



Sir Geoffrey Leigh
Academy

<u>SEND Information Report</u>
September 2025
Review date September 2025 and June 2026
AGU/SENDCo

SEND Information Report 2025-26

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

We strongly believe that it is our duty to provide equal opportunities for every child in our care, and also provide a safe and fully equipped learning environment, which caters to the needs of every pupil/student 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 Sir Geoffrey Leigh Academy

At Sir Geoffrey Leigh Academy we provide for the following broad areas of need.

- 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, epilepsy, fine and gross motor skill delay, global development delay, hearing impairment, 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 students with SEND and assessing their needs:

Sir Geoffrey Leigh Academy follows the guidance: The [Code of Practice 2014](#). This recommends a single assessment for students under the description of Additional Needs based on one or more of the four main areas of need as outlined in the Code of Practice 2014.

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENDCOs) and the SEN Information Report.

And, part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for students with SEN and disabilities [Children and Families Act 2014 - Part 3 - Children and Young People with](#)

[special educational needs and disabilities](#)

Identifying students with SEN, assessing need, and involving students and parents.

See the roles and responsibilities of people who support students in our SEND Policy: [here](#)

Identification of students with special educational needs will be determined in the following ways:

- a) Recommendation from primary and/or previous secondary school attended before joining Sir Geoffrey Leigh Academy
- b) Key Stage 2 data and results
- c) Baseline data from SEN assessments
- d) Teacher/parental/carer referral
- e) Reports and recommendations from professional agencies
- f) Regular assessment of progress by subject leaders /pastoral staff
- g) Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
- h) Where appropriate, Sir Geoffrey Leigh Academy will make applications for High Needs Funding and/or EHCPs to support students with SEND.

Please note some students may have needs but not need to be on the SEND Register as they are able to have their needs met through an appropriate, adapted curriculum and Quality First Teaching.

Teachers can raise concerns once they have included intervention/additional provision within their lessons via SEND Referral Form.

2a) The name and contact details of the SENDCO:

Ms Lisa Smith

Telephone: 01322 620400

Email: lisa.smith@sgla.latrust.org.uk

[Contact names for SRP and Access Arrangements](#)

Miss Kathryn Matthews- Teacher of the Hearing Impaired

Email: kathryn.matthews@sgla.latrust.org.uk

Ms Melissa Maher SEN Teacher/SEN teacher of the SRP

Email: melissa.maher@sgla.latrust.org.uk

Mrs Jasvinder Khaira for Access Arrangements

Email- jasvinder.khaira@sgla.latrust.org.uk

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

Sir Geoffrey Leigh Academy will make regular reviews of students' progress both academically, emotionally and socially. This will take place through.

- Academy reporting systems
- Parents'/Carers' Evenings
- SEND drop in sessions
- students with an Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014 will have an Annual Review every 12 months;
- Parent/Carer Forums.

4) Arrangements for consulting students with SEN and involving them in their education:

Sir Geoffrey Leigh Academy will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of students with special educational needs and disabilities.

Students will be assessed and reviewed in the following ways:

a) We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

b) All students identified as having special educational needs will have an individual student support plan as part of the Provision Mapping System that clearly outlines their area of need and suggested strategies to address these needs. Students will be part of creating this plan and it will be available to staff, parents/carers and students.

c) Students identified as having special educational needs will have regular reviews of their individual learning profile at least twice per year.

d) Students with an Educational Health and Care Plan will have an annual review as per the statutory requirement contained in the SEND Code of Practice 2014.

e) Regular reviews of intervention programmes will be carried out to monitor the progress of students against their starting points. The impact of the intervention programmes will be assessed, enabling interventions to be adapted, where appropriate.

f) All staff will have access to individual student support plans via the provision mapping system/SEND tracker, in order to inform planning, monitor progress and ensure the appropriate adaptation and scaffolding of work for students with special educational needs has been made.

g) Staff will have access to inclusion websites providing strategies and information on meeting the needs of students with additional needs.

h) Staff will have access to: Sir Geoffrey Leigh Academy Teaching and Learning CPD/SEND, specific insets, SEND toolkit, regular SEND specific updates and access to research and evidence based SEND articles.

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

Sir Geoffrey Leigh Academy will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of students with special educational needs and disabilities.

Students will be assessed and reviewed in the following ways:

a) All students identified as having special educational needs will be tested at the beginning and end of each academic year using tests that provide standardised scores for reading. This will enable Sir Geoffrey Leigh Academy to establish areas of need and provide the necessary support and enable Sir Geoffrey Leigh Academy to monitor progress.

b) Students and parents/carers will receive regular feedback on progress through assessment reports, formative and summative marking, parents'/carers' evenings and annual reviews of Educational Health and Care Plans.

