

Leigh Academy Wilmington

SEND Information Report

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 must 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:

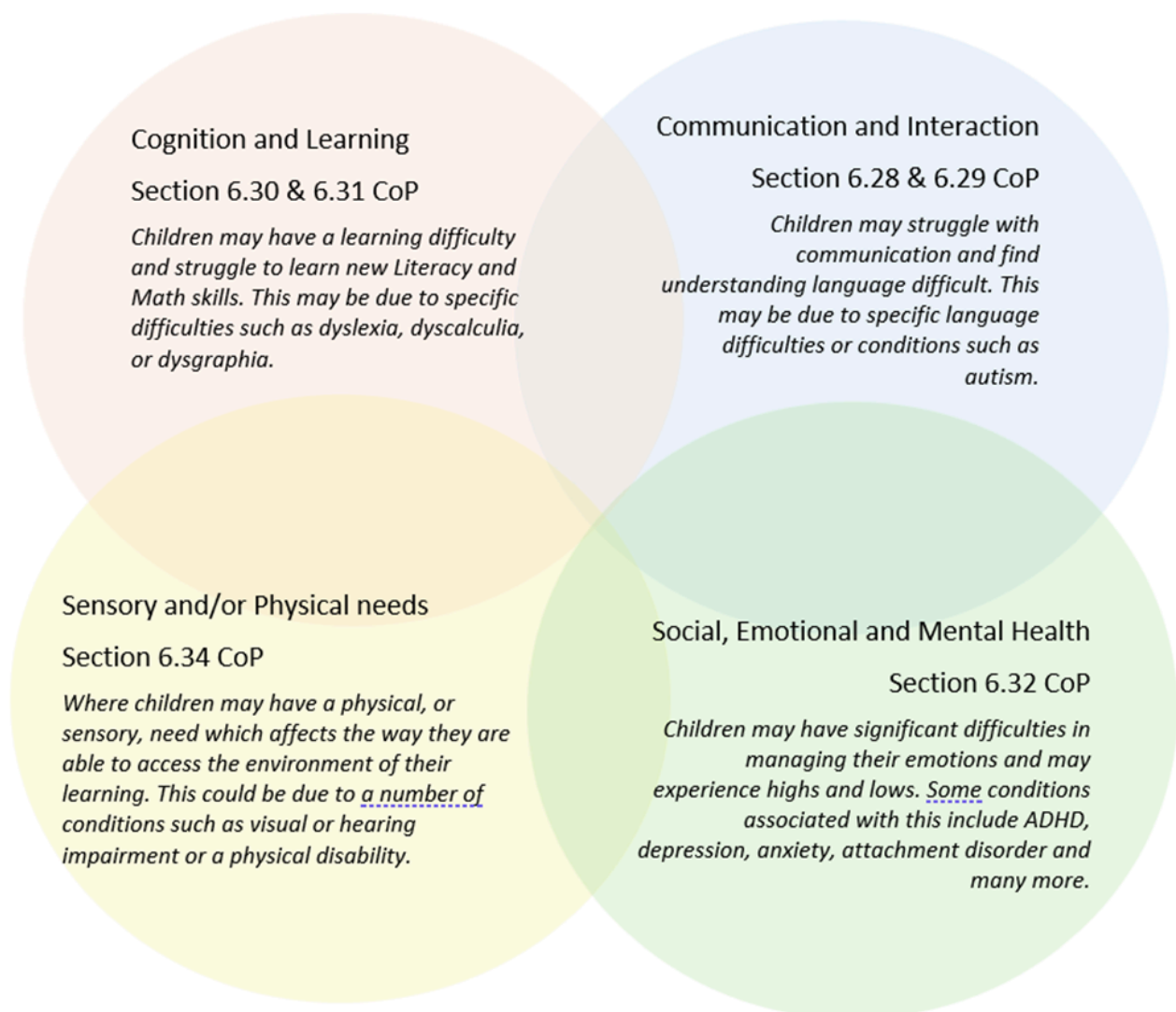
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1. What types of SEND does the academy provide for?

