



SAIL ACADEMY SEND INFORMATION REPORT, 2025–26

Reviewed by: Daniel Goldstraw

Ratified by: Matthew Sambrook

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School setting statement

SAIL Academy is a Reach South school with a registration for up to 150 students 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 students with Social, Emotional and Mental Health. All students have the potential to access a primary and secondary curriculum.

The school ethos is expressed by the school motto:

Learning for today, preparing for tomorrow

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

Autism, including those who have a demand avoidant profile (this may also be written as ASD / ASC on legacy documents)

ADHD

SpLd

Attachment disorders (level must be appropriate for existing cohort)

Behaviour needs

Oppositional defiance disorder

Social communication disorder

Obsessive Compulsive Disorder

Specialist services and expertise 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 (Sensory integration trained)

Occupational therapist

Talking therapy / Counselling

Music Therapy

Training provided for academy 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 approaches – 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, Talkabout training (Alex Kelly)
- 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, as well as other education specific qualifications (NPQML, NPQSL, NPQH, NPQEL)

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 students. The academy's professional learning strategy is underpinned by the principles that all staff are: readers, learners and researchers.

SAIL SEN Teaching approaches

Autism approaches

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 students 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 student 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 student profiles

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

Emotional understanding and self-awareness approaches

Aspirations for students 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.
- Time with the individual with emotional dysregulation issues
- Understanding theories of emotional balance and being able to ascribe emotions appropriately and have the time and space to discuss with staff
- Applying knowledge and theory into practice
- Develop self-awareness, confidence and self-esteem.

Emotional literacy support is embedded throughout the structure of the SAIL day. Students may 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 student's progress plan. Where students 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.

There are two staff trained in emotion coaching across the school and who work with students on an individual and very small group basis to understand their emotions and aim for self-regulation.

At SAIL, the Thrive Approach is deeply embedded into the fabric of daily school life to support the emotional and social development of all students. Staff are trained in Thrive principles and use them to assess individual needs, plan targeted interventions, and create nurturing environments that promote positive relationships and emotional resilience. Thrive is integrated into classroom routines, pastoral care, and behaviour support strategies, ensuring a consistent, whole-school approach. Regular Thrive assessments help track progress and inform personalised support, enabling students to feel safe, valued, and ready to learn.

Sensory processing

Aspirations for students 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 and improve their resilience

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 students who are hypo or hypersensitive to the world around them. When a student'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 students 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 highly structured approaches in differentiated formats. Students are aware of what is required in each session as learning is presented following the same structured format:

Students 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

Students access this information through individualised formats. For example, some students use personalised task cards, some students 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 student will be assessed against these skills and enablement strategies planned to target development based around presentation of need.

SAIL curriculum information

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

The curriculum is split into three sections by the teachers across the whole school with a focus on three areas.

- Curriculum for Learning
- Curriculum for Life
- Curriculum for Generalisation and Independence

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 students' 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 students are 'enabled, accepted and respected' by a curriculum tailored to their needs. Our curriculum is purposeful, empowering and student centred. The curriculum caters for learners who have a range of complex cognitive difficulties, Autism, SEMH and/or behavioural barriers to learning. The ambition of our curriculum is to seize the opportunities today to prepare for tomorrow.

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 students are at the heart of everything we do. As the skills above develop, (and this will be at different rates, with different application, dependent 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 student and applicable to their wider world.

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

Our curriculum adapts national frameworks to ensure that every student has opportunities to develop the recommended key learning steps. Additionally, our curriculum ensures students receive experiences and opportunities to develop their social communication and interaction skills and subject knowledge. Students 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 students' 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, students 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 students per group, led by a qualified teacher with learning support deployed to individual student need. The small group setting allows students 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.

Student'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 student's EHCP annual review.

Reading

SAIL has a four tier approach to addressing reading needs across the student body

Tier 1 - All students included in main reading lessons to allow them to develop their wider reading skills using age-appropriate texts/media. This closes gaps/prevents gaps getting wider. Students need to hear adults read to them to model oracy skills and enjoyment of texts. Classroom environments should celebrate reading for enjoyment and learning with subject specific books; vocabulary walls and different texts.

Tier 2 - Although they can read 90+ words a minute or Reading Age of 9 years+ students are not reading at age appropriate level. These students may not understand what they have read (inference / reading for meaning).

Tier 3 - These students are reading significantly below their chronological age. They need 1:1 focused sessions from Teacher & TA teaching them Synthetic Phonics. Read Write Inc. or Fresh Start (from RWInc) lessons will enable closing of gaps (missing sound knowledge) and teaching them new sounds.

