



Leigh Academy  
RAINHAM



# The Meegan Centre

A Specialist Resource Provision  
at Leigh Academy Rainham

Unlocking potential; making dreams a reality

# Welcome

**Welcome to The Meegan Centre, a Specialist Resource Provision (SRP) based at Leigh Academy Rainham, designed to provide a supportive educational environment for students with an Educational Health and Care Plan (EHCP) for Moderate Learning Difficulties (MLD).**



The provision caters for students aged 11-19 in Medway who are able to access both the highly inclusive mainstream and specialist provisions.

We aspire to provide a highly structured and supportive educational environment which offers a balance between meeting and developing educational, social and emotional needs and follows an individual holistic approach, with the advantage that all of our students access mainstream lessons.

Our intuitive staff work collaboratively with students, parents/carers and external professionals to ensure that our students make sustained progress and develop resilience to enable them to become independent young people. We look forward to welcoming you to The Meegan Centre and our school community.

The Meegan Centre students are assigned to one of the academy's three colleges: Angelou, Kingsley or Turing, ensuring they are fully

included as part of the mainstream school community. In addition, students are encouraged to embrace all aspects of school life, including assemblies, extracurricular clubs, educational trips and special events.

Students within The Meegan Centre follow a combined model, where it is intended they will attend mainstream lessons alongside their peers, for approximately 80% of their timetable by the end of KS3. The level of integration will be individual to each student. However, the general expectation is that this will increase throughout their education, with the view of achieving independence by the end of their statutory education. The Meegan Centre provides students with an alternative educational environment, where they receive personalised support, as outlined within their EHCP.

**Alex Cramlington**  
**Principal, Leigh Academy Rainham**

**Unlocking potential; making dreams a reality**

# Admissions Criteria

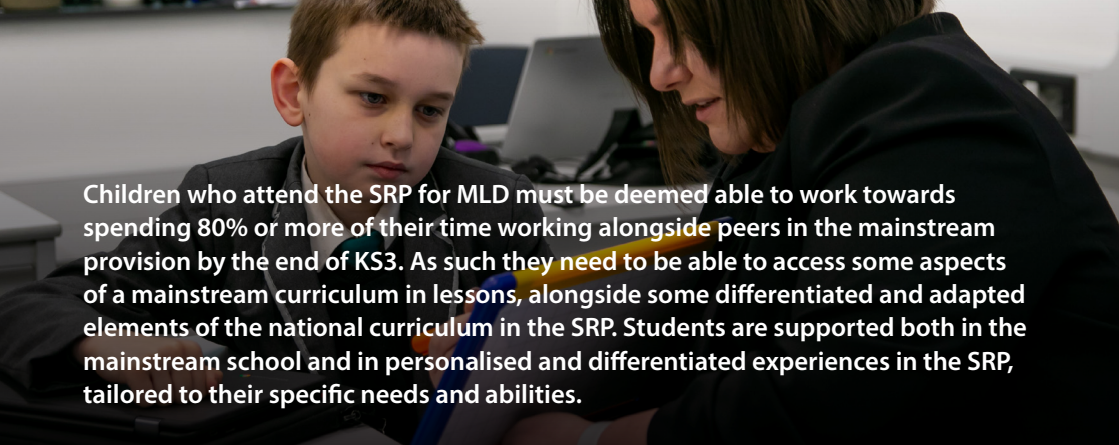


To apply for a place at an MLD (Moderate Learning Difficulties) Specialist Resourced Provision, an applicant must have an Education, Health and Care Plan that outlines cognition and learning needs which result in the student showing moderate learning difficulties. Medway LA will need to be contacted by other referring LAs for their approval to consider placement in the SRP first due to the places being commissioned and funded by Medway LA.

MLD (Moderate Learning Difficulties) is a broad term, and children with MLD will have a range of needs linked to the broad area of 'Cognition and Learning'. Examples of common cognition and learning needs associated with MLD that would typically be outlined in EHCPs of students attending our SRP are outlined below.