At Leigh Academy Wilmington 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



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND_Code_of_Practice_January_2015.pdf \(publishing.service.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362822/SEND_Code_of_Practice_January_2015.pdf)

2. Which staff will support my child?

Leigh Academy Wilmington SENCo Mrs. Sue Quinn

sue.quinn@wilmington.latrust.org.uk

Leigh Academy Wilmington SRP Lead: Ms Vicky Finn

victoria.finn@wilmington.latrust.org.uk

Each college has an Inclusion Lead who is completing the NPQ SENDCo who is able to be a point of contact for parents and provide advice to the college teams in regards to identification and support for pupils.

- Apollo - Mr Ryan Willington
- Jupiter - Mr Jack Williams
- Minerva - Ms Charlotte Melbourne

All of the Inclusion Leads can be contacted via email at the sendadmin@wilmington.latrust.org.uk

Leigh Academy Wilmington SEND Administrator: Ms Louise Higgins

sendadmin@wilmington.latrust.org.uk

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistant

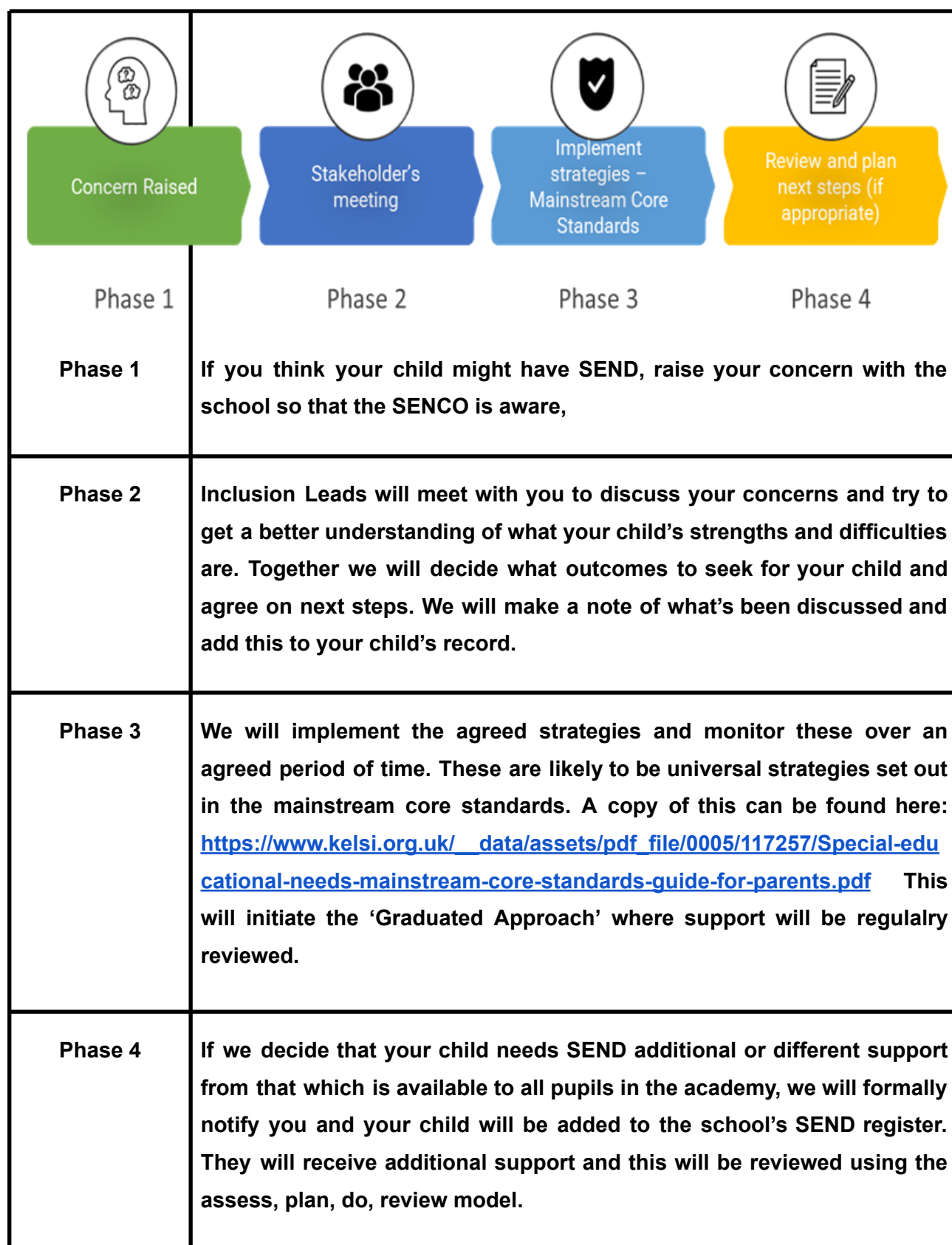
The academy employs 10.5 TAs, including 5 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

