



**Irlam and Cadishead Academy**

The best in everyone™

Part of United Learning

# **IRLAM & CADISHEAD ACADEMY**

## **SEND Information Report 2025-26**

Date of last review:	September 2025	Review Period:	1 Year (minimum)
Date of next review:	September 2026	Owner:	Mrs L Hren - SENDCo
Approved By:		Principal – Mr C Leader	

## **SEND Information Report – 2025-2026**

Please note this report should be read in conjunction with the School's SEND, Equal Opportunities, Accessibility and Supporting Pupils with Medical Needs policies.

### **Key Contacts**

Principal: *Chris Leader/Chris.Leader@irlamandcadishead.org.uk*

SENDCo: *Lisa Hren / [lisa.hren@irlamandcadishead.org.uk](mailto:lisa.hren@irlamandcadishead.org.uk)*

SEND Governor: *Cawton Wright/ Cawton.Wright@irlamandcadishead.org.uk*

Local Offer: *Salford Local Authority*

<https://directory.salford.gov.uk/kb5/salford/directory/localoffer.page?localofferchannel=0>

### **What are the main additional needs at Irlam and Cadishead Academy?**

There are 105 students on the SEND register. This is 13.35% of the school population.

There are currently 26 students on roll with an EHCp. This is 3.1% of the school population and falls broadly in line with the national average of 2.7% of students with an EHCp in secondary education.

There are currently 105 students on roll who are SEND Support (K). This is 12.3% of the school population and is broadly in line with the national average of 12.9% of students in secondary education.

### **How are SEND students and disabled students admitted to Irlam and Cadishead Academy?**

This report is in line with the statutory requirements of the 1996 Education Act. It should be read in conjunction with the Academy's Equalities Policy and the Equality Act statement. The policy has been written with reference to the SEND Code of Practice 2014 and Part 3 of the Children and Families Act 2014.

Please refer to our admissions policy. Students with additional needs will apply to Irlam and Cadishead Academy via the usual admissions process as outlined in the admissions policy.

Students with an Education, Health and Care Plan (EHCP) that names the Academy will apply during their Annual Review process in Year 6 which will be supported by the Local Authority SEND team. Students with an EHCP will be given priority over other admissions. For further advice on primary to secondary transfer for students with an EHCP, please contact the Special Educational Needs section of the Local Education Authority of the area you live in.

In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability. We will endeavour to provide effective educational provision for all students.

Where a Local Authority proposes to name Irlam and Cadishead Academy in an EHCP in accordance with Section 324 of the Education Act 1996, the Academy will make a written consultation response outlining whether a student's needs can be met. Based on the consultation response from the Academy, Local Authority will then determine whether the Academy is able to provide appropriate provision to meet the needs of the student.

When a student is allocated a place at the academy, the SENCO will make contact with the feeder primary school, or previous placement and arrange visits and/or meetings with teachers and parents to discuss appropriate provision.

Irlam and Cadishead Academy welcomes any requests to visit our site.

### **How are additional needs identified at Irlam and Cadishead Academy?**

There are a range of methods on how potential additional needs are investigated and identified. Classroom teachers and Pastoral staff can submit referral requests to the SENDCo who will consider the student's needs on an individual basis, with follow up actions being planned. Follow up observations, screening and collaboration between teachers and parents are likely to occur to identify further needs. Parents may identify certain behaviours at home, as such we welcome contact from parents to discuss needs further. The SENDCo will always listen to parental concerns.

As part of the investigation process into whether a student has additional needs, the Academy will review a range of data to gain a holistic understanding of the student, this includes, but is not limited to academic progress, attendance, behavioural incidents and social interactions along with potential screening through a range of screeners available. We will work with external services such as the Learning Support Service or Educational Psychologist where specialist support is required.

If students have previously been identified with additional needs, this information will be shared with the SENDCo during transition meetings prior to students starting with us in September, by primary school staff. Individual SEND folders will also be passed onto the SEND department.

As an educational setting, we cannot diagnose neurological conditions, physical medical needs or mental health issues. In these cases, if there is enough evidence and it is deemed appropriate that the young person meets the referral criteria, the SENDCo will complete external referrals for further specialist investigations. The following agencies can be referred to: the Neurodevelopmental Pathway, the Educational Psychology Service, CAMHS, the Learning Support Service and Speech and Language service.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND. Based on this if a student has lower than expected progress, this will not automatically identify them as SEND. As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the Inclusion Register and email communication.

### **What provision can Irlam and Cadishead offer to students with SEND?**

SEND Waves of Intervention Model using a Graduated Response

#### Wave 1

High Quality First Teaching which is inclusive and takes into account the learning of all students in the classroom. Classrooms will be inclusive learning environment and work will be scaffolded and adapted appropriately to ensure the progress of students.

#### Wave 2

Where teachers have demonstrated that the needs students require further intervention than Quality First Teaching, students can be referred for small group and time-limited interventions. Students may also have access to discreet provisions to support their identified SEN, including provision such as access to the SEND base, keyworker support or social and emotional coaching.

### Wave 3

Additional high quality bespoke interventions.

This is targeted provision for a small number of students to meet specific needs and may involve support from external agencies.

