



Sir Geoffrey Leigh
Academy

Sir Geoffrey Leigh Academy

SEND Policy

This follows on from The Leigh Academies Trust SEND Policy.

Mission statement

At the Sir Geoffrey Leigh Academy we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the Academy curriculum and participation in all aspects of academy life. The Sir Geoffrey Leigh Academy adopts a 'holistic approach' to special educational needs. All staff work to ensure inclusion of all students. We are committed to ensuring that students with special educational needs can fulfill their potential and achieve optimal educational outcomes.

The Sir Geoffrey Leigh Academy aims to provide every child with access to a broad and balanced education in line with the Special Educational Needs Code of Practice.

Our aims are:

- To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all children can access a balanced curriculum, differentiated where appropriate
- To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning

Objectives

- Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeder academies/schools – where applicable prior to the child's entry into the academy.
- Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the curriculum. This will be coordinated by the SEND leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of the student, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on the student's progress, and information on the provisions for students within the academy as a whole, and the effectiveness of the SEND policy and the academy's SEND work.
- Work with and in support of outside agencies when the students' needs cannot be met by the academy alone.
- Create an environment where pupils feel safe to voice their opinions of their own needs. This

means providing regular meetings between students and key staff and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in Academy life.

- Within SGLA we can make provision for most kinds of frequently occurring special educational need, for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, Asperger's Syndrome, Learning Difficulties, Social and Emotional Mental Health Difficulties, Visual Impairment and Hearing Impairment. There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met, as appropriate.

The Sir Geoffrey Leigh Academy also currently meets the needs of students with an Education, Health and Care plan with the following kinds of special educational need: Speech, Language and Communication Need, Cognition and Learning, Social Emotional and Mental Health Difficulties and Sensory and Medical needs.

Within The Sir Geoffrey Leigh Academy we monitor the progress of all students several times a year to review their academic progress. We also use a range of assessments with the students at various points. We will ensure that all teachers and support staff who work with the students are aware of the support to be provided and the teaching approaches to be used.

Each review of the SEND student support plan (SSP) will be informed by the views of the student, Parents/carers and subject teachers; and the assessment information from teachers will show whether adequate progress is being made. Professional Development is provided for all staff regularly and covers a variety of SEND issues and how to support students effectively.

Every student within the academy has their progress tracked throughout the year. In addition to this, students with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these, it will be possible to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the SEND support plan will be reviewed and adjusted.

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.” SEN Code of Practice (2014, 6.37).

The Sir Geoffrey Leigh Academy undertakes regular observations and learning walks on all staff, to ensure high quality teaching is taking place across the academy, and to ensure that all teachers and teaching assistants have an awareness of all students needs, including – and especially those with a SEND diagnosis.

Within the Sir Geoffrey Leigh Academy, we understand that an important feature of the academy is to enable all students to develop emotional resilience and social skills, both through direct teaching for instance PSHRE, tutor time, Healthy Minds lessons and indirectly with every conversation adults have with students throughout the day. For some students with the most need for help in this area we can provide access to: counselling; mentor time with a member of the senior leadership team; external referral to CAMHs or Early Help; and other external agencies as appropriate. Students may also use the Inclusion Hub for ‘time-out’ or support when appropriate.

The SENDCo at the Sir Geoffrey Leigh Academy is Nicola Catlow

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The Sir Geoffrey Leigh has two specialist resource provisions: Hearing Impaired (HI) and Speech and Language (SLCN).

The SLCN SRP is led by our Specialist teacher of Speech and Language, Nina Adams (nina.adams@sgla.latrust.org.uk), and has a Speech and Language Therapist, Jacqui Holden, who works with the provision students on a Tuesday and Wednesday delivering speech and language therapy sessions. This provision currently accommodates 12 EHCP students.

The HI SRP is led by our Teacher of the Deaf, Kathryn Matthews (kathryn.matthews@sgla.latrustorg.uk) and currently has 4 EHCP students.

Additionally, the Inclusion Team consists of 4 Lead Learning Support Assistants (LSAs); 6 LSAs (including 2 specialist HI LSAs); a VI specialist LSA. The LSAs support students within lessons as well as offering support in the form of interventions, which include:

- ELSAs (Emotional Literacy Support Assistants) – who are supervised by the Trust Educational Psychologists
- Literacy interventions: Lexia, Nessy, online tutoring, Reciprocal Reading
- Dyslexia intervention
- Lego Therapy
- Reading Club
- Access to and support in The Hub