All teaching assistants who are trained to deliver interventions.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. We have a Speech and Language Therapist who is commissioned 1.5 days per week and an Educational Psychologist who is commissioned 6 days work per academic year.

3. What should I do if I think my child has SEND?



4. What happens if the school identifies a need?

The Academy follows the guidance contained in the [SEN Code of Practice 2015](#):

p.6.17 "Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances"

p.6.18 "It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life."

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

Alongside regular review by teaching and pastoral staff, identification of students with additional needs may be identified in the following ways:

- Recommendation from primary school attended before joining Leigh Academy Wilmington;
- Test results that provide standardised scores.
- Key stage 2 attainment data
- Parent/ carer concerns;
- Recommendations from professional agencies.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

1. Arrangements for consulting parents of children with SEND and involving them in their child's education

Regular reviews of students' progress both academically, emotionally and socially will take place through Academy reporting systems, parents'/carers' evenings, target setting days and in the case of students with An Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014 every 12 months.

2. Arrangements for consulting young people with SEND and involving them in their education

Regular reviews of students' progress both academically, emotionally and socially will take place through Academy reporting systems, parents'/carers' evenings, target setting days and in the case of students with an Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014 every 12 months

3. Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

The Academy will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of students with additional needs.

Students will be assessed and reviewed in the following ways:

- All students identified as having additional needs will be tested at the beginning and end of each school year using tests that provide standardised scores for reading, comprehension, spelling and writing. This will enable the Academy to establish areas of need and provide the necessary intervention programmes. It will also enable the Academy to monitor progress;
- All students identified as having additional needs will have an individual pupil profile on the Provision Mapping System that clearly outlines their area of need, suggested strategies to address these needs, targets and objectives, current levels and reading and spelling ages. This will be available to staff, parents/carers and students;
- Students identified as having additional needs will have regular reviews of the individual profile at least three times per year through target setting days;
- 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;
- Regular 12 weekly reviews of intervention programmes will be carried out to monitor progress of students and effectiveness of programme and to allow for adjustment of intervention received by the student;
- All staff will have access to individual student profiles via the provision mapping system in order to inform planning, monitoring and differentiation of work for students with additional needs;
- Students and parent/carer will receive regular feedback on progress through termly reports, marking of books, target setting days, parents'/carers' evenings and annual reviews of Educational Health and Care Plans;
- Staff will have access to an inclusion website that provides strategies and information on meeting the needs of students with additional needs.

4. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

In accordance with the SEND Code of Practice 2014, Leigh Academy Wilmington has clear procedures to ensure the smooth transition of students between Key Stages and Post 16

Post 16

The SENDCo arranges for a representative from Transitions Pathways to meet with identified students to discuss next steps;

- 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;
- Living Disability Allowances are completed for students on an Educational, Health and Care Plan;
- Information is shared with colleges etc, as requested.

Change of School

- Parents/carers contact admissions at the Academy;
- Information is forwarded to the new school;
- The SENDCo meets with parents/carers and officials from the new schools as requested.

