
Unsworth Academy - SEN Information Report 2026/2027

Introduction

As Chair of the Academy Council it is a privilege to be able to write about our successful Special Educational Needs offering. Currently 15.79% of learners qualify for special needs support ranging across a spectrum of needs. This support can cover a large range of learners from high ability learners to those presenting with complex or severe learning needs; in fact, I believe we offer the best support available in the local authority area.

The academy implements guidance from the list of SEN related policies issued by Central Government, Local Authority and the school you can see there is a minefield of regulation and governance to implement, manage, audit and control. At Unsworth Academy we have a large dedicated Special Needs Department, supported by our Pastoral Team and managed by a highly qualified management team that often works to support both the local authority and the school.

The Academy Council has appointed a dedicated Linked Councillor, Mr A Slawycz, to champion the special educational needs of the students, to seek evidence that the policies are achieving the required results and that learners with special needs are achieving levels of progress that all learners strive for. This is our duty as an Academy Council to evidence the implementation of all related policies and governance. Evidence will be sought via regular meetings, hands-on involvement and physical observations.

If we fall short at any time, we want to know but most of all we want the best education for all of our learners and to ensure that they have been able to reach their full potential.

1. The kinds of special educational needs for which provision is made at the school

The graduated approach to SEND within the Children and Families Act 2014 and as detailed in the SEND 0-25 Code of Practice 2015 and the SEND Toolkit, underpins our approach utilising an Assess Plan Do Review cycle model (**APDR**).

There are 4 areas of need where learners may have difficulties:

- **Cognition and Learning**
- **Communication and Interaction**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical**

Where a learner is not progressing at a similar rate to that of their peers, or fails to match their previous rate of progress, despite quality first teaching, it may be that the learner has SEND.

There can be many issues which can impact on progress and attainment, such as attendance and punctuality, disability, health and welfare, including Children & Young People in Care and those in receipt of Pupil Premium Grant, attendance at several different schools, difficulties where English is not the first language, or worries which distract the child from learning. We understand that children who experience barriers to learning are vulnerable. However, this does not mean that all vulnerable learners have SEND. Only those identified as having a learning difficulty which requires special educational provision, in one or more of the areas of need described above, will be identified as having SEND.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs (mainstream schools)

Assessment at Unsworth Academy takes many forms. We take into consideration all information gathered about the learner, assessments of attainment and progress, Subject Teacher input, SENCO advice, discussions with parents/carers, advice from previous schools/settings and/or advisory services.

Tools, processes and practices for gathering this information include: -

- All learners undertake reading assessments 3 times per year and this information is shared with parents via their child's school report
- Primary transition visits and extended transition programmes where required.
- Informal visits/meetings with SENCO and Learning Support staff and parents and carers.
- Examination of the primary phase SEN files, including SATs results.
- On-going consultation with teaching, pastoral and support staff around learners' needs.
- Person centred planning and review meetings.
- Development of child centred pupil passports.
- Close liaison with outside agencies such as; Educational Psychology Service, Sensory Needs (Hearing Impairment and Visual Impairment), Speech and Language Therapists, Bury Outreach team, MHST, Social Care, School Health, Healthy Young Minds, and CLAS.

3. Information about the school's policies for making provision for pupils with special educational needs

Provision for learners at Unsworth Academy with identified SEND includes support and intervention. There are four strands to our support strategy: -

- Assess, plan, do and review
- Grouping for teaching purposes
- Additional human resources
- Learning and teaching methods

There are eleven main strands to our intervention strategy: -

- In-class support.
- Withdrawal from mainstream lessons for specific intervention programmes.
- Combination - a combination of both in-class support and withdrawal activities.
- Social, Emotional and Mental Health support delivered as a small group or during 1:1 sessions.
- Use of integrated learning packages such as Dyslexia Gold, Lexonik and Leap.
- Assistance with mobility, dexterity, hearing, seeing or handling materials.
- Support during unstructured time in school at Lunch Club.
- Out of Hours Learning including Friendship Group and Homework Support
- Mentoring including access to external agencies such as Bury Secondary Outreach Team, Early Break, Counselling Direct, Healthy Young Minds, Early Intervention Team and MHST.

In addition to the provisions outlined above, **KS4** learners may access one or more of the following, co-ordinated and/or delivered by Learning Support staff:

- Personalised Learning Pathway which including the Asdan, Personal Development Award
- Special examination arrangements and/or concessions
- Link programmes with Bury College and other post 16 providers
- Additional mentoring by a key worker in school and completion of college applications
- Dedicated time for supported study and assistance with coursework

The processes and practices applied throughout our provision include: -

- The use of a range of assessment tools to monitor learner progress on an ongoing basis and, if adequate progress is not being made

then appropriate support is put in place.

