



SAIL ACADEMY SEND INFORMATION REPORT, 2023–24

What type of SEND does your setting provide support for?

SAIL Academy is a Reach South school with a registration for up to 150 pupils with a diagnosis of ASD or SEMH. We aspire to build safe independent lives for neurodiverse young people through support, understanding and enablement. We also meet the needs of pupils with Social, Emotional and Mental Health. All pupils have the potential to access a primary and secondary curriculum.

There is a clear admissions policy that is available for parents and carers on the school's website. We have pupils with a variety of SEND including:

- Autism, including those who have a demand avoidant profile
- ADHD
- SpLd
- Attachment disorder
- Behaviour needs
- Oppositional defiance disorder
- Social communication disorder.

What specialist services and expertise are available or accessed by the setting?

SAIL offers a number of specialist services provided by both the Academy and outside agencies. Outside agencies are professionals who work within the local authority or the NHS and have a specialist understanding in areas that will help us meet your child's needs.

The following outside agencies offer support to SAIL:

- Physiotherapist
- Educational psychologist
- Child Adolescent Mental Health Service (CAMHS)
- Learning disabilities nurse team
- SEND lead workers.

The following services are also employed by the academy:

- Speech and language therapist
- Occupational therapist
- Play therapy
- Talking therapy
- Creative therapy
- Counselling.



What training do the academy provide staff?

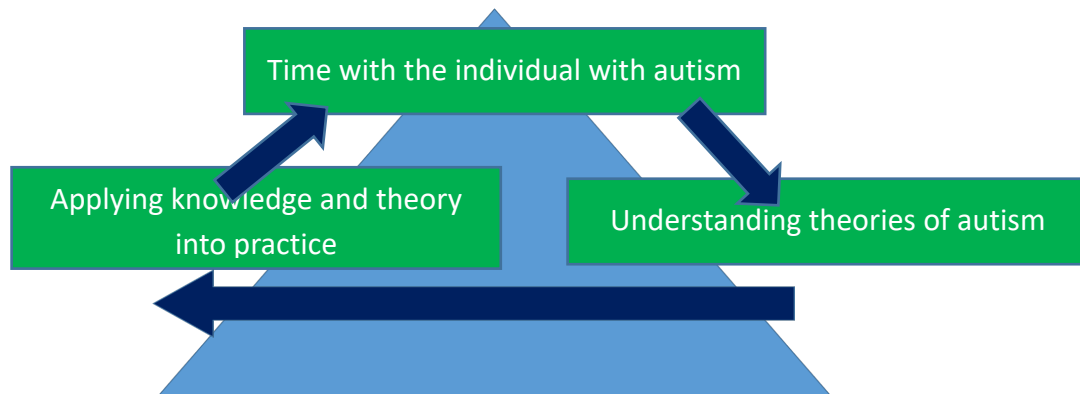
Staff within the setting are highly trained, and the school invests heavily in this important area of staff development. Staff have had training in a range of areas including:

- NCFE level 2 in Understanding Autism.
- Postgraduate National Award SENCo – Qualified SENCo
- Autistic Spectrum Behaviour and Sexualised Behaviour
- TEACCH – all teaching and learning staff
- Attention Autism
- Lego Therapy
- Pathological Demand Avoidance
- Social Stories training, delivered by a qualified SALT
- ELKLAN (Communication skills) – Learning support team
- ELSA – Team of qualified Emotional Literacy Support Assistants
- Communication – e.g. Makaton, Shape coding, communication aids and writing with symbols.
- De-escalation and Positive Behaviour Management, including Team Teach
- Restorative Practice training
- Mental Health and Self Harm including Mental Health First Aid. Staff have the option to complete the NCFE level 2 in Mental Health.
- Staff members within the teaching and learning team hold postgraduate qualifications in Specific Learning Difficulties. Staff have the option to complete the NCFE level 2 in Principles of Working with Individuals with Learning Difficulties
- Attachment Disorder Training
- Emotion Coaching Training
- Child Protection – including PREVENT, FGM & Child Sexual Exploitation. A number of staff have completed Advanced Child Protection training, and Safer Recruitment training
- Quality First Teaching for the learner with SEND
- Foetal Alcohol Spectrum Disorder
- First Aid, including specialist training in diabetes and epilepsy and defibrillator training
- Learning outside the classroom and forest schools, including Duke of Edinburgh Award.
- The academy has a subscription to NASEN and the TES to ensure that staff have access to good quality reading material.
- There are also staff on the Senior Leadership Team who hold Postgraduate qualifications in SEND.