- **Literacy and Numeracy:** Challenges with reading, writing, spelling, understanding mathematical concepts and problem-solving.
- **Memory:** Difficulties with recalling information, instructions, and past experiences.
- **Attention and Concentration:** Challenges with staying focused on tasks, especially in busy or distracting environments.
- **Language and Communication:** Difficulties understanding and using spoken and written language, following instructions, and expressing themselves clearly.
- **Motor Skills:** Underdeveloped fine motor skills (e.g., handwriting, using scissors) and gross motor skills (e.g., coordination, balance).
- **Organisation and Time Management:** Difficulties planning, prioritising tasks, managing time effectively, and staying organised.
- **Application:** Challenges applying learned skills and knowledge to new situations or contexts.

# Admissions Criteria (cont.)

A photograph showing a young boy with short brown hair, wearing a dark suit and tie, looking intently at a yellow and blue object he is holding. A woman with dark hair, wearing a dark jacket, is leaning over him, looking at the same object. They appear to be in a classroom or office setting with a laptop visible in the background.

Children who attend the SRP for MLD must be deemed able to work towards spending 80% or more of their time working alongside peers in the mainstream provision by the end of KS3. As such they need to be able to access some aspects of a mainstream curriculum in lessons, alongside some differentiated and adapted elements of the national curriculum in the SRP. Students are supported both in the mainstream school and in personalised and differentiated experiences in the SRP, tailored to their specific needs and abilities.

## Students:

- Must experience cognition and learning difficulties as a primary need on their EHCP contributing to moderate learning difficulties.
- Must be learning up to approximately 3 years below their age-related peers, for example in Year 7 a student might be working at Year 4 expectations. They must be working no more than 4 years below national expectation upon entry to ensure they are able to access a differentiated mainstream curriculum.
- Must be able to demonstrate the ability to carry out some work and tasks independently.
- Must be deemed capable of accessing aspects of the KS3 national curriculum with the appropriate level of support, and be on track to achieve some Entry Level 1 and Level 1 qualifications at KS4.
- Must not exhibit patterns of complex or challenging behaviours that will impact on the rest of the cohort and jeopardise the safety, security and learning of other students.
- Must not present with severe levels of combined difficulties e.g. sensory impairment, medical needs, neurological needs, physical or emotional behavioural difficulties, language disorders and/or severe communication and interaction difficulties (Autistic Spectrum Condition), which combined create significant new needs over and above those created by the child's moderate learning difficulties.
- Must not have needs that are incompatible with the age, aptitude or ability of other children already in the school (e.g. complex needs or severe learning difficulties) that would therefore put the provision of efficient education to the rest of the student body at risk.

# Admissions Criteria (cont.)

## Other documentation required

- Evidence of needs linked to cognition and learning
- Most recent Annual Review
- Other professional advice where appropriate (less than 12 months old) e.g. Educational Psychologist (EP) reports, Speech and Language Therapist Report (SaLT), Children and Adolescent Mental Health Service (CAMHS).

It is essential that the curriculum on offer at Leigh Academy Rainham meets the needs of all students and that all elements of the EHCP can be delivered. In order to facilitate efficiency of learning, there should be an appropriate peer group and a vacancy in the Year Group.

During the admissions and selection process, a student's individual needs are evaluated alongside the needs of existing students in the academy. This is to ensure that high standards of curriculum provision, pastoral/medical care and other additional support can be maintained.

## Assessment of student needs on entry

An holistic assessment is made of all new students' needs by the academy's own Inclusion Team and is based on:

- Full receipt of previous school information (School Reports / Annual Reviews / Ed. Psych & Medical Reports, OT/SaLT reports, etc.).
- Classroom observation, where appropriate.
- Transition visits, tours and/or home visits with parents, where appropriate.
- Full review of all documentation to evidence suitability of transfer.
- The level of funding from referring LA to ensure continuity of provision.





