



Sir Geoffrey Leigh
Academy

Sir Geoffrey Leigh Academy

SEND and Inclusion Policy

This follows on from The Leigh Academies Trust SEND Policy.

Mission statement

At 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. 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.

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 students 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 student is protected from harm and neglect and that every effort is made to enable them to learn and grow independently
- To ensure all students can access a balanced curriculum, adapted accordingly where appropriate
- To ensure that all students 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 students 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 students 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 students' 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 students 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 Sir Geoffrey Leigh Academy we can plan provision for most kinds of frequently occurring special educational needs such as; Autism, ADHD, cognition and learning difficulties, Dyslexia, Dyscalculia, speech and language needs, Social Emotional Mental Health, Vision and Hearing Impairment and physical disability. 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.

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 needs: Speech, Language and Communication Need, Cognition and Learning, Social Emotional and Mental Health Difficulties and Sensory and Medical needs.

Sir Geoffrey Leigh Academy monitors the progress of all students 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. Students and teachers reflect upon learning through the Learner Profile.

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 students, is the first step in responding to students who have or may have SEND. 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 students, including those at risk of underachievement. This includes reviewing and, where necessary,

Improving, teachers’ understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.” SEN Code of Practice (2014, 6.37).

Sir Geoffrey Leigh Academy, as an International Baccalaureate (IB) world school is committed to fostering an inclusive and supportive learning environment for all students, including those with Special Educational Needs and Disabilities (SEND). SGLA’s priorities for SEND are centered around ensuring that every student, regardless of their abilities or challenges, has the opportunity to succeed academically, socially, and emotionally.

The primary priorities include:

1. **Inclusive Education:** Ensuring that all students, including those with SEND, have access to a broad, balanced, inclusive and challenging curriculum that supports their individual learning needs.
2. **Differentiation and Support:** Providing adaptive quality first teaching strategies, accommodations, and resources that enable students with SEND to participate fully in the educational experience.
3. **Holistic Development:** Promoting the overall well-being of students, focusing not just on academic success but also on personal, social, and emotional growth. This is also achieved through a range of cultural experiences, such as Divali, Chinese New Year, Remembrance, Black History, for example to name a few, where students are encouraged to consider 'international-mindedness', where others with their differences can also be right.
4. **Collaborative Approach:** Encouraging close collaboration between teachers, families, and specialists to create individualised Student Support Plans and ensure effective support for students with SEND.
5. **Equitable Assessment:** Offering alternative assessment arrangements to ensure fair evaluation of student progress, accommodating different learning needs and abilities. Students with SEND will have access arrangements in place for GCSE, IBCP, IBDP, BTEC, AAQ, A LEVEL, T-Level following the academy's assessment policy.

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.

At 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 PSHE, 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 Inclusion Hub is pivotal as an intervention and teaching facility for those students who need bespoke support.

All enquiries should be directed through email : SEND@sgla.latrust.org.uk

The SENDCo at Sir Geoffrey Leigh Academy is Lisa Smith

The SEND Line Manager at Sir Geoffrey Leigh Academy is: Adam Guildford, Assistant Principal

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

The current SLCN SRP SEN teacher is Melissa Maher and has a Speech and Language Therapist, working with the provision students delivering speech and language therapy sessions. This provision currently has capacity for 14 EHCP students.

The HI SRP is led by our Teacher of the Deaf, Kathryn Matthews, and currently has capacity for 4 EHCP students

Additionally, the Inclusion Team consists of 9 HLTAs/LSAs

The LSAs support students within lessons as part of SGLA's wave 1 universal support package. As well as offering support in the form of bespoke interventions outside of the mainstream classroom to further develop and support the whole child.

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