEND Support Officer	Incident numbers reduced	
Information to be appropriately communicated, meeting needs of all	Ensure different formats are available and accessible. Ensure communication from school to home is accessible for parents /carers/	On-going	SEND Support Officer	All communication is monitored for its effectiveness and accessibility	Regular discussions with students and home re needs

Target	Strategy	Timescale	Oversee	Success Criteria	Notes
To improve the range of skills and experience available within the school to ensure quality provision for students	Needs to be identified and relevant training and resourcing put in place	On-going	SEND Support Officer	Students able to access all areas of curriculum through timely support	
Monitoring of all progress made by students with disabilities – academically and socially.	Students to be identified as per SEN policy and regularly monitored for progress with timely interventions implemented	On-going	SEND Support Officer	Systems in place	
Ensuring all students and carers able to access information and meetings	Students and parents supported to access information and meeting through appropriate language, format, support	On-going	SEND Support Officer	Students and parents to be able to access information and feedback	Regular discussions with students and home re needs
As diverse as possible staff to be recruited	Ensure recruitment policy considers all appropriate qualified people who have a disability and does not discriminate intentionally or unintentionally	On-going	Headteacher with SEMH LGB	People with disabilities are welcome to apply for jobs and are able to state that they have been treated equally, regardless of outcome	

**What type of support is available for my child?**

Supportive relationships, individual mentoring and guidance  
 Small nurture based teaching groups with high ratio of adults to students  
 Quality first teaching  
 Appropriate and accessible personalised timetable and curriculum  
 SEMH support and interventions  
 Extra literacy and numeracy intervention  
 Cognitive development support  
 Support with reintegration and Post 16 transition  
 Classroom spaces and resources to meet sensory processing needs

**What support will there be for my child's wellbeing at The Albany?**

A relational ethos and safe environment to learn  
 Mentoring and 1:1 sessions  
 Personal and Life skills  
 School nurse, clinical psychology and other external agents  
 Activities outside the classroom  
 Monitoring and supporting attendance  
 Vocational learning and work experience  
 Home visits and remote learning  
 Anti-bullying  
 Risk assessments  
 Referrals to external agencies

**How does The Albany meet my child's needs?**

Every student's needs are considered on an individual basis and provided for on a personalised level.  
 We have a robust curriculum offer designed to meet the individual needs of the students  
 We determine these needs in consultation with parents/carers, previous schools and other agencies. We carry out detailed assessments on entry and routinely cater for needs related to literacy, numeracy, emotional and social skill needs.  
 We work with and refer to, other specialist agencies as appropriate.  
 We have regular staff training and constantly

**How does the school identify and assess students with needs?**

Information from parents/carers  
 Information from referring school  
[Assessment hub on arrival](#)  
 Information from teachers  
 Information from students – regular meetings with class teachers  
 Information from outside agencies  
 Information from assessments  
 EHC needs assessment

**The Albany Offer  
2022- 23**

**How does The Albany Communicate with me?**

Regular phone calls, emails or texts  
 Website  
 Person Centred Reviews  
 Meetings with outside agencies  
 Written reports, twice a year  
 Letters and postcards

**How does The Albany support my child with transition?**

**Support starting The Albany:** Includes home visits, visits by staff to referring school, taster sessions, induction timetable, passport of support.  
**Support for next steps:** Includes Careers Information, Advice and Guidance, dedicated transition support for student and parents, next steps visits to new school and / or college, ongoing support after transition.



Beard Road, Bury St. Edmunds  
 Suffolk IP32 6SA  
 Telephone: 01284 754065  
 www.thealbany.school



*Thumbs up to a new beginning!*  
 Reengaging learners to enhance their life choices



## General Details

### The Albany is a Secondary Provision

The Albany is a Key Stage 3 and 4 alternative provision for Year 7 to 11. This enables new relationships to be formed over a longer period of time and an opportunity to work alongside our schools to help our students reintegrate into their home school and be successful. Ofsted recognised that we *'tailor ... (our) ... provision in response to the needs of ... (our) ... community to provide a very good quality of education and care.'*

Our school is organised through a primary model focussed on developing trusting relationships with a small group of staff, rather than a subject specialism secondary model. The students are grouped in class groups of student on the same curriculum pathway at a similar stage in their learning journey. Classes are therefore mixed age and can be mixed key stage, dependent on need.

### Key Stage 3 Offer

Students in Years 7 and 8 experience a full timetable of core and additional subjects at The Albany. Subjects offered to these students include English, Maths, Science, Humanities, Sport, Challenge Learning, Cookery and Life Skills. In addition to the above subjects, Year 9 students begin to develop examination skills in Functional Skills in Maths and English.