- Learners with an Education, Health & Care Plan, will have a person-centered annual review.
- Feedback is provided to parents, and a termly report will be provided that reviews progress and attainment and sets goals for learners.
- Feedback is sought from parents and learners on the effectiveness of support, to enable ongoing development of support packages
- Wherever possible, learners with SEN are taught in mainstream classes. Structured and time limited intervention will be in place for students if required.
- Where a learner has an Education, Health & Care Plan, this will outline the resources needed to provide appropriate support
- The school has a fully inclusive policy, and learners regardless of special educational need or disability are fully integrated in all aspects of school life. The school tries to ensure that no child is excluded from educational visits or out of school activities because of their SEN or disability
- The school has a pastoral system in place to provide support to all learners
- Additional support is available to learners who are vulnerable, and those that experience a range of emotional, social and behavioural difficulties

4. The name and contact details of the SEN Co-ordinator (mainstream schools)

Mrs K Atkinson
Telephone: 0161 796 9820
Email- kathryn.atkinson@unsworth.set.org

5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

The SENCO is a qualified teacher at the school with 20 years teaching experience in the secondary setting, of which 12 have been in the role of SENCO and Head of Faculty. She has also completed her Postgraduate Award of Proficiency in Assessment for Access Arrangements.

The Learning Support Faculty has a complement of 1 Assistant SENCo, 2 Level 3 Teaching Assistants who provide both in class support and deliver intervention programmes for Literacy, SEMH Support and Social Skills, and several Level 2 Teaching Assistants who provide in class support. The SENCO also attends regular SENCO hub meeting with other SENCO's from schools within the Shaw Education Trust and schools within the local authority

The school is further supported by a team of Directors as part of the Shaw Education Trust.

Additional training for staff is secured where necessary e.g. Use of Numicon as an intervention and in the classroom, ELKAN certification and others. This might be delivered in school by external training providers such as the Educational Psychology Service, specialist teachers and health care professionals or attendance at external training events.

6. Information about how equipment and facilities will be secured

The first £6,000 of additional funding for SEND learners (above and beyond the average educational funding per child of £3,750 (K.S.3) and £4,500 (K.S.4)) should be met by the school from the dedicated schools grant. Where the value of a learner's additional needs are greater than £6,000, then the learner is classified as having "High Needs" and an application for funding from the High Needs Block will be made to the Local Authority, following the procedure set out in the High Needs Funding Documents.

Where a learner has needs within the realm of Sensory Difficulties i.e. visual and/or hearing impairment, the Sensory Needs team in consultation with the SENCO will provide an appropriate and agreed level of support including the provision and monitoring of specialist equipment.

7. Arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents/ carers will be informed where their child is in need of SEND Support and meetings will be held to discuss and review provision and progress towards the set outcomes.

8. Arrangements for consulting young people about, and involving them in, their education

Wherever possible, learners with SEND are involved in meetings arranged with parents/carers to discuss and set desired outcomes and to review progress made towards these. During these meetings, they are invited to contribute, to give their own opinions about provision and their own learning experiences. Learners are encouraged to play a full role in the development of their Person Centred Pupil Passport. Where a learner has an Education, Health & Care Plan, a Local Authority Annual Review/ Person Centred Review will be carried out.

9. Arrangements made by the Academy Council in relation to complaints from parents of pupils with special educational needs concerning the provision made at the school

The school's complaints procedure is published on the school's website.

10. Contact details of support services for parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32 (mediation)
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This information will be set out in the local authority's Local Offer found at Bury SEND Graduated Approach Toolkit - Bury Council
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11. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living
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Arrangements are made to collect all relevant information and records for new entrants through visits to primary schools for Year 6 learners. Where a learner enters Unsworth Academy after this point, reference to records from a previous school will be accessed.

The SENCO and pastoral team will visit primary schools to liaise with Y6 teachers and SENCOs in the first half of the summer term. The SENCO will attend Y5/Y6 reviews for learners with statements of SEN/EHC Plans if Unsworth Academy is identified as the named school or parents/carers request this. This process facilitates the first meetings with parents/carers and the establishing of positive relationships. We aim to access as much relevant information as possible, prior to transition, to inform planning of provision.

Transition meetings are held between the Class Teachers, Teaching Assistants and the SENCO in the latter half of the Summer Term to ensure a clear, consistent approach to learning and continuous provision. All learners for whom it is deemed appropriate will be offered an extended transition period to familiarise the learners with the new environment and key support staff. Bury Secondary Pru Outreach Service and the Additional Needs team support the transition of vulnerable learners as agreed with the primary school and the SENCO.

Liaison between the Principal, SENCO, Pastoral Team and Bury Secondary Inclusion Support Team for learners entering school who are known to have SEND under SEMH is essential to ensuring that the correct provision is in place to facilitate a successful transition.

Records for learners who move to other schools are forwarded to their new school.

Transition arrangements for Year 11 learners are established in collaboration with the School's Careers Advisor, who attends the student's annual review, the SEND team and specialist practitioners from the FE colleges. Supported visits to selected colleges are arranged through the Learning Support faculty for SEND learners as appropriate.

12. Information on where the local authority's local offer is published.

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