The academy's continued professional development programme ensures that all staff access high quality training and development opportunities to ensure they have the specific SEND knowledge, skills and understanding to develop personalised SEND provision for our pupils. The academy's professional learning strategy is underpinned by the principles that all staff are: readers, learners and researchers.

What is the academy's autism strategy?

Our autism approach is accessed by all students and is personalised to meet the specific needs of individuals. Underpinning our philosophy is the 'Triad of Support'.



It is informed by the Autism Education Trust Progression Framework and the TEACCH approach. It covers four focus areas: Developing Social Communication, Social Interaction and Social Imagination and Flexibility:

Aspirations for pupils are to:

- *Develop expressive communication skills so that they can confidently apply conversation skills, enabling them to communicate effectively in all contexts.*
- *Build positive relationships with adults and peers.*
- *Develop social interaction skills enabling them to partake in group activities and social situations successfully.*
- *Be enabled to cope with changes and transitions in a wide variety of situations and contexts.*
- *Develop play, problem solving and thinking skills that increase flexibility of thought.*

We do this through modelling positive communication behaviours that are embedded throughout interactions in daily SAIL experiences. Staff endeavour to support communication skills by:

- Calling each pupil by their name when gaining their attention
- Using one voice to prevent distraction
- Being specific with instructions and requests
- Using visual prompts or gestures to support understanding of language
- Implementing additional communication strategies as identified in pupil profiles.

Additionally, pupils benefit from specific social skills intervention tailored to areas of development identified through their pupil profile as well as targeted language intervention as identified by a speech and language therapist.

Emotional understanding and self-awareness:

Aspirations for pupils are to:

- *Develop the ability to understand and express their own emotions and implement appropriate strategies to self-regulate their emotions.*
- *Understand that other people have emotions or intentions that are different to their own and that is ok.*



- *Develop self-awareness, confidence and self-esteem.*

Emotional literacy support is embedded throughout the structure of the SAIL day. Pupils regularly use the 'Incredible Five Point Scale' to support the identification of their emotions; personalised strategies are then implemented to support self-regulation as identified in a pupil's progress plan. Where pupils find it more complex to identify their emotions and respond with appropriate strategies, they access specific therapeutic interventions to support the development of emotional understanding that is person centred and adapted to meet individual need.

Sensory processing:

Aspirations for pupils are to:

- *Understand and express their own sensory needs.*
- *To respond to sensory interventions, increasing their tolerance of sensory input.*
- *To have strategies to manage their own sensory needs.*

At SAIL, we maintain a neurodiverse, friendly environment that is structured, predictable and where changes are reduced promoting a sense of calm throughout the academy. An occupational therapist works with all staff to ensure sensory input in all environments is reduced to support pupils who are hypo or hypersensitive to the world around them. When a pupil's sensory need is particularly complex, the occupational therapist conducts a full assessment of need and advises specific personalised strategies or implements the appropriate sensory intervention to meet the sensory need.

Learning:

Aspirations for pupils are to:

- *Use strategies to organise their learning independently.*
- *Be able to access academy routines.*
- *Be motivated and engaged in activities all activities, including where able those not linked to their special interests.*
- *Evaluate their own learning.*

Classroom structures support the development of these skills through implementing the TEACCH approach in differentiated formats. Pupils are aware of what is required in each session as learning is presented following the same structured format:

Pupils are presented with:

- What they are learning (the learning objective)
- The steps the lesson will follow. For example: group task, partner task and next steps
- A defined amount of work
- A clear finishing point/time.

Pupils access this information through individualised formats. For example, some pupils use personalised task cards, some pupils refer to whole class schedules. There are additional systems in place to support the development of learning skills presented in a variety of ways



specific to cohort and individual need such as visual timetables, visual schedules, specific subject visual supports, zoned environments and teaching areas, clearly labelled areas and resources.