5. The approach to teaching children and young people with SEND

Leigh Academy Wilmington is an inclusive setting which systematically removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. The Academy:

- Promotes positive relationships, active engagement, and wellbeing for all pupils;
- Ensures all pupils can access the best possible teaching; and
- Adopts a positive and proactive approach to behaviour
- offers a wide, balanced and if needed, tailored curriculum that meets the needs of all students including those students with additional needs. It ensures this by:
- Providing a range of pathways that is designed to meet the needs of all students including academic and vocational course;
- All staff have access to the SEND register and use this information to anticipate potential barriers and plan their lessons accordingly to ensure that high frequency needs are met within the classroom.
- All teaching staff have received training in Quality First Teaching and follow the strategies set out in the Kent Mainstream Core Standards to remove or reduce barriers to progress by using scaffolding, adaptation and when necessary differentiation.
- Where quality intervention programmes designed to improve the outcomes of students with additional needs and to ensure that they can fully access all areas of the curriculum;

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- Providing a range of extracurricular activities that offers enrichment opportunities for all students including those with additional needs;
- Providing a clear reporting system on a termly basis that outlines targets and current achievements;
- Carrying out regular lesson observations to ensure that all, students including those with additional needs are receiving the best teaching and learning opportunities in all areas of the curriculum;
- Adapting the curriculum to meet the needs of individual students if necessary;
- Ensuring that identified students receive the necessary in class support and exam dispensation;
- Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities.
- Quality first teaching will be delivered in all areas of the curriculum. Staff will be expected to be aware of the needs of all students in their classes and differentiate work accordingly to meet these needs. This will be monitored via regular observations by the SENDCo and Heads of Department.
- A provision mapping system will be accessible to all staff providing details of all students with special educational needs, students in receipt of pupil premium, gifted and talented students, looked after students and students with English as an additional language. Staff will use this system to inform their planning and ensure that they are addressing the needs of students on a daily basis. It will also be used to track and monitor students on intervention programmes and provide parents/carers with a clear report in terms of cost, hours and interventions provided.
- All students with additional needs will be tested twice a year using tests that provide standardised scores for reading, spelling and comprehension. The results from these tests will be used to identify areas of need and used to inform the SENDCo which interventions students should be placed on and which exam dispensation is required.
- A range of numeracy, literacy, behavioural and social skills interventions will be offered to all students who have been identified as having additional needs in these areas. These will be reviewed every 12 weeks.
- Regular communication with parents/carers via termly reports, target setting days, annual reviews, telephone and emails.
- Access to outside agencies via the Local Delivery Group.
- Parents/carers will be informed of any additional provision that their child is receiving via the SENDCo or Head of Year.
- Local offer and school offer will be available on the Academy website so that parents/carers, students, staff and the wider community can access its contents

6. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

All areas of the Academy are fully accessible due to the lift system and overall design of the building. There are disabled toilet facilities and a hygiene room that provides facilities for showering and changing. This room also contains a hoist. The following will also be provided:

- Learning support assistants will be available to provide in class support on an individual or small group basis in order to support the learning of identified students.
- Learning support assistants will develop, deliver and monitor literacy, numeracy, behavioral and social skills intervention programmes in order to address the additional needs of identified students. This will be delivered on a 1 to 1 or small group basis.
- Learning support assistants will maintain records of students on intervention programmes.
- Learning support assistants will be involved in the transition of identified students from primary to secondary.
- Learning support assistants will accompany identified students on trips etc where necessary

Leigh Academy Wilmington is an inclusive establishment that offers a wide, balanced and if needed, tailored curriculum that meets the needs of all students including those students with additional needs. It ensures this by:

