



SEN & Disability Policy

SEND Information Report

Document title:	SEND Information Report
Version number:	
Policy Status	
Date of Issue	19th September 2024
Date to be revised	1st September 2025

Revision Log (last 6 changes)

Date	Version No	Brief detail of change
08.09.24	2	Total policy revision to reflect current information

At Leigh Academy Bearsted, we value the abilities of all our students and strive to provide an ambitious and enriching curriculum offer, enabling every student to make the best possible progress and achieve 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 student as an individual. We are committed to providing excellent provision for all pupils with SEND within our ambitious and inclusive Academy curriculum offer, delivered by skilled teachers with high expectations for all students. We aim for every student to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age; or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ SEN Code of Practice (2014, p5).

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 SEN for which provision is made at Leigh Academy Bearsted.

At Leigh Academy Bearsted 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: Dyslexia, dyspraxia, speech and language needs, autistic spectrum condition, ADHD, learning difficulties, social emotional and behavioural difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice to try and accommodate students with other needs, when they can be met with reasonable adjustments.

The academy also currently meets the needs of some main-stream pupils with an EHCP. 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) Information about the policy for identification and assessment of pupils with SEND

Leigh Academy Bearsted follows the guidance: [The Code of Practice 2014](#). This recommends a single assessment for students 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, which set 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.

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

- a) Recommendation from pre-schools or primaries previously attended before joining Leigh Academy Bearsted
- b) Regular assessment of progress in day to day class work and then formal Maths and English assessment, carried out 3 x per year
- c) Baseline data from language assessments
- d) Teacher/parental/carer referral
- e) Reports and recommendations from professional agencies
- f) Reviews of behaviour records by Phase Leaders
- g) Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)

Please note some students 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 a referral form. When a student has been identified as having SEND, they will be put on the SEND register. If targeted support that is additional and different is required, an individual learning plan will be written for the child, with specific targets. This will be reviewed three times per year and shared with parents. Some children on the SEN register may not require an individual plan if their needs can be met with adaptations to the curriculum. They may still be included on the whole class provision map and partake in interventions such as Sensory Circuits. This would be shared with parents.

The name and contact details of the SENDCO:

Miss Nicola Flisher: Assistant Principal for Inclusion/ SEND

Assistant SENDCO Mrs Jodie Hazell

Telephone: 01622 250040 Email contact is via the CRO - cro@bearsted.latrust.org.uk

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

Leigh Academy Bearsted 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 Bearsted 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 three times 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: 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 student's progress towards outcomes:

Leigh Academy Bearsted 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 will be assessed on the 'Language Link' programme by Christmas in their first year in Reception, or within one month of an in year transfer. This will highlight any specific gaps in their language development, which can be plugged through targeted language intervention work. Regular reassessments of those children accessing language interventions will demonstrate whether progress has been made or whether referral to the local SALT team is required. Regular assessments of phonics are made from Reception and targeted intervention will then be put in place for all children who are behind the agreed milestones for that moment in time. Other assessments may include, BEAM assessment, reading and spelling assessments, end of unit Maths test and the Boxall Profile for identifying SEMH needs. All assessments are designed to establish areas of need which can then be addressed by related intervention programmes.

b) pupils and parents/carers will receive feedback on progress through conferencing, parents evenings, annual reviews of Educational Health and Care Plans and the option to read and comment on individual learning plans on EduKey.

6) Arrangements for supporting pupils in moving between phases of education

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 borough 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 Bearsted 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

a) Parents/carers contact admissions at Leigh Academy Bearsted

b) Information is forwarded to the new school

c) The SENDCo meets with parents/carers and appropriate staff from the new school

d) The SENDCo inquires as to whether any specialist services, such as STLS, are involved.

e) For children joining the school from alternative preschool settings, The SENDCo will liaise with the setting SENDCo and facilitate transition meetings with the relevant adults.

7) The approach to teaching pupils with SEND:

Leigh Academy Bearsted 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.
- 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 of interventions being provided.
- j) Providing 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
- k) Providing regular and timely communication with parents/carers via assessment reports, annual reviews, parents'/carers' events, telephone calls and emails via the CRO.
- l) Supporting with access to outside agencies via the local authority, health authority and Leigh Academies Trust
- m) Informing parents/carers of any additional provision that their child is receiving via the class teacher or SENDCO
- n) Ensuring that the [local authority local offer](#) and academy offer will be available on

Leigh Academy Bearsted 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

Wherever possible, support and provision for children with SEND will be through quality first teaching and reasonable adjustments within the class, meaning that some children may not need 'additional and different' support. Where quality first teaching and adaptation alone is not enough, class teachers, with the support of the SENDCO, will set individual pupil targets on the 'LAT Learning Plan template' on EduKey. Linked interventions will provide timely and focussed support to help pupils close the gap in their learning and wider language development, physical development and/ or social and emotional development.

Teaching Assistants support the class teacher to provide in class support on an individual or small group basis in order to support the learning of identified pupils

- Teaching Assistants, under the direction of the class teacher or SENDCO will develop, deliver and monitor Phonics, reading, writing, Maths, physical, sensory and 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
- Teaching Assistants, alongside the class teacher, will be an integral part of lessons, conferencing with children, addressing errors, misconceptions and gaps in children's learning and providing in the moment feedback and on the day intervention to support children's learning and to stop them from falling behind.
- Teaching Assistants will maintain records and monitor progress of pupils on intervention programmes, and liaise class teachers and the SENDCO regularly, providing timely feedback where adjustments may need to be made.
- Teaching Assistants will support the transition of identified pupils from preschool to primary school and primary school to secondary school.
- Teaching Assistants will accompany identified pupils on trips etc where necessary.

The Trust **will not** accept parental contributions for the purpose of directly funding teaching assistant positions.' The reasons for this are clearly set out in the [attached document](#).

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

Leigh Academy Bearsted 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/Deputy 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 Bearsted 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 Bearsted 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 to discuss and review SEND practices and policies
- c) Parents/carers/student/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 Bearsted who do not have SEND:

Leigh Academy Bearsted 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) Teaching 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 'draw and talk'. We have a full time Learning Mentor to facilitate this.
- f) Separate arrangements for playtimes are made for children who find it different to play in larger, unstructured groups of children, in a designated area outside with the support of the Learning Mentor. The children are encouraged to invite a friend to the small group and supported with how to play and how to manage their emotions when any conflicts occur.
- g) 'Talk time' and a designated calm corner is offered in every classroom to give children the opportunity to communicate their worries directly or indirectly.

13) How Leigh Academy Bearsted 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 Academy Board and Leigh Academy Bearsted 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: [KCC Local Offer](#)

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 Mrs Jane Tipple 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.

The LATComplaints 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:](https://)

[Cystic Fibrosis Trust](#)

Our **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](#)

Local Websites

[Local Offer Kent](#)