

Leigh Academy Langley Park SEND Information Report

At Leigh Academy Langley Park we value the abilities of all our pupils and strive to provide the best education to all our pupils, so that 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 / young person in our care, and to also provide a safe and fully equipped learning environment, which caters for 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 Langley Park:

At Leigh Academy Langley Park 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, auditory processing disorder, autism, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development

delay, chromosomal disorders, glue ear, hearing impairment, foetal alcohol syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

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

Leigh Academy Langley Park follows the guidance contained in the [Code of Practice 2014](#). This recommends a single assessment for pupils 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.

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

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

- a) Recommendation from previous primary school attended before joining Leigh Academy Langley Park.
- b) Key Stage 2 data and results
- c) Baseline data
- 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, Leigh Academy Langley Park will make applications for EHCPs to support pupils with SEND.

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 the Mainstream Core Standards.

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

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

The Inclusion Leader and SENDCO at Leigh Academy Langley Park is Mrs Sarah Comins.

Mrs Comins can be contacted on 01622 250880 or via info@langleypark.latrust.org.uk

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

Leigh Academy Langley Park will make regular reviews of pupils' progress both academically, emotionally and socially. This will take place through:

- Academy reporting systems
- Parents' /Carers' Evenings
- SEND coffee mornings
- pupils 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 pupils with SEND and involving them in their education:

Leigh Academy Langley Park 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) We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

b) All pupils identified as having special educational needs will have an individual learning 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. Where appropriate, pupils will be part of creating this plan and it will be available to staff, parents/carers and pupils.

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

d) 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.

e) 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.

f) All staff will have access to individual learning 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.

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

h) Staff will have access to: Leigh Academy Langley Park Teaching and Learning Tracker, 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 pupil's progress towards outcomes:

Leigh Academy Langley Park 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 at the beginning and end of each academic year using tests that provide standardised scores for reading. This will enable Leigh Academy Langley Park

to establish areas of need and provide the necessary intervention programmes, and enable Leigh Academy Langley Park 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:

At Leigh Academy Langley Park we work closely with the educational settings accessed 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, visits to pupils' 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 that our pupils are transferring to. We also take part in the Year 6 to Year 7 transition programme, which is overseen by the Specialist Teaching and Learning Service. Our Year 6 team ensures that pupils are prepared for secondary school and any new routines which may form part of the secondary school experience.

The Year 6 pupils are offered guidance with regards to what they might need to pack in their bags, reading bus timetables, time management as well as reading timetables. 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 Langley Park 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) 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.
- 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 Langley Park's 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 Langley Park 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 through both internal and external assessments and the strategies described in EHCPs. As a relatively new primary academy, built in September 2016, the learning environment meets the needs of all children, including those with SEN, in the following ways:

wide corridors, carpeted corridors to reduce glare, glass viewing units into all classrooms. The new National Curriculum has been implemented and all staff receive behaviour management training and Autism awareness training as part of their induction. Many staff have also been trained in first aid and attachment as well as dyslexia and ADHD awareness.

Leigh Academy Langley Park 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 children are able to develop their skills and knowledge. The PYP framework is adaptive and inclusive, providing environments for all children to engage through the learner profile attributes and units of inquiry.

Learning Support Assistants are available to provide in class support on an individual or small group basis, in order to support the learning of identified pupils. Where necessary, LSAs will accompany identified pupils on school trips.

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

Leigh Academy Langley Park 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) 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.

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

Training	Attended By
Peg Feeding	SENDCo, Year 3, 4 and 6 Teachers and LSAs
BEAM	Learning Support Assistants
Boxall Training	FLO
Nurture Approaches	Learning Support Assistant and FLO
Sensory Circuits	Learning Support Assistants
Elkan Language Training	SENDCo, SRP teachers, KS1 and 2 teacher representatives.
Numicom - basic and advanced level	1:1 Assistant
Scerts Training	SRP Lead Teacher
PECS Training	SRP Staff, Early Years Staff, Year 1 Staff
Crisis Training	Principal, Assistant Principal

Toe by Toe	Learning Support Assistants
Makaton Training	Teachers and Learning Support Assistants (2021 and annual updates)
Foetal Alcohol Syndrome Training	Whole Staff (2022)
Epilepsy Training	Principal, SENDCO, and LSAs
Epipen Training	Whole Staff (September 2023)
Physical Handling Training	Principal and SENCO (2023)
Asthma Training	LSAs
Mainstream Core Standards and the Inclusive Classroom	SENCO and Year 1 Teacher
Autism Education Trust (AET) Training	Whole staff
This is Me Training	Principal, SENCO, FLO
Communication Strategies - supporting minimally or non-speaking pupils	SRP LSAs

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

Training providers we can approach are Five Acre Wood Specialist Teachers, Educational Psychologists, Speech and Language Therapists, via the Balance System, Occupational Therapists and nurture groups. The cost of training is covered by the notional SEN funding.

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

Leigh Academy Langley Park 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 SEND Link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body
- b) Regular meetings with the Principal and Heads of School to discuss and review SEND practices and policies
- c) Parents/carers/pupil/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 at Cluster meetings (Leigh Academies Trust Maidstone Cluster), Leigh Academies Trust SENDCo Forum, Leigh Academies Trust Inclusion Drive Team meetings, local authority SENDCo meetings and Community of Schools 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 pupil progress.

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

Leigh Academy Langley Park 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:

- a) A range of social, emotional and mental health interventions will be offered to all pupils 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 (Link Speech Therapist, EPs, School Nurse)
- 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 deliver and monitor social, emotional and mental health intervention programmes in order to address the special educational needs of identified pupils. This will be delivered on an individual, or small group basis

e) Identified pupils will have access to counselling and mentoring. We have a full time Learning Support Assistants who are trained in ELSA

f) Pupil Leadership and pupil Voice opportunities

g) Supervised and planned breakfast, break, lunch and homework clubs.

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

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:

The normal arrangements for the treatment of complaints at Leigh Academy Langley Park are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENDCO (Mrs Comins) or Principal (Miss Brading) to resolve the issue. 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.

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

There are some circumstances, usually for children who have an Education and Health 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.