

## **SEND Information Report 2023-24**

At The Leigh Academy we value the abilities of all our students and strive to provide the best education to all our students to make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every young person in our care, and to also provide a safe and fully equipped learning environment, which caters to the needs of every pupil as an individual. We are committed to providing excellent provision for all students with SEND by providing an ambitious and inclusive academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all students to be included in all aspects of academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for students with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

### **1) The kinds of SEND that are provided for at The Leigh Academy**

At The Leigh Academy we provide for the following main categories of Special Educational Needs:

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

The range of special needs currently being met within our academy include: ADHD, anxiety, auditory processing disorder, autism, dyslexia, emotional dysregulation, fine and gross motor skill delay, hearing impairment, delayed language disorder, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

### **2) Policies for identifying our students with SEND and assessing their needs:**

The Leigh Academy Special Education Needs and Disability policy includes the processes identified to respond to students with Special Educational Needs and Disabilities (SEND) within The Leigh Academy setting. This policy complies with The SEND Code of Practice 0-25 (2015) and The Children and Families Act (2014) This policy is written with reference to inclusive education and the requirements of: - Article 7 and Article 24 of The United Nations Convention of the Rights of Persons with Disabilities - Equality Act 2010: advice for schools Department of Education (February 2013) - School Admissions Code of Practice (2012) - The Special Educational Needs and Disabilities Regulations (2014) - Duties on Schools - Special Educational Needs Coordinators (2014) - Schools SEN Information Report Regulations (2014) - Statutory Guidance on Supporting Pupils at school with Medical Conditions (2014) - The National Curriculum in England framework document (2013) - Teacher Standards (2012) - Kent Mainstream Core Standards policy includes the processes identified to respond to students with Special Educational Needs and Disabilities (SEND) within The Leigh Academy setting. This policy complies with The SEND Code of Practice 0-25 (2015) and The Children and Families Act (2014).

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The Leigh Academy SEND policy can be located on our webpage <https://leighacademy.org.uk/special-educational-needs-and-disabilities/>

2a) The name and contact details of our Inclusion Team

The SENDCo is Nicola Catlow: [nicola.catlow@leighacademy.org.uk](mailto:nicola.catlow@leighacademy.org.uk)

The Speech and Language provision lead is: Adeola Adewusi [adeola.adewusi@leighacademy.org.uk](mailto:adeola.adewusi@leighacademy.org.uk)

The Hearing Impairment provision lead is: Kathryn Matthew [kathryn.matthews@leighacademy.org.uk](mailto:kathryn.matthews@leighacademy.org.uk)

Access Arrangements coordinator is Jasvinder Khaira: [jasvinder.khaira@leighacademy.org.uk](mailto:jasvinder.khaira@leighacademy.org.uk)

3) **Arrangements for consulting parents of children with SEND and involving them in their child's education:**

Opportunities are provided throughout the academic year for parents and carers of SEND students to meet with members of the Inclusion Team and receive additional information regarding progress and how to further support at home. The academy aims to hold SEND coffee mornings at least twice per year and operate an open door policy for parents to book appointments with members of the Inclusion team. A member of the Inclusion team is always available at teacher consultation evenings. Parents are encouraged to arrange an appointment to discuss their child's progress at any such time when they feel concerned or have information they feel they would like to share that could impact upon their child's success. The process of escalation starts with the class teacher and / or Form Tutor, followed by the Student Services Manager, the Assistant Head of College, SENDCo and then the wider Senior Leadership Team. Please contact the SENDCo to arrange this appointment on 01322 620 400 or through email: [nicola.catlow@leighacademy.org.uk](mailto:nicola.catlow@leighacademy.org.uk)

For students on our SEND register each student has a Student Support Plan/Pupil passport that the students and also parents are also involved in to support their child's needs. This also supports teachers in planning and delivering lessons.

For students that have an EHCP the annual review process also provides a platform for students to celebrate their successes and also involve parents in sharing their progress towards their outcomes.

## 5) Arrangements for assessing and reviewing pupil's progress towards outcomes:

Whole academy provision planning takes place, with responsibility shared between teachers, the Inclusion Team, SENDCo and SLT. Our academy utilises the Graduated Approach - Assess, Plan, Do and Review model.

### Assess

- Recommendation from primary and/or previous secondary school
- Key Stage 2 data and results/ Key Stage 4 data and results for Post 16 students  
Teacher/parental/carer referral
- Reports and recommendations from professional agencies
- Regular assessment of progress by subject leaders
- Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)

### Plan

When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more effectively. Quality first teaching is the first response to meeting the needs of students. These adaptations may include strategies suggested by the SENDCo, SEND Team and / or external specialists. Where students require a specific literacy, language and / or social / emotional intervention, this will be delivered by a suitably trained member of staff as part of the academy's targeted provision. Specific intervention made by subject teachers and / or intervention staff are recorded on a time referenced outcome led plan. Where interventions are made by parents and carers at home, similar recording is encouraged and will be recorded through collaboration with the SEND Team. SEND support can take the form of teacher planning / intervention, additional in-class support, Access Arrangements for internal and external examinations and assessments, mentoring or an intervention group to address a particular area of need. In addition, if it is considered appropriate, students may be provided with specialised equipment and / or resources such as ICT and / or additional adult support.