Flexible, holistic teaching and learning is provided both in and out of school. This encourages students to be comfortable and motivated during their time at the school.

### Key Stage 4 Offer

Students in Years 9 to 11 are offered a timetable of core and additional subjects at The Albany. Subjects offered to these students include English, Maths, Science, Art, Sport, Challenge Learning, Cookery and PSHRE. In addition to these, our aim is that every student engages in at least one vocational, college or work experience course during Key Stage 4.

We work with a range of providers to deliver these courses and provide these opportunities and we are always seeking ways of expanding this offer.

Students complete a range of activities aimed at building their skills for work and life. These include working on a variety of activities around areas such as personal safety, healthy lifestyles, personal finance and being a critical consumer.

## Who to contact

<b>Name</b>	Darryl James	Tracey Paris
<b>Position</b>	Head Teacher	SEND Support Officer

<b>Telephone</b>	01284 754065
<b>Email</b>	<a href="mailto:office@thealbany.school">office@thealbany.school</a>
<b>Website</b>	<a href="http://www.thealbany.school">http://www.thealbany.school</a>

**Address** The Albany,  
Beard Road,  
Bury St. Edmunds  
Suffolk  
IP32 6SA

**DfE Number** 953/1103





## Areas Served

West Suffolk, including Haverhill, Brandon, Sudbury, Stowmarket, Newmarket, Lakenheath, Mildenhall, Bury St Edmunds and surrounding areas

Our assessment policy explains our assessment. We use detailed screening and assessment to identify the underlying needs for students and to assess the impact of the interventions in place to address any barriers to learning. All students have developmental targets, and where a student has an EHCP, these are linked to the EHC targets. We assess and review these termly, assessing the level to which targets have been achieved, and setting new targets as appropriate. This process is also used to identify the support a student may need.

We use this process to support EHC requests, alongside screening from Educational Psychologists and other professionals where appropriate.

We monitor the progress of all students, aiming to accelerate the learning progress for all our students.

Details of our pedagogy and expectations of teaching and teachers can be found in our Teaching and Learning Policy. Staff use visual timetables, now then next, supportive and assistive technology (eg reading pens, laptops and tablets), fidget toys and other strategies to ensure we are able to engage all our students in appropriately challenging learning activities.

Our Accessibility Plan details all the steps we take to ensure the accessibility of the school, classrooms and learning activities for every student.

Our relational ethos and trauma informed learning support students with SEMH needs. Our school is autism friendly and we have classrooms and resources specifically designed to support students with sensory processing needs. Staff have high levels of training in the impact of trauma on the brain, the psychology around our behaviour, relational theory, learning and SEMH support strategies and approaches.

All students have access to the whole curriculum and activities and resources are adapted to reduce the barriers, for example we use Irlen overlays and coloured paper for some students as they find this supportive and most 'white boards' are not white.

We work closely with NSFT and the clinical psychology in schools team, as well as a number of agencies who support our students SEMH needs. We have a base where students can access therapeutic activities and trained staff who can support them to build resilience and coping strategies to address their SEMH needs. Students are about themselves and their emotions and given language and tools to build self-control and self-awareness.

We work closely with a range of agencies and Local Authority teams to ensure we identify and meet the needs of students. Referrals are made in conjunction with parents and interventions and support from agencies such as SaLT, Turning Point, Youth Justice, are facilitated in school.

Our SEND Support Officer is Tracey Paris who has been working in SEND provision since 2009 both as a teacher and as Annual Reviews Officer, and who has achieved practitioner status in Trauma Informed Schools interventions.

The deputy head, Sam Doubledee, is working towards a masters in Inclusion, which focusses on Social and Emotional Development, Mental Health and Behaviour.

Our AP students do not have an attached SEND top-up banding individually with the funding being attached to the place within the school not the child. We have 42 AP places.

Our SEMH students have individual bandings, with the allocated funding directly supporting the curriculum access and delivery for them, including specialist resources, activities and additional staffing.

All students at The Albany are funded through the High Needs Block funding.

The Albany received Families First Accreditation recognising the importance we place on our partnership with parents and families. Further information on how we work with families can be found in our SEND policy but is also a theme in all our key policies (Relational Behaviour Management, Teaching and Learning, Assessment).

Further details on how we comply with the Special Education Needs and Disabilities Legislation (Regulation 51) are found in our SEND policy. This includes details on

- Complaints
- Contact Details of SENDIASS, SPCP
- Link to the LA Local Offer
- Transition and Preparation for Adulthood