- Providing a range of pathways that is designed to meet the needs of all students including academic and vocational course;
- Offering a range of intervention programmes designed to improve the outcomes of students with additional needs and to ensure that they can fully access all areas of the curriculum;
- Providing a range of extracurricular activities that offers enrichment opportunities for all students including those with additional needs;
- Providing a clear reporting system on a termly basis that outlines targets and current achievements;
- Carrying out regular lesson observations to ensure that all, students including those with additional needs are receiving the best teaching and learning opportunities in all areas of the curriculum;
- Adapting the curriculum to meet the needs of individual students if necessary;
- Ensuring that identified students receive the necessary in-class support and exam dispensation;
- Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities.
- Quality first teaching will be delivered in all areas of the curriculum. Staff will be expected to be aware of the needs of all students in their classes and differentiate work accordingly to meet these needs. This will be monitored via regular observations by the SENDCo and Heads of Department.
- A provision mapping system will be accessible to all staff providing details of all students with special educational needs, students in receipt of pupil premium, gifted and talented students, looked after students and students with English as an additional

language. Staff will use this system to inform their planning and ensure that they are addressing the needs of students on a daily basis. It will also be used to track and monitor students on intervention programmes and provide parents/carers with a clear report in terms of cost, hours and interventions provided.

- All students with additional needs will be tested twice a year using tests that provide standardised scores for reading, spelling and comprehension. The results from these tests will be used to identify areas of need and used to inform the SENDCo which interventions students should be placed on and which exam dispensation is required.
- A range of numeracy, literacy, behavioural and social skills interventions will be offered to all students who have been identified as having additional needs in these areas. These will be reviewed every 12 weeks.
- Regular communication with parents/carers via termly reports, target setting days, annual reviews, telephone and emails.
- Access to outside agencies via the Local Delivery Group.
- Parents/carers will be informed of any additional provision that their child is receiving via the SENDCo.
- Local offer and school offer will be available on the Academy website so that parents/carers, students, staff and the wider community can access its contents.

7. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured

Leigh Academy Wilmington is an Investors in People charter mark establishment and as such 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 additional needs;

- The SENDCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability;
- Staff attend training organised by the Local Delivery Group on identified areas of Special Educational Needs and Disability;
- Staff have access to an inclusion website that provides links and information on Special Educational Needs and Disability;
- Experts are invited into the Academy to deliver training sessions to all staff on identified areas of Special Educational Needs and Disability.

8. Evaluating the effectiveness of the provision made for children and young people with SEND

Leigh Academy Wilmington is dedicated to ensuring that it provides the highest level of service to

students and parents/carers. It is constantly striving to improve the service it provides and this includes the SEND practices within the Academy. In order to ensure the best possible service is given the following evaluation processes are implemented:

- Regular meetings with the SEND link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body;
- Regular meetings with the Principal and Vice Principals to discuss and review SEND practices and policies;

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- Parental/carers/student/staff questionnaires on SEND practices within the Academy;
- Completion of the Self Evaluation Form;
- Attendance of Special Educational Needs and Disability Coordinator cluster meetings to share best practice and discuss current innovations;
- Regular contact with AET Special Educational Needs and Disability specialist;
- Data analysis including raising online and student progress.

9. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

Leigh Academy Wilmington offers a wide range of extracurricular and enrichment activities for all students including those students with additional needs. It achieves this by:

- Ensuring that all staff involved in extracurricular activities are fully trained in all areas of Special Educational Needs and Disability;
- Ensuring that all areas of the Academy are fully accessible;
- Offering a range of activities that accommodates all interests, abilities and physical needs.

10. Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

- A range of behavioral and social interventions will be offered to all students who have been identified as having additional needs in these areas. These will be reviewed every 12 weeks.
- Access to outside agencies via the Local Delivery Group.
- SENDCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans.
- Learning Support Assistants will develop, deliver and monitor behavioral and social skills intervention programmes in order to address the additional needs of identified students.
- This will be delivered on a 1 to 1 or small group basis.

11. How the school involves other bodies, including Health and Social Care bodies, Local authority support services and voluntary sector organisations, in meeting children and young people'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.

Leigh Academy Wilmington 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 and students receive a cohesive, supportive and transparent service. It currently is able to provide services through the Local Delivery Group, Behaviour and Attendance Partnership, Multi Agency Group and Leigh Academies Trust through the specified referral routes