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This policy was developed with the Principal. Representatives from the governing body and the Leigh Academy Trust. Parents of children with special educational needs will be consulted. This information is reviewed annually.

Revision Log (last 5 changes)

Date	Version No	Brief detail of change
June 2024	2	- Amended wording of the rationale following staff consultation to ensure that this is a good reflection of the whole staff's vision. - Updated policies list and where to find them.
July 2025	3	

This policy should be read in conjunction with the following school policies:	
Found on the academy website under Leigh Academy High Halstow Policies	Found on the academy website under Leigh Academy Trust Policies
LAT SEND Policy Accessibility Plan Admissions Arrangements Assessment and Feedback Policy Attendance Policy Behaviour Policy Equality Objectives Home-School Agreement Safeguarding and Child Protection Policy Teaching and Learning Policy	Complaints Policy Equal Opportunities Policy Students Health and Safety Policy Safeguarding and Child Protection Policy Supporting Students with Medical Needs Policy

Rationale

At Leigh Academy High Halstow, we value the abilities of all our pupils and strive to provide access to education for all so that students can make good progress and achieve ambitious and appropriate goals.

As an IB school, we strongly believe that it is our duty to provide equal opportunities for every child in our care. We 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 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. It is our ultimate goal for all pupils, and especially those with SEND to leave the academy with the appropriate skills and independence to be well-equipped for their next phase of learning.

In our academy's inclusive PYP community, guided by the IB's commitment to access and equity, our vision is to cultivate a learning environment where every individual feels valued, respected, and empowered to reach their full potential. All members hold fundamental rights, including the right to be respected, to have their voice heard and to participate fully in all aspects of school life. These rights are intrinsically linked to the responsibility of each member to show respect for others, to actively listen and value diverse perspectives, and to contribute positively to a collaborative and supportive atmosphere where everyone feels a strong sense of belonging and can thrive. This shared commitment ensures that the principles of inclusion are deeply embedded in our daily interactions and learning experiences, directly aligning with the core values of the PYP and our school's vision for implementing inclusive IB programmes that celebrate diversity and foster a sense of shared responsibility for learning. This is in line with the Trust's vision for inclusion and belonging within all LAT academies.

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 types of SEND that are provided for at Leigh Academy High Halstow:

At Leigh Academy High Halstow 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, 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 pupils with SEND and assessing their needs:

Leigh Academy High Halstow follows the guidance: 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.

The Special Educational Needs and Disability Regulations 2014, sets 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 pupils with SEN and disabilities [Children and Families Act 2014 - Part 3 - Children and Young People with special educational needs and disabilities](#)

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

See the roles and responsibilities of people who support pupils in the LAT SEND Policy.

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

- a) Recommendation from primary school attended before joining Leigh Academy High Halstow
- b) Key Stage 2 data and results
- c) Baseline data from SEN assessments
- d) Teacher/parental/carers 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 High Halstow will make applications for High Needs Funding and/or 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 Quality First Teaching.

Teachers can raise concerns once they have included intervention/additional provision within their lessons via the Additional Education Needs Referral Form.

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

Emma Lewis - SENDCO

Telephone: 01634 251098

Email: senco@highhalstow.latrust.org.uk - We aim to answer all emails within 48 hours.

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

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

- Academy reporting systems
- Parents'/Carers' Evenings
- SEND drop in sessions
- 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 SEN and involving them in their education:

Leigh Academy High Halstow 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. 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 High Halstow SEND Shared Drive resources and documentation, CPD/SEND specific training updates, 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:

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

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

Key Stage 2 to 3

- a) The SENDCo will attend Year 6 annual reviews for pupils with an Educational Health and Care Plan.
- b) The SENDCo will attend the Local Authority KS2-KS3 SEND transition day and ASD transition meetings to identify and discuss pupils with special educational needs.
- c) The SENDCo will make additional visits to primary schools for identified pupils and visits from the primary school to Leigh Academy High Halstow will be arranged.
- d) Meetings with parents/carers as requested will take place with the SENDCo/Deputy SENDCo
- e) The SENDCo will feedback to all staff on identified pupils
- f) A full induction day and transition workshops will take place for all pupils.

Change of School Procedures

- a) Parents/carers contact admissions at Leigh Academy High Halstow
- b) 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:

Leigh Academy High Halstow 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. Pupils are encouraged to attend the Inclusion homework club to catch up on work missed
- c) Providing a range of co-curricular and extended learning activities that offers 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 and, where appropriate, provide parents/carers 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) Providing a range of numeracy, literacy, social, emotional and mental health interventions 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 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 Director of Progress
- o) Ensuring that the local authority local offer and academy offer will be available on Leigh Academy High Halstow 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:

There is no curriculum narrowing. Quality First Teaching is the most effective tool to support pupils to make progress. This means that some pupils will not require 'additional to or different from' provision. The culture and ethos is fully inclusive.

Classwork is adapted for SEND pupils in order for them to access the curriculum as appropriate. Examples of this include the use of visual aids, modified learning objectives, outcomes and learning scaffolds. A variety of resources are supplied and used in class to support pupils to achieve. These include: visual timetables, visual prompts, vocabulary lists, to-do-lists, now and next boards, etc. Where interventions take place they will be completed in the classroom unless a different space in the academy is more appropriate for the task. Staff liaise closely about when the most appropriate time will be in the school day/week to complete an intervention and consideration made to the learning being missed to engage in the intervention. For more information on this area please look at our Accessibility Policy on the [website](#).

Teaching Assistants are a valuable tool to support pupil progress. They are available to provide in class support on an individual or small group basis in order to support the learning of identified pupils

- Teaching Assistants will develop, deliver and monitor literacy, numeracy, social, emotional and mental health intervention programmes in order to address the special educational needs of identified pupils under the direction of the class teacher. This will be delivered on an individual, or small group basis
- Teaching Assistants, alongside the direction of the class teacher, will administer and mark tests that indicate pupils' skills in spelling, reading and comprehension in order to establish areas of need, and monitor attendance on intervention programmes
- Teaching staff will maintain records and monitor progress of pupils on intervention programmes, and liaise with parents/carers regularly
- Academy staff will support the transition of identified pupils from primary school to secondary school
- Learning Support Assistants will accompany identified pupils on trips etc where necessary.

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

Leigh Academy High Halstow 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
- d) Through commissioning, experts (EP, CAMHs, SaLT etc) are invited to Leigh Academy High Halstow 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 High Halstow 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
- b) Regular meetings with the Principal 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/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 pupils with SEND are enabled to engage in activities available with pupils in Leigh Academy High Halstow who do not have SEND:

Leigh Academy High Halstow 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 (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 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 Teaching Assistant, Helena Fox, who is a trained ELSA
- f) Identified pupils may engage in Drawing and Talking therapy. Several Teaching Assistants have received training to deliver this support.
- g) Lego therapy is also available as an effective intervention. Anne-Marie Webster is trained to deliver this intervention.
- h) Student Leadership and Student Voice opportunities

13) How Leigh Academy High Halstow 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 SENCo has regular meetings with the school nursing team at least 3 times a year to discuss pupils and support that families may need. High Halstow Primary Academy works with the Medway Educational Psychologist team to support pupils and their teachers to ensure that pupils are able to reach their full potential. Support will also be utilised from other education and health services as required.

The Academy Board and Leigh Academy High Halstow 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:

Should you have a complaint, please contact the Principal, Gemma Stangroom, in the first instance by contacting the academy office. 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](#)

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: Cystic Fibrosis Trust](https://www.cysticfibrosis.org.uk/)

Their **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](#)