### Do

This is the high quality implementation of the plan as agreed in the above.

### Review

Progress towards attainment outcomes are tracked and reviewed every two modules by staff, the parents and the student. Where appropriate, attainment outcomes may be tracked and reviewed over a longer period of time. If students fail to make expected progress the decision may be to undertake further informal / formal assessment of student learning or to adapt the original plan. At all stages of the process the student's success is central to the process.

## **6) Arrangements for supporting students in moving between phases of education and in preparing for adulthood:**

A number of strategies are in place to enable successful transition. These include:

On entry: - A planned introduction programme is delivered in the Summer Modules to support transfer for students starting at the academy each September. This includes an Year 6 Induction Day event. - Liaison with primary schools prior to entry to share attainment and pastoral details. - Parents and carers are invited to a meeting at the academy and are provided with a range of information to support them in enabling their child to settle into our academy's routines. - The SENDCo and Inclusion Team meets with new students who are known to have SEND along with their parents and carers. This allows concerns to be raised and solutions to any perceived challenges to be located prior to entry. There is also a Summer School in which students with SEN are invited into the academy for one week to support their transition into Year 7 at The Leigh Academy.

Where students are transferring from another setting, the previous school or academy records will be requested immediately, and a meeting with parents and carers held to identify and reduce any concerns. Staff aim to visit the previous setting to identify previous strategies that have been effectively used to support the child. An enhanced transition programme is also offered with frequent visits in Module 6 and an invitation to our summer school.

The academy adheres to the guidance in *Careers Guidance and Inspiration in Academies: Statutory guidance for governing bodies, academy leaders and academy staff* (April 2014). The Leigh Academy and Leigh Academies Trust provides secure and expert advice for all students from Year 7 to Year 13.

## **7) The approach to teaching students with SEND:**

The academy provides support for its students with learning and / or special needs and support for their teachers. Quality First Teaching strategies are utilised by all teaching staff within the academy. In addition, the academy is able to deploy learning support assistants to support students where necessary, as well as facilitating a range of interventions both internally and from across the wider Trust network to support; deaf awareness, speech, language and communication needs, autism, dyslexia, ADHD, ASD, Tourette's syndrome, and physical disabilities. The SEND Team regularly communicates the needs of the academy's most vulnerable students via internal systems and leads on the training and development of teaching and support staff on a regular basis. The academy operates an open door Inclusion Hub policy so that staff are always able to speak about a student. Collaborative planning and reflection incorporates differentiation for students' learning needs and styles.

8) **How adaptations are made to the curriculum and the learning environment of students with SEND:**

Teaching and support staff work collaboratively with the SEND Team and wider Inclusion Team to ensure that all lessons are adapted and that Quality First Teaching strategies are established. Whilst this includes many forms of scaffolding and differentiation, there is also opportunity for teaching staff to request additional SEND support to enhance their practice. Teaching and learning differentiates instruction to meet students' learning needs and styles. Lesson plans address adapted instruction based on student need and this is further observed through learning walks and enhanced via the feedback provided through OnTrack to staff following the learning walks.

In addition to lesson plans, seating plans are also carefully constructed to monitor student progress, offer direct support and help ensure targeted questioning of SEND students.

All SEND students also have a Student Support Plan (SSP), this is accessible to teaching staff through Provision Map. Each SSP contains teaching strategies to support the learning of the student.

9) **The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:**

Staff at The Leigh Academy will have received training and development on areas of special educational needs. Training is delivered through staff professional development sessions. Where a training need is identified beyond this we will find a suitable provider to facilitate appropriate delivery. The cost of training is covered by the notional SEND funding.

Training and development will be provided to all staff on:

- How to support students with speech, language and communication needs
- How to support students on the autistic spectrum
- How to support students with SpLD including those with Dyslexia or Dyspraxia
- How to support students with social and emotional needs
- How to support students with sensory needs including hearing impaired students or a visual impairment
- How to support students with SEMH
- How to support students with ADHD

The training and development needs of staff, including support staff, are regularly reviewed and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. All teaching and support staff undertake induction training annually and when first employed in our academy. This includes meeting with the SENDCo, the Deputy Principal and/or the Head of College or Assistant Head of College who oversees Teaching and Learning and Professional Development. to be informed of the systems and structures in place as part of the school's SEND provision and practice, as well as to discuss the needs of individual students.

Training and development is provided where students present with rarer difficulties. Such training and development is available and led by specialist teachers or therapists. Training has been delivered by Educational Psychologists and speech and language therapists.

The SENDCo attends the Local Authority SENDCo Forums in order to keep up to date with local and national updates across SEND.

The SENDCo attends local cluster meetings within the Leigh Academies Trust (LAT) to share good practice.

