

Learning for today, preparing for tomorrow



# SAIL Specialism, Advice and Guidance Policy

Reviewed by:  
Ratified by:  
Review Period:  
Next review Date:

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Annually  
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# SAIL Specialism, Advice and Guidance Policy

## 1. Policy Statement

SAIL Academy is committed to providing high-quality, person-centred education, advice, and guidance for children and young people with Autism Spectrum Condition (ASC – and to be referred to as Autism moving forward; to note - ASD / ASC is still commonly used on documentation across all sectors) and Social, Emotional and Mental Health (SEMH) needs. Our approach is rooted in inclusive values, PACE approach, therapeutic support, and specialist teaching that empowers students to thrive academically, socially, and emotionally.

## 2. Aims

- To provide tailored advice and guidance that supports students' individual needs, aspirations, and transitions.
- To ensure all students have access to specialist support that promotes independence, resilience, and wellbeing.
- To work collaboratively with families, professionals, and external agencies to deliver holistic support.
- To prepare students for successful transitions into further education, employment, or adult life.

## 3. Scope

This policy applies to:

- All students on roll at SAIL Academy
- All staff, including teaching, support, and pastoral teams
- Parents/carers and external professionals involved in the care and education of our students

## 4. Specialist Provision Overview

Our school provides:

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- **ASD-specific strategies** including structured environments, visual supports, sensory regulation, and social communication interventions.
- **SEMH-focused support** such as trauma-informed practice, therapeutic interventions, and behaviour regulation plans.
- **Multidisciplinary input** from Educational Psychologists (Via the Wiltshire EP service), Speech and Language Therapists, Occupational Therapists, and Mental Health Practitioners (via HCRG / CAMHS).
- **Personalised learning pathways** that reflect EHCP outcomes and individual strengths.
- **A three tiered provision:**
  - Tier one – universal expectations for all students at all times in school
  - Tier two – small group situations such as workshops / Thrive / Talkabout / interventions
  - Tier three – individual adjustments such as 1:1 sessions and interventions, use of AP, sessions from in-house therapy team (music / SaLT / OT / Counselling)

## 5. Advice and Guidance Framework

### a. Initial Assessment and Induction

- Comprehensive baseline assessments upon entry
- Transition planning with previous settings and families
- Individualised support plans developed within the first term
- Where necessary use of the SAIL triage process and Team Around the Child (TAC) meetings for professionals and/or parents.

### b. Ongoing Support and Review

- Termly reviews of EHCPs and support plans
- Regular parent/carer meetings and student voice input
- Access to a named Tutor / Teacher (dependent upon Key Stage) for each student

### **c. Careers and Post-16 Guidance**

- A dedicated Careers Leader coordinates a Gatsby-aligned careers programme
- Work experience, college visits, and vocational tasters
- Annual reviews from Year 9 onwards include transition planning

### **d. Family and Community Engagement**

- Parent workshops and support groups
- Signposting to local services (e.g. CAMHS, Wiltshire Parent Carer Council, Spurgeons etc) via the ESA and through the designated ESA link for SAIL academy from Wiltshire
- Multi-agency meetings to ensure joined-up support (also refer to TAC meetings in section 5a above)

## **6. Staff Training and Development**

All staff receive:

- Ongoing CPD in ASD and SEMH strategies
- Training in safeguarding, trauma-informed practice, and de-escalation
- Supervision and reflective practice opportunities

## **7. Monitoring and Evaluation**

- Annual policy review by the Senior Leadership Team and Governors
- Feedback from students, families, and professionals
- Data analysis on outcomes, attendance, and wellbeing

## **8. Parental Involvement**

At SAIL Academy, we recognise that parents and carers are essential partners in the education and wellbeing of our students. We are committed to fostering strong, respectful, and collaborative relationships with families to

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ensure the best outcomes for children and young people with ASD and SEMH needs.

### **a. Communication**

- Regular updates through phone calls, emails, weekly comms to all parents, and the school's online site
- Parent/carer meetings to review progress, support plans, and EHCP outcomes
- Immediate contact in the event of significant changes in behaviour, wellbeing, or academic performance

### **b. Participation in Planning and Review**

- Parents are invited to contribute to the development and review of EHCPs, behaviour support plans, and transition plans
- Opportunities to attend multi-agency meetings and annual reviews
- Inclusion in curriculum planning discussions where appropriate

### **c. Support and Empowerment**

- Access to parent workshops on ASD, SEMH, behaviour strategies, and mental health
- Signposting to local and national support services (e.g. Wiltshire Parent Carer Council, SENDIASS, SAIL run ESA processes, CAPA)
- Emotional support and guidance from the school's pastoral and family liaison teams as well as the tutors and class teachers

### **d. Feedback and Consultation**

- Annual parental surveys to gather views on school provision and communication
- Parent representation on the school's governing body or advisory panels
- Open-door policy for feedback, concerns, and suggestions

### **e. Celebrating Success Together**

- Invitations to celebration events, assemblies, and exhibitions
- Sharing of student achievements through personalised communication and social stories

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- Joint planning of reward systems and home-school strategies

## 9. Linked Policies [to check against Reach South / SAIL policies]

- SEND Policy
- Behaviour Regulation Policy
- Safeguarding and Child Protection Policy
- Careers Education, Information, Advice and Guidance (CEIAG) Policy

NB check against INSET / wed pm training record