Assessment of need:

From the first term in the academic year or their first term at the academy, each pupil will be assessed against these skills and enablement strategies planned to target development based around presentation of need.

How will the curriculum be matched to my child's needs?

The drive to build 'safe, independent lives' shapes our curriculum. Our core curriculum is based on the national curriculum and is adapted and differentiated to meet pupils' needs. A child can access a 'safe independent life' if their school experience has been committed to developing and promoting independence at a functional level. Our pupils are 'enabled, accepted and respected' by a curriculum tailored to their needs.

We also focus on developing their skills in:

- Social communication
- Social interaction
- Social imagination and flexibility
- Sensory processing
- Emotional understanding and self-awareness
- Learning to learn skills
- Academic progress, achievement and accreditation
- Independent life skills
- Community participation.

These skills are underpinned by the ethos that pupils are at the heart of everything we do. As the skills above develop, (and this will be at different rates, with different application, dependant on diagnosis) opportunity will be provided for the functional application of these skills within the young person's home, their community and through community and work placement. What has been learned must be relevant to the pupil and applicable to their wider world.

The strategies and work that staff will utilise to build reflective and functional independence for their pupils will be shared as strategies with parents and carers so that best practice for the pupil is always communicated and shared.

Our curriculum adapts national frameworks to ensure that every pupil has opportunities to develop the recommended key learning steps. Additionally, our curriculum ensures pupils receive experiences and opportunities to develop their social communication and interaction skills and subject knowledge. Pupils acquire new skills and attributes in ways that will guarantee that learning is relevant and prepares them for life beyond school. Our curriculum effectively promotes pupils' holistic development, enhances their self-esteem, and enables them to celebrate and feel pride in achievement.

Our diverse curriculum offer incorporates specific learning approaches to meet the needs of learners. Accordingly, pupils are grouped into cohorts based upon identified need,



incorporating a core curriculum offer that is tailored to developing their strengths. To support children in accessing the curriculum, classrooms are communication friendly environments. This is important to promote positive communication skills with the social communication needs of the children. Teaching groups have 6-10 pupils per group, led by a qualified teacher with learning support deployed to individual pupil need. The small group setting allows pupils to focus on developing quality social relationships in a nurturing yet structured environment where personal development learning can thrive. Monitoring of progress identifies specific areas for development and support.

We strive to ensure all opportunities for learning are embraced and therefore our priority for curriculum delivery is developing skills linked to diagnosis that tackle the barriers that could prevent the realisation of a safe independent life.

Pupil's needs are identified in their EHCP's with appropriate outcomes set for individuals to aspire to achieve. Progress towards these outcomes are reviewed at a pupil's EHCP annual review.

Flexibility and levels of support

As well as our core curriculum offer, across all key stages and where necessary, we provide pupils who are exhibiting difficulties with social and emotional needs, with extra support in building relationships and a sense of safety. Here, pupils learn through a personalised curriculum, which is broken into small achievable chunks so that they might gain a sense of achievement and develop greater self-esteem. Relationships and play are an area of importance and pupils have many opportunities to develop social skills and co-operation through games and playful activities. Pupils also have regular opportunities to engage in sensory activities to develop self-regulation skills and understanding of self.

At Key Stage 4, our pathway curriculum offers flexibility. Our experience indicates that pupils with a diagnosis of autism may have a 'special interest' that they excel in e.g. mathematics. As a result, we will look to provide opportunity for pupils to follow a functional skills pathway in a range of core subjects but then study their area of 'special interest' at a higher level e.g. GCSE mathematics pathway. Likewise, for pupils wishing to study a particular vocational qualification.

The Harbour

The 'Harbour' is a space for specific behaviour, communication and social intervention. Pastoral managers are skilled in a wide range of interventions to support behaviour and scaffold the development of communication skills, enabling social skills to flourish and pupils to access the core curriculum.

Therapeutic provision

Our curriculum benefits from integrated therapies in speech and language, occupational therapy and active listening/wellbeing support. In addition, pupils benefit from discrete therapeutic support as identified in their EHCP or through staff assessment in speech and language, occupational therapy, counselling and creative therapies including play and drama

therapy. Our tiers of therapeutic provision enable our learners to access the curriculum effectively to make maximum progress.