The SENDCo attends Teaching and Learning Conferences (TLC) and Local Inclusion Forum Teams (LIFT) in conjunction with Educational Psychologists who provide advice, guidance and support strategies for the SENDCo and wider SEND Team

At The Leigh Academy we also have two Specialist Resourced Provisions; Hearing Impairment (HI) and Speech and Language communication Needs (SCLN). Attached to each provision is a specialist in the area of HI and also SCLN. Each specialist supports the teaching of interventions and needs within the inclusion hub.

Milestone Academy, which is a specialist SEN provision, has a satellite hub on site at The Leigh Academy. If SEN students at the Leigh Academy are in need of a specialist adaptation we can utilise Milestone expertise and share good practice.

#### 10) **Evaluating the effectiveness of the provision made for students with SEND:**

All students have individual targets set in line with national expectations to ensure we hold high aspirations of all students. Parents and carers are informed of these via our reporting system and also at events such as parent/teacher afternoons. Student attainment is tracked using the whole academy tracking system and those failing to make expected levels of progress are quickly identified. These students are then discussed in regular progress meetings that are undertaken between the class / subject teacher, Student Service Manager, Director of Learning, a member of the Post 16 leadership team, the students tutor and/or a member of the SLT as appropriate.

Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the class / subject teacher of additional strategies to further support the success of the student. Where it is decided during such discussions that special educational provision is required to support increased rates of progress, parents / carers will be informed that the school considers their child to require SEN support and their partnership sought in order to improve attainment.

At The Leigh Academy we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs, or Education Health Care Plan, for instance Dyslexia, Dyspraxia, Speech and Language Needs, Autism, Asperger's Syndrome, SEMH and Specific Learning Difficulties. The Leigh Academy is an inclusive school and will endeavour to support the students as much as possible. The academy works with the local authority to ensure that appropriate provision training and support is in place.

#### 11) **How students with SEND are enabled to engage in activities available with students who do not have SEND:**

The Leigh Academy provides a range of extra-curricular experiences. All students including those with SEND are encouraged to attend. Risk assessments are carried out and procedures are in place to enable all students to participate in all school activities including offsite trips and activities. The academy ensures it has sufficient staff expertise to ensure that students with SEND are able to access any activity provided by the academy. Any significant concerns or risks will be discussed with parents / carers at the earliest opportunity with the aim of finding an appropriate solution.

## 12) **Support for improving emotional and social development:**

At The Leigh Academy we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly through every conversation our staff have with our students throughout their time with us.

The Leigh Academy offers a wide variety of pastoral support for students. These include:

- Quality First Teaching (QFT) appropriately differentiated to meet individual need
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum including the Healthy Minds Curriculum.
- Student and parent voice mechanisms
- Student Support Services - in class support and small individual and group interventions
- Summer school for vulnerable year 6 students
- Pastoral support from tutors and the College leadership teams
- ELSA- interventions to support students well being

## 13) **How the Leigh Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students SEND and supporting their families:**

Where a SEND need has been identified, outside agency involvement is often sought to support the student. This could be through the LIFT forum, early help and referrals made to community paediatrics, CAMHS, EP, Speech and Language and OT. Within the SRP for HI we have outside agency involvement with a hearing specialist and in our SRP SCLN we have a speech and language therapist both visit weekly.

We also signpost parents to the Local Authority of Kent County Council that have details of the SEND local offer which can be found on their website:  
<https://www.kent.gov.uk/education-and-children/special-educational-needs>

The Local Authority of Kent County Council have further details of the support offer available which can be found on their website:  
<https://www.kent.gov.uk/education-and-children/special-educational-needs/support-for-school-age-children>

Members of The Leigh Academies Inclusion Team are more than happy to support parents and carers in navigating these webpages and the services outlined should assistance be required. Please contact the academy's Inclusion Team on 01322 620 400 or via email: Additionally, Information Advice and Support

Kent (IASK) provides a free and confidential, information, advice and support service for parents of a child with special educational need or disability as well as for young people up to the age of 25 who have a special educational need or disability.

IASK trained staff can provide impartially and legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents and carers, children and young people to fully participate in discussions and make informed choices and decisions. Also to feel confident to express their views and wishes about education and future aspirations. Further information can be found on [www.kent.gov.uk/iask](http://www.kent.gov.uk/iask)

14) **Arrangements for handling complaints from parents of children with SEND about the provision made at the academy:**

The normal arrangements for the treatment of complaints at The Leigh Academy are used for complaints about provision made for special educational needs. We encourage parents and carers to discuss their concerns with class / subject teachers, Form Tutors, Student Services Managers, the SENDCo, Heads of College, the Deputy Principal and the Principal in order to resolve any issues before making the complaint formal to the Chair of the Governing Body. If the complaint is not resolved after it has been considered by the academy's Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have a statement of SEND or EHCP where there is a statutory right for parents and carers to appeal against a decision of the Local Authority. Complaints which fall under this category cannot be investigated by The Leigh Academy or Leigh Academies Trust.