

Leigh Academy Oaks SEND Information Report 2025-26

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 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 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, global development delay, mental health needs, moderate learning difficulties, sensory processing disorder, social skills difficulties, and speech and language needs.

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

At Leigh Academy Oaks 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. Examples of extra support are: BEAM, bucket time, Clever Fingers, intensive interaction, LEGO Therapy, numeracy interventions, reading interventions such as Toe by Toe, Sensory Circuits, 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 and Specialist Teachers. We can also gain support and advice through the Communities of Schools and the expertise within our Trust.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN Provision Plan, reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. Some pupils may have needs but do 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. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is made, parents will be

notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

The name and contact details of the SENDCo:

The SENCO at Leigh Academy Oaks 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 info@oaks.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 Leigh Academy Oaks 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 and discussed at pupil progress meetings each term.

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 consulting children with SEN and involving them in their education:

When a pupil has been identified to have special educational needs because special educational provision is being made for them, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

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

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments in their area of need.. The assessments we use at Leigh Academy Oaks include: Reception Baseline testing; Y1 and 2 phonics screening; Speech Link; Language Link and SATs. Using these it will be possible to see if pupils are increasing their level of knowledge and skills in key areas. If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted. All parents of children with SEN will have an opportunity to review their children's progress towards outcomes three times a year. Pupils are also involved in these discussions

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

At Leigh Academy Oaks we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We have a transition programme which includes transition days, possible visits to pupils' homes, visits to nursery placements and transition meetings between the class teacher, parents, nursery staff and the SEND team.

We also contribute information to a pupils' onward destination by providing information to the

next setting. We have a transition meeting with all secondary schools our pupils are transferring to and run a comprehensive transition programme for the children in Year 6 and their parents. This usually starts after Easter but can start earlier if required. All pupils are offered at least one transition day at their new school during Term 6 of Year 6 and pupils with additional needs may be offered additional transition days to further ease the transition.

7) The approach to teaching pupils with SEND:

Leigh Academy Oaks is an inclusive establishment that offers a broad and balanced curriculum which is specific to the needs and future opportunities of all pupils. It ensures this by:

- a) Delivering Quality First Teaching 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.
- b) Offering 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. These may happen during lessons across two modules.
- c) Providing a range of co-curricular and extended learning activities that offer enrichment opportunities for all pupils, including those with special educational needs.
- d) Providing a clear reporting system, three times a year, that outlines targets and current achievements.
- e) Carrying out regular lesson reviews to ensure that all pupils, including those with special educational needs, are receiving high quality teaching and learning experiences in all areas of the curriculum.
- f) Adapting the curriculum to meet the needs of individual pupils if necessary. However, it is important to note that the curriculum is not narrowed for SEND pupils.
- g) Ensuring that identified pupils receive the necessary in-class support and exam dispensation.
- h) Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities
- i) Providing a provision mapping system that is accessible to all staff. The software provides details of all pupils with special educational needs, pupils in receipt of pupil premium, higher attaining pupils, looked after pupils and pupils with English as an additional language. Staff

will use this system to inform their planning to ensure they are addressing the needs of pupils. It will also be used to track, monitor and review pupils on intervention programmes and provide governors with a clear report in terms of cost, hours and interventions provided,

j) Ensuring all pupils with special educational needs are tested twice a year using tests that provide standardised scores for reading. The results from these tests will be used to identify areas of need and to inform the SENDCo when planning for interventions and exam dispensation.

k) A range of numeracy, literacy, social, emotional and mental health interventions will be offered to all pupils who have been identified as having special educational needs in the relevant areas. These will be reviewed regularly.

l) Providing regular and timely communication with parents/carers via assessment reports, annual reviews, parents'/carers' events, telephone conversations and emails.

m) Supporting with access to outside agencies via the local authority, health authority and Leigh Academies Trust.

n) Informing parents/carers of any additional provision that their child is receiving via the SENDCo or class teacher

o) Ensuring that the local authority local offer and academy offer are available on Leigh Academy Oaks' website so that parents/carers, pupils, staff and the wider community can access its contents.

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
- Bucket Time

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 Communities of Schools 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:

Leigh Academy Oaks offers a wide range of co-curricular and enrichment activities for all pupils, including those pupils 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:

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 or other appropriate agencies..

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.

Pupils will have the opportunity to engage with our Pupil Employment and Play Pal schemes to further develop their social and emotional skills.

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 authority's local offer is published on www.kent.gov.uk and parents without internet access should make an appointment with the SENDCo for support to gain the information they require.

Information, Advice and Support Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They encourage parents to play an active and informed role in their child's education.

For more information or to get support:

- visit: the IASK website at <https://www.iask.org.uk>
- call: 03000 41 3000
- email: iask@kent.gov.uk

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](#)