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

At Sir Geoffrey Leigh Academy we work closely with the educational settings used by the students before they transfer to us in order to seek information that will make the transfer as seamless as possible.

There is detailed, tiered transition programme on the needs of the students-

KS2 to KS3

- There are open evenings and a taster day for all Year 6 students who are transferring to Sir Geoffrey Leigh Academy in Year 7.
- There are more sessions organised for those students identified by the transition process, in consultation with primary school and other professionals.
- Students transferring to the specialist Hearing Impairment Provision and Speech and Language have a transition programme over six weeks in term six.
- There is also a summer school organised to support transition from primary to secondary.
- Sir Geoffrey Leigh Academy will attend Year 6 annual/in-year EHCP review meetings to assist in creation of a transition plan.
- The SENCo will give feedback to all staff on identified students, sharing pupil SSPs in sufficient time to assist teaching and planning.

KS3 into KS4

- Option evenings and booklets are made available to parents/carers and students;
- Collaborative discussions will take place with key SEN students and families as part of the options process. Meetings can be facilitated as needed..

- Student Support Plans (SSP) will be shared with new teachers of SEND students.
- Access arrangements will be reviewed and secured for the KS4 curriculum.

KS4 to KS5

- Transition plan is completed on a regular basis;
- Options evenings and booklets are made available to parents/carers and students; -University visits are arranged for identified students;
- Travel Training is made available for identified students
- Information is shared with colleges etc, as requested

In Year admissions- Change of School Procedures

Parents/carers contact admissions at Sir Geoffrey Leigh Academy

Information is forwarded to the new school

The SENCo meets/contacts parents/carers and appropriate staff from the previous school.

We also contribute information to a students' onward destination by providing information to the next setting.

7) The approach to teaching students with SEND:

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.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

Sir Geoffrey Leigh Academy provides a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs.

Any approach to teaching and learning for students with SEND ensures curriculum narrowing does not take place.

Learning Support Assistants will be allocated to SEN E students to provide in class support on an individual or small group basis in order to support the learning of identified students.

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

At Sir Geoffrey Leigh Academy we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs.

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 the short Google Form to enable staff feedback 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 and Bromcom. Each SSP contains teaching strategies to support the learning of the student.

We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs/Education, Health and Care Plans.

Learning Support Assistants will deliver and monitor literacy, numeracy, social, emotional and mental health intervention programmes in order to address the special educational needs of identified students. This will be delivered on an individual, or small group basis

Learning Support Assistants will maintain records and monitor progress of students on intervention programmes.

Learning Support Assistants will support the transition of identified students from primary school to secondary school, and from secondary school to further education establishments

Learning Support Assistants will accompany identified students on trips etc where necessary.

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

Sir Geoffrey Leigh Academy is committed to the professional development of its staff in all areas including Special Educational Needs and Disability. The following provision is in place to ensure that all staff are aware of and can meet the needs of students with special educational needs:

- a) The SENDCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability
- b) Staff attend training on identified areas of Special Educational Needs and Disability organised by the Local Authority, Health Authority and Leigh Academies Trust
- c) Staff have access to inclusion websites providing links and information on Special Educational Needs and Disability, and inclusive teaching and learning strategies

d) Through commissioning, experts (EP, CAMHs, SaLT etc) are invited to Sir Geoffrey Leigh Academy to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

Hi and SLCN SRP

Details about our on site designated specialist provision can be found at <https://sirgeoffreyleighacademy.org.uk/special-educational-needs-and-disabilities/>

SLCN SRP

The SLCN SRP is overseen by the SENDCo and SEND line manager. The provision is run and delivered by our SEN teacher Melissa Maher. Melissa.mher@sgla.latrust.org.uk

HI SRP

The HI SRP is overseen by the SENDCo and SEND line manager. The HI SRP is led by our Teacher of the Deaf, Kathryn Matthews kathryn.matthews@sgla.latrust.org.uk. This provision can currently accommodate 4 students.

Students within the SRP have extra provision to support their SEN needs. SRP students receive additional support to their mainstream learning in the SRP through either 1:1 or group interventions which can be increased if and when needed.