What support will there be for my child's overall wellbeing?

Staff are well trained to enable them to meet the emotional needs of pupils. Staff know pupils well as individuals and work with pupils and families to support when any issues arise. Each day begins asking pupils to grade their emotional well-being using an emotional barometer that is appropriate for the pupils need, this is also referred to throughout the day to ensure anxieties are reduced and the pupil is ready for learning. Further personalised support is provided to pupils throughout lessons and social times to enable them to engage in learning and social opportunities successfully.



Pupil progress plans (PPP)

Every pupil has a pupil progress plan (PPP) that is linked to their EHCP targets. Additionally, these detail how best to support the pupil as well as their areas of interest and people that support them in school.

Pupil voice

At SAIL, we believe all our pupils have a voice that should be heard. We care about what our pupils think and take time to listen to them. It allows us to share our ideas, beliefs and values and allows pupils the opportunity to become leaders and role models. Pupil voice is central to this and contributes positively and effectively to all aspects of academy life. We use a variety of research-based strategies to gain pupil voice such as:

- Scrapbook – capture perspectives of learning experiences by using mediums of the pupil's choice e.g. diary entries, narrative, pictures, poems, photo's, maps, drawings. (Temple Grandin – thinking in pictures)
- Message Box – concrete or virtual – post perspectives about teaching and learning/care anonymously. This method does not need to involve interaction, communication or social niceties.
- Discussion groups daily in class.

Trusted adults

We recognise how important it is for our pupils to develop secure attachment strategies with adults within our school community, and how pivotal this is in ensuring all pupils as they settle into school, transition from one class to another, or go through any other significant changes in their life. We operate a system whereby each pupil is assigned to a specific member of staff (their 'trusted adult'), who makes daily contact with the pupil, provides pupils with a positive role model, supports their emotional wellbeing in school and acts as the first point of contact for families. Every new pupil will be allocated a trusted adult within their first two weeks. Pupils are observed during their first weeks at school in order to see if there is any staff member whom they have formed a significant attachment to and would therefore be an appropriate trusted adult.



How will I know how well my child is doing and how will you help me to support my child's learning and development?

Parents are contacted by phone, email and ClassDojo. Often this communication is weekly but can be daily, dependent on the child. On admission, your child's teacher will discuss with parents/carers the preferred method of communication and the desired frequency of this. Class teachers will use Dojo to post photos of your child's learning or achievements for you to see.

Many of our parents phone into school to pass on messages and we always try to ensure that staff return these calls within 24 hours. If school staff has any concerns they will contact the home setting straight away, likewise if there is good news to share, teachers will call home or send a private message on dojo.

The school also hold two, families consultation evenings and send home mid and end of year reports.

There are parent/carer meetings throughout the year and all pupils will have an EHCP annual review. In addition to these meetings, our looked after children (LAC) have personalised education plan (PEP) meetings, organised by the virtual school at Wiltshire Council.

What cultural backgrounds does the setting offer support to and how?

Difference, diversity and individuality are celebrated at SAIL. We work hard to ensure that pupils have a local, national and global awareness. In their PSHE and SMSC lessons, pupils are taught to respect others and their viewpoints, and this is supported in assemblies. We have some different faiths represented within the school including Christian, Catholic, Muslim and Jehovah's Witness. The academy's key priority is safeguarding. As result there is a yearly program revolving around Child protection, FGM, E-Safety, racism, child sexual exploitation, PREVENT, homophobia/Xenophobia and self-awareness.

What support is there for families?

We value and respect the need for strong relationships with all our families. All our staff have built strong relationships with families, which enable us to provide support on a wide range of levels, personalised to the needs of pupils and their families. The SENCo also signposts families and carers to support networks outside the Academy including the SWAPP course.

What additional activities outside the classroom are available?

Staff make excellent use of the school grounds. There are almost daily opportunities for pupils to explore the outside environment. Additional activities include (but are not limited to):

- Soft play area
- Outdoor and indoor playgrounds
- Trim trail
- Multi Use Games Area (MUGA)
- Outside playground equipment
- Learning outside the classroom.