Tier 4 - These individual interventions have been assigned to students who need to rapidly catch up with their phonics knowledge/word reading at speed.

NB refer to the SAIL reading strategy and reading co-ordinator for more general reading information at SAIL, and for specific information on individual students

Flexibility and levels of support

As well as our core curriculum offer, across all key stages and where necessary, we provide students who are exhibiting difficulties with social and emotional needs, with extra support in building relationships and a sense of safety. Here, students 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 students have many opportunities to develop social skills and co-operation through games and playful activities. Students also have regular opportunities to engage in sensory activities to develop self-regulation skills and understanding of self.

Levels of support vary according to student needs and on assessment by staff (and change by the very nature of students as they grow and develop).

1. Universal offer – small teaching groups (up to 10 students and two staff), a broad curriculum based upon the National Curriculum, leading to an offer at the end of KS4 with 6 qualifications
2. Targeted offer – very small groups running specific interventions as needed (Specific Thrive, Talkabout, emotion coaching, EBSA, reading, literacy, numeracy)
3. Individual offer – individualised plans are written after a SAIL TAC process (Team Around the Child) when behaviours / learning goals / relationships are causing significant issues that require an individual and personalised approach.

Key Stage 4 expectations

At Key Stage 4, our pathway curriculum offers flexibility, and an expectation that students will undertake 6 qualification pathways (Core + 3 options; and including the potential for one day / week in an external college or college style provision). SAIL has strong relationships with external providers such as Sparsholt College, Wiltshire College (Salisbury campus), Riverbourne, Totton AfC etc.

Where possible we match the curriculum to student interests and with a specific goal of enabling transition to post16 provisions e.g. mathematics / horse riding / mechanics.

As a result, we will look to provide opportunity for students 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 students wishing to study a particular vocational qualification.

Students with some specific learning needs may have an adjusted pathway and will visit specialist post16 provisions such as Fairfield College.

The Rec (Nomansland)

The 'Rec' is a small external provision that SAIL has recently taken on a long term contract for the year. It is a hall on the outskirts of the village which has wifi and tables for teaching as well as access to a field, outdoor play facility, small skateboard park and a wooded area next to a full size football pitch. We have some smaller groups who benefit from periods of time away from a large urban and classroom based provision and are more able to succeed in a quieter, rural space where there is less distraction from peers.

Therapeutic provision

Our curriculum benefits from integrated therapies in speech and language, occupational therapy and active listening/wellbeing support. In addition, students 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 music therapy. Our tiers of therapeutic provision enable our learners to access the curriculum effectively to make maximum progress.

Additional Information

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

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

EHCP profile sheet

Every student has a EHCP profile document that is linked to their EHCP targets. Additionally, these detail how best to support the individual student as well as

their areas of interest, relative strengths and how people that support them in school would be best able to complete that support.

Student voice

At SAIL, we believe all our students have a voice that should be heard. We care about what our students think and take time to listen to them. It allows us to share our ideas, beliefs and values and allows students the opportunity to become leaders and role models. Student 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 student voice such as:

- Scrapbook – capture perspectives of learning experiences by using mediums of the student'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 students to develop secure attachments with adults within our school community, and how pivotal this is in ensuring all students 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 student is assigned to a specific teacher / tutor and TA team (their 'trusted adults'), who makes daily contact with the student, provides students with a positive role model, supports their emotional wellbeing in school and acts as the first point of contact for families. Every new student is allocated a trusted adult as they begin the school. Students 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. There are some students who may find a trusted adult elsewhere in the school (another teacher, a member of the ancillary team, a member of the SLT) and this is enabled wherever possible.

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 consultation evenings and send home mid and end of year reports.

There are parent/carer meetings throughout the year and all students 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 students have a local, national and global awareness. In their PSHE and SMSC lessons, students 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, Staying safe online, 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 students and their families. The SENCo / pastoral team also signposts families and carers to support networks outside the Academy including the SWAPP course. SAIL will run the Early Support Assessment (ESA process) as / when directed by Wilts MASH team or recognised internally by SAIL pastoral.

What additional activities outside the classroom are available?

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

- Friday afternoon activities session for all students (inflatables, games, art, jigsaw, singing, reward and merit shop open etc)
- Soft play area
- Outdoor and indoor playgrounds
- Trim trail
- Multi Use Games Area (MUGA)
- Outside playground equipment
- Learning outside the classroom.

Complaints procedure:

If you feel that there is a significant issue that has not been resolved through contact with the school and / or meeting a member of the SLT at SAIL, there is a formal complaints procedure which can be found on the school website under policies in the drop down menu or on the hyperlink below.

[Reach South Complaints Policy](#)

Further information

Please contact the following for further information:

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