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

Sir Geoffrey Leigh Academy is dedicated to ensuring the highest level of provision to students and parents/carers. It is constantly striving to improve this provision including the SEND practices within the Academy. In order to ensure the best possible provision, the following evaluation processes are implemented:

- a) Annually meeting with the SEND Link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body
- b) Assistant Principal (SEN Line Manager) with SENDCo discuss and review SEND practices and policies to ensure relevance and are up to date
- c) Parents/carers/student/staff questionnaires on SEND practices within the Academy
- d) Completion of self evaluation to inform SEND action plans, following regular meetings with the Principal
- d) Attendance of SENDCo/Assistant SENDCo at Cluster meetings (Leigh Academies Trust TLC), Leigh Academies Trust SENDCo Forum, Leigh Academies Trust Inclusion Drive Team meetings, and local authority SENDCo meetings to share best practice and discuss current innovations
- e) Regular and robust reviews of intervention programmes
- f) Data analysis, including comparisons to national benchmark data and student progress.

11) How students with SEND are enabled to engage in activities available with students in Sir Geoffrey Leigh Academy who do not have SEND:

Sir Geoffrey Leigh Academy offers a wide range of co-curricular and enrichment activities for all

students, including those students with special educational needs. It achieves this by:

- a) Ensuring that all staff involved in co-curricular and enrichment activities are fully trained in relevant areas of Special Educational Needs and Disability
- b) Offering a range of activities to accommodate all interests, abilities and physical needs.

12) Support for improving emotional and social development:

- a) A range of social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in these areas. These will be reviewed regularly
- b) Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMHs Tier 2 and support with referral to Tier 3, SaLT, EPs, School Nurse, FaSS)
- c) The SENDCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans
- d) Learning Support Assistants will develop, deliver and monitor social, emotional and mental health intervention programmes in order to address the special educational needs of identified students. This will be delivered on an individual, or small group basis
- e) Identified students will have access to counselling and mentoring and ELSA.
- f) Student Leadership and Student Voice opportunities
- g) Supervised breakfast, break and lunch provision.

13) How Sir Geoffrey Leigh Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families:

According to the Code of Practice 2014, the following must be adhered to:

Children and young people with SEND may need integrated support from education, health and/or social care to help them achieve their ambitions. Working together, these agencies can achieve far more for these children and young people than they can separately, more efficiently and often at a reduced cost. The local offer must set out the range of services available locally to children with SEND and the support that children, young people and families may access outside the local area.

The Academy Board and Sir Geoffrey Leigh Academy will liaise and consult with the above-mentioned agencies to create an effective local and academy offer that jointly commissions all agencies. It will then adhere to the local and academy offer to ensure that parents/carers and students receive a cohesive, supportive and transparent service. It currently is able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust through the specified referral routes.

KCC provides a local offer which will detail further information on local authority/voluntary sector organisations that can support and meet a student's SEND needs and in turn support the family.

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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 Sir Geoffrey Leigh Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the student's tutor or subject teacher, Assistant Principal - SENCo, Assistant Head of College and the Head of College. Should you feel that the complaint is not resolved then please contact the Principal. If you deem your complaint to still be unresolved after the academy has responded, please submit a formal complaint to the Trust's Academies Director

Should you have a complaint, please contact the Deputy Principal in the first instance. If you deem your complaint to still be unresolved after the academy has responded, please submit a formal complaint to the Principal.

The LATComplaints policy can be found :[here](#)

Reviewed September 2025

Update May 2026

National Websites:

Contact a Family <https://contact.org.uk/>

National Network of Parent Carer Forums

<https://nnpcf.org.uk/>

ACE Centre Advisory Trust - (for communication difficulties)

<https://acecentre.org.uk/>

Free Advice Line: 0800 080 3115

British Dyslexia Association

<https://www.bdadyslexia.org.uk/>

Helpline: 0333 405 4567

Council for Disabled Children

[Council for Disabled Children](#)

Cystic Fibrosis Trust <https://www.cysticfibrosis.org.uk/>

[Cystic Fibrosis Trust](#)

Our **confidential Helpline** offers a listening ear and information and support on all aspects of cystic fibrosis, including financial support such as benefits and our welfare grants.

Call 0300 373 1000 or 020 3795 2184, Monday–Friday 10am–4pm

Disability Rights UK : [Disability Rights UK](#)

Disabled Living Foundation

[Disabled Living Foundation \(DLF\) - Information Now](#)

Helpline: 0300 999 0004

Down's Syndrome Association (DSA)

[Downs Syndrome Association](#)

Helpline: 0333 1212300 (10am-4pm)

Parents for Inclusion

[Parents for Inclusive Education NI](#)

Tel: 0800 652 3145

The National Autistic Society

[National Autistic Society](#)

Local Websites

[KCC local offer](#)

[Social Care and Disabled children's team](#)

[IASK \(SEND\)](#)