

Leigh Academy Oaks SEND Information Report 2024-25

At Leigh Academy Oaks we value the abilities of all our pupils and strive to provide them with the best education so they can make good progress and achieve ambitious and aspirational goals.

We strongly believe that it is our duty to provide equal opportunities for every child/young person in our care, and 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 pupils with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils 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 pupils 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 Leigh Academy Oaks:

At Leigh Academy Oaks 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, autism, dyslexia, emotional dysregulation, epilepsy, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs and social skills difficulties.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2) Policies for identifying pupils with SEND and assessing their needs:

At Oaks Primary Academy we monitor the progress of all pupils six times a year to review their academic progress. We also use a range of assessments with all pupils at various points. These include Y1 phonics screening, reading and spelling tests, Language Link screening and SATS.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support and/or interventions to enable the pupil to catch up. This is called 'adapting the curriculum' and will be recorded on a class Provision Plan. Examples of extra support are: reading interventions such as Toe by Toe, BEAM, Clever Fingers, Sensory Circuits, LEGO Therapy, Numeracy interventions, Speech and Language Link and 1:1 or small group work. Most pupils will be able to make progress with this additional intervention and high quality teaching.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted to their areas of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine their barrier to learning. Examples of the types of assessments we may use include; Language Link, Speech Link, Lucid Rapid Dyslexia Screening, Visual Stress Assessment, Handwriting Assessment (DASH) Strengths and Difficulties Questionnaire (SDQ) and Boxall Profile. We also have access to external advisors for example, Educational Psychologists, Speech Therapists, the Specialist Teaching and Learning Service (STLS) and the Local Inclusion Forum Team (LIFT).

The purpose of this more-detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make progress. The results and any recommended strategies will be shared with parents, put into a SEN Personalised Plan and reviewed regularly. We will only record a pupil as having a Special Educational Need (or SEN) if this external input is required. A 'Special Educational Need' (or SEN) means a pupil requires help that is in addition to, or different from the support generally given to all pupils of the same age. Class teachers will raise their concerns with the SENCO who will take the appropriate next steps in seeking advice and support from outside agencies. This may

include making a referral to a Community Paediatrician, Educational Psychologist, Speech Therapist or Local Inclusion Forum Team (LIFT). Parents will be notified if we think the SEN status of a pupil should be changed.

You can find our SEND Policy [here](#)

Please note some pupils 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.

The name and contact details of the SENDCo:

The SENCO at the Oaks Primary Academy is Clare Sculley, who is a qualified teacher and holds the National Award for SEN Coordination (NASENCo). She also holds the following qualifications:

BA(Hons) Children and Young People Learning;

Postgraduate Award of Proficiency in Assessment for Access Arrangements (PAPAA).

Mrs Sculley is also a Deputy DSL and Senior Mental Health Lead.

The SENCO is available on the following telephone number 01622 755960 or via email at contactus@leighacademyoaks.latrust.org.uk. Mrs Sculley's working days are Monday, Wednesday, Thursday and Friday.

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

All parents of pupils at Oaks Primary Academy are invited to discuss the progress of their child on three occasions a year and receive a written report at least once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a Class Provision Map.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss any further support or referrals which will help us to address these needs. The pupil may then be identified as having special educational needs, because the provision being made is in addition to and different from the support generally given to all pupils, and may be added to the SEN register. The parent/s will be kept informed and supported to contribute to all planning and reviews of this provision.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

4) Arrangements for assessing and reviewing with SEN and involving them in their education:

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

Every pupil at Leigh Academy Oaks has their progress tracked six times per year. In addition to this, all pupils identified as having special educational needs will have a personalised plan as part of the Provision Mapping System that clearly outlines their area of need, suggested strategies to address these needs and clear targets and objectives. Pupils will be part of creating this plan and it will be available to staff, parents/carers and pupils.

Pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If a pupil is working at a pre-key stage level, we will assess the pupil's progress using a pre-key stage assessment and the Portage checklist if necessary. This will enable us to track the smaller steps of progress that the pupil is making. If these assessments do not show adequate progress is being made, the SEN personalised plan will be reviewed and adjusted. This is part of the graduated approach and the four-part cycle of assess, plan, do, review.

Pupils 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.

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

All staff will have access to personalised 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 pupils with special educational needs has been made.

Staff will have access to: Leigh Academy Oaks Teaching and Learning Tracker, CPD/SEND, SEND-specific inset sessions, SEND toolkit, regular SEND-specific updates and access to research and evidence based SEND articles.

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

Leigh Academy Oaks will follow the guidelines contained in the Code of Practice, 2014 regarding the assessment and review procedures of pupils with special educational needs and disabilities.

Pupils will be assessed and reviewed in the following ways:

a) All pupils identified as having special educational needs will be tested appropriately at the beginning and end of each academic year using tests that provide standardised scores. This will enable Leigh Academy Oaks to establish areas of need and provide the necessary intervention programmes, and enable Leigh Academy Oaks to monitor progress.

b) Pupils 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 pupils in moving between phases of education and in preparing for adulthood:

In accordance with the SEND Code of Practice 2014, Leigh Academy Oaks has clear procedures to ensure the smooth transition of pupils between Key Stages.

Nursery to Reception/KS1

- a) The SENDCo and/or teacher will meet with parents/carer/pupil. This may include a home visit.
- b) The SENDCo and/or teacher will visit the Nursery to meet staff and pupils.
- c) The parent/carer/pupil will be invited to attend transition sessions as appropriate/necessary.