Irlam and Cadishead Academy is an open plan mainstream secondary school. There are lifts to all floors, wide corridors & doors which are labelled with Braille and text-based signs. Our SEND team work within the SEND base with ICT facilities. The SEND base is used for small group/one to one work. There is also a medical room which includes a hoist and disabled washing facilities, a counselling room, and intervention room and a meeting room. There are disabled toilets on all three floors of the school.

The SEND Team comprises of SENDCO, Deputy SENDCo and 7 Teaching Assistants. All students with an EHCp are allocated a keyworker who is a Teaching Assistant with a specific responsibility for an area of need. Keyworkers will meet with students on a regular basis and will take responsibility for reviewing One Page Profiles with students and parents. Annual Reviews will be held by the SENDCo or Deputy SENDCo.

### **How are students with SEND assessed, with regards to their provision and how is further provision determined?**

Regular monitoring of the quality of provision for all students, including those with SEND, follows the academy's assessment and monitoring calendar. In addition, the cycle of Assess, Plan, Do and Review ensures that students with SEND have their individual provision reviewed regularly, at least termly. As part of this graduated approach, parent and student voice are integral to the review.

### **What training do staff undertake at Irlam and Cadishead Academy to support students with SEND?**

CPD and staff commitment to developing inclusive teaching is incredibly strong at Irlam and Cadishead Academy by all staff. Teaching staff are regularly updated on SEND news and research via briefings and training sessions. All staff undertake an annual reminder on the importance of SEND and their responsibility in high expectations and individual support. Teachers at Irlam and Cadishead are committed to the belief that every teacher is a teacher of SEND. The SENDCo offers bespoke support for classroom teachers on the main additional needs in the Academy and then subsequently individual support strategies for students. This ensures quality teaching for all students. Our SEND staff undertake both internal and external

training, as a team and individually. Sharing of good practice at all levels is promoted. Educational Psychologists, Speech Therapists and other trained professionals including those from the Learning Support Service are crucial in upskilling our staff and ensuring every student's need is met. The SENDCo works collaboratively with UL cluster schools in Salford and the North West.

**How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?**

As per United Learning's framework for excellence we actively encourage Education with Character, with students experiencing and taking part in events in and with outside their local community. This includes trips, team events, charity work and student leadership. We aim to limit any barriers that would limit students being able to attend and participate in such events. We would support creating reasonable adjustments and provision for students to participate in events, whether this is through keyworker support, further risk assessments, flexibility or further training. Our anti-bullying policy and inclusive ethos from all at the Academy ensures discrimination does not occur or the excluding of students by their peers.

**What Social, Emotional and Mental Health provision is there at (school)?**

In line with National trends, the Academy is seeing an increasing need for SEMH provision due to a range of factors, including overstretched NHS services. As a result, the Academy has invested highly in a range of provisions and staff that are trained in positive wellbeing. The academy has two full time counsellors and also access to a range of external professionals working regularly within the school including IYSS, 42<sup>nd</sup> Street and CAMHS i-Reach.

SEND and Pastoral staff regularly undertake training and subsequently share updates with other staff. As per other interventions, we operate a waved approach to wellbeing support, which starts off with increased pastoral support leading up to counselling. CBT and mindfulness are examples of the theories and tools we use to promote self-regulation and self-care.

We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. Parental input and student academic support referrals are used to determine which students require such SEMH

intervention. We are privileged to currently be working closely with the Salford Educational Psychology Service to apply to be recognised as an emotionally friendly school.

### **How are students and families included in the decision making?**

Irlam and Cadishead Academy welcomes input from students and families and we adopt a person-centred approach. We are proud of the strong positive relationships we develop with parents and students, through being approachable and clear with our communication. We encourage any suitable communication method that parents prefer, whether this is email, telephone call or face to face meetings. Students and parents will always be included in decisions on assessment and provision.

Salford Information, Advice and Support Service (SIASS)

SIASS offer free information, impartial advice and support to children, young people and parents about special educational needs and disability, including matters relating to health and social care.

### **How are transition periods managed at Irlam and Cadishead Academy?**

Transition is carefully planned at Irlam and Cadishead Academy both on entry and exit. The SENDCO works with our Pastoral Team and transition lead throughout these important time periods. With regards to entry into the Academy, there are transition events for both parents and students to become familiar with the Academy. This includes a SEND transition event for students and parents and an opportunity to talk to the SENDCO at our Year 7 Settling in Evening once students have started. We also offer enhanced transition for those students whom primary schools deem to require an additional visit. At the end of year 11, students with SEND will be supported with their transition through meetings with SEN teams at their post 16 provider to share crucial information on their needs, current provision and exam arrangements. To support students with the next stage of their education, preparing for adulthood outcomes and targets are considered for most students with SEND over their time with us, including building resilience, self-regulation and independent learning.

**How is the provision and support of students with SEND evaluated at Irlam and Cadishead Academy?**

Success for students with SEND at Irlam and Cadishead Academy is frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the Academy, ensuring they truly are included and happy with their school experience. We aim to reduce any gaps or disparities between students with SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contribution is also important to us in reviewing our provision. Narrowing the gap between SEND and Non-SEND students remains a high priority for ICA as we strive to ensure those with SEND achieve within their GCSEs, demonstrating no limits and high ambitions. In order to achieve this, our culture of high expectations is embedded from year 7 and throughout KS3 to KS4.

The SENDCo works closely with the UL SEND Advisor in a cycle of reviewing provision and identifying priorities to continually develop and advance the SEND provision at ICA.