Key Stage 2 to 3

- a) The SENDCo will attend KS2-KS3 SEND transition days to discuss pupils with special educational needs.
- b) The SENDCo will facilitate visits to Leigh Academy Oaks from receiving Secondary Schools for pupils with SEND.
- c) The SENDCo will meet with parents/carers as requested.

Change of School Procedures

- a) Information is forwarded to the new school
- c) The SENDCo meets with parents/carers and appropriate staff from the new school as requested.

7) The approach to teaching pupils with SEND:

High quality teaching, adapted 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. At Leigh Academy Oaks we 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).

At Leigh Academy Oaks Primary Academy, the quality of teaching is judged to be 'outstanding' by Ofsted.

Leigh Academy Oaks is an inclusive school that offers a broad and balanced curriculum

which is specific to the needs and future opportunities of all pupils. We follow the [Mainstream Core Standards](#), advice developed by Kent County Council, to ensure that our teaching conforms to best practice:

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

Quality First Teaching will be delivered in all areas of the curriculum. Staff are expected to be aware of the needs of all pupils in their classes, and scaffold work accordingly through adaptive teaching, to meet these needs. *QFT means that some pupils with needs may not require 'additional to and different from' provision.'* This will be monitored via regular lesson reviews, learning walks and pupil work reviews by the SENDCo, Academy Leadership Team and Directors of Learning.

Leigh Academy Oaks provides a range of intervention programmes designed to improve the outcomes of pupils with special educational needs, ensuring they can fully access all areas of the curriculum.

We also provide a range of co-curricular and extended learning activities that offer enrichment opportunities for all pupils, including those with special educational needs.

It is important to note that the curriculum is not narrowed for SEND pupils

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

At Leigh Academy Oaks we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

Leigh Academy Oaks follows the IB Primary Years Programme and incorporates the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) into the learning engagements for all pupils. This approach to learning provides the foundations for inquiry-based learning through which all pupils are able to develop their skills and knowledge. The PYP framework is adaptive and inclusive, providing the environment for all pupils to engage through the Learner Profile Attributes and Units of Inquiry.

- Learning Support Assistants will be available to support teachers and to provide in-class support on an individual or small group basis in order to support the learning of identified pupils.
- Learning Support Assistants will develop, deliver and monitor literacy, numeracy, social, emotional and mental health intervention programmes in conjunction with the class teacher and SENDCo in order to address the special educational needs of identified pupils. This will be delivered on an individual, or small group basis.
- Learning Support Assistants will maintain records and monitor progress of pupils on intervention programmes and feedback regularly to the class teacher and SENDCo.
- Learning Support Assistants will accompany identified pupils on trips etc. where necessary.
- Learning Support Assistants, teachers and the SENDCo will meet with external agencies to discuss pupils with SEND, read reports from professionals and implement recommended strategies.
- Teachers and Subject Leaders will ensure that pupils with SEND have access to a broad and balanced curriculum with no narrowing of opportunities.

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

Leigh Academy Oaks 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 pupils with special educational needs:

a) Teachers and teaching assistants have regular training as part of their CPD. Training includes, Dyslexia Awareness, ASD, Attachment Disorders, Speech and Language Development and Phonics.

In addition, key staff have attended the following enhanced and specialist training

- Emotional Literacy Support Assistant
- Lego Therapy
- Chatter Tots - Speech and Language intervention
- Precision Teaching
- Reciprocal Reading
- Paired reading
- Intensive Interaction
- Attention Autism

Where a training need is identified beyond this we will find a provider who is able to deliver it.

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) Through commissioning, experts such as Educational Psychologists, Speech and Language Therapists and Specialist Teachers are invited to Leigh Academy Oaks to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

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

Leigh Academy Oaks is dedicated to ensuring the highest level of provision to pupils 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) Regular meetings with the Principal and SLT to discuss and review SEND practices and policies

- b) Parents/carers/student/staff questionnaires on SEND practices within the Academy
- c) Completion of self evaluation to inform SEND action plans, following regular meetings with the Principal
- d) Attendance of SENDCo at Cluster meetings (Leigh Academies Trust), Leigh Academies Trust SENDCo Forum and local authority SENDCo meetings to share best practice and discuss current innovations.
- e) Attendance of SENDCo at Local Inclusion Forum Team (LIFT) meetings
- e) Regular and robust reviews of intervention programmes
- f) Data analysis, including comparisons to national benchmark data and student progress.

11) How pupils with SEND are enabled to engage in activities available with pupils in Leigh Academy Oaks who do not have SEND:

All clubs, trips and activities offered to pupils at **Leigh Academy Oaks** are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

12) Support for improving emotional and social development:

At Leigh Academy Oaks we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and assemblies and indirectly with every conversation adults have with pupils throughout the day.

For some pupils who need extra help in this area, we also can provide the following; access to an Emotional Literacy Support Assistant (ELSA), mentor time with members of the Senior Leadership Team, Social Skills groups, Play Therapy and external referral to CAMHS.

Pupils in the early stages of emotional and social development, because of their special educational needs, will be supported to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

13) How Leigh Academy Oaks involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' 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 Leigh Academy Oaks 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 pupils 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.

The local offer can be found [here](#).

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

We encourage parents to discuss their concerns with the class teacher, SENCO or Principal to resolve the issue 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 Trust's Academies Director.

There are some circumstances, usually for pupils who have an Education, Health and Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

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