# Admissions Process



‘The consistent structure and clear behaviour policies provide a calm learning environment for my son.’

Parent Voice Survey

Admissions will take place mainly during the primary to secondary phase transfer period, but also as appropriate at the point of annual review or as part of the statutory EHCP process of individual children. Most referrals will originate from Year 5 Annual Reviews.

Any in-year relocation proposals resulting from annual reviews will be considered by Medway Local Authority who will refer to the Academy for consultation. Referrals will be considered only on the basis of the SRP criteria outlined above, and not on any other circumstances (including their current/prior school/academy).

Admission of children and young people will be managed through the standard in-house SEND processes and within the agreed admission arrangements established between Medway Local Authority and the Principal. Parents/Carers are encouraged to make a visit to the academy at one of the identified parent events or by booking a tour through the inclusion team. Medway LA will need to be contacted by other referring LAs for their approval to

consider placement in the SRP first due to the places being commissioned and funded by Medway LA.

When identifying a SRP for a child whose application has met the admissions criteria, the Local Authority will consider:

- Current year group vacancies
- Parental preference
- Distance from home address to the SRP.

The referring Local Authority will provide the current EHCP, Educational Psychologist reports/medical reports, Annual Review paperwork and other relevant documentation (as appropriate). This detail will be reviewed by the Principal and SENCO to identify suitability for consideration of a placement at the Academy, as well as identifying if a place is available. Staff from Leigh Academy Rainham may visit the home or school in order to observe the child in the classroom and liaise with staff who have knowledge of the child, as appropriate to inform their decision making.

# Accepting / Refusing Places

## Accepting places

If it is agreed that a placement is possible, the Principal will inform the Medway Local Authority in writing to outline the offer, detailing if a transition plan would be needed. A response will be given to Medway within 15 days of receipt of the referral papers.

Medway LA will need to be contacted by other referring LAs for their approval to consider placement in the SRP first due to the places being commissioned and funded by Medway LA. If requested, key staff from Leigh Academy will attend an Annual Review at the young person's existing school.

## Refusing places

If the Principal and SENCO agree the Academy cannot meet the child/young person's needs, the authority is advised of the reasons for this decision in a form that can be shared with parents. If the placement is not deemed suitable, the referring LA will be informed in writing within 15 days of the receipt of the referral papers. Should the LA opt to ignore the response of the Academy and name Leigh Academy Rainham on a child's EHCP in Section I, steps will be taken to challenge the decision. This may include an appeal to the Secretary of State.

The Meegan Centre will not admit students who would compromise the health and safety of the students and/or staff within the Academy, or those who would compromise or disrupt the education of students already in attendance.

## Appeals Procedure

Appeals will be considered in accordance with the requirements of the School Admission Appeals Code in that they will, in the first instance, be heard by the First-Tier Tribunal.

The Local Authority must notify the child's parent or the young person of their right to appeal to the Tribunal and the time limit for doing so, of the requirement for them to consider mediation should they wish to appeal, and the availability of information, advice and support and disagreement resolution services. The Local Authority should notify the child's parent or the young person how they can appeal the school placement provision in the EHC plan.

# Transition and Induction

Children and young people will usually be admitted to Leigh Academy Rainham at the beginning of an academic module or an academic year. Students who apply for places during the academic year (e.g. if they move to Medway or from another LA) will be considered according to the admissions criteria; with particular note taken of access to exam courses and other accreditation routes for those in KS4 & KS5.

We understand that educational transitions can be particularly challenging for students, especially those with Moderate Learning Difficulties. By keeping the student at the heart of the process, we will apply our best endeavours to ensure that the transition process is planned, delivered and communicated effectively to all.

The Meegan Centre aims to put into place the correct level of support prior to the student starting at Leigh Academy Rainham. To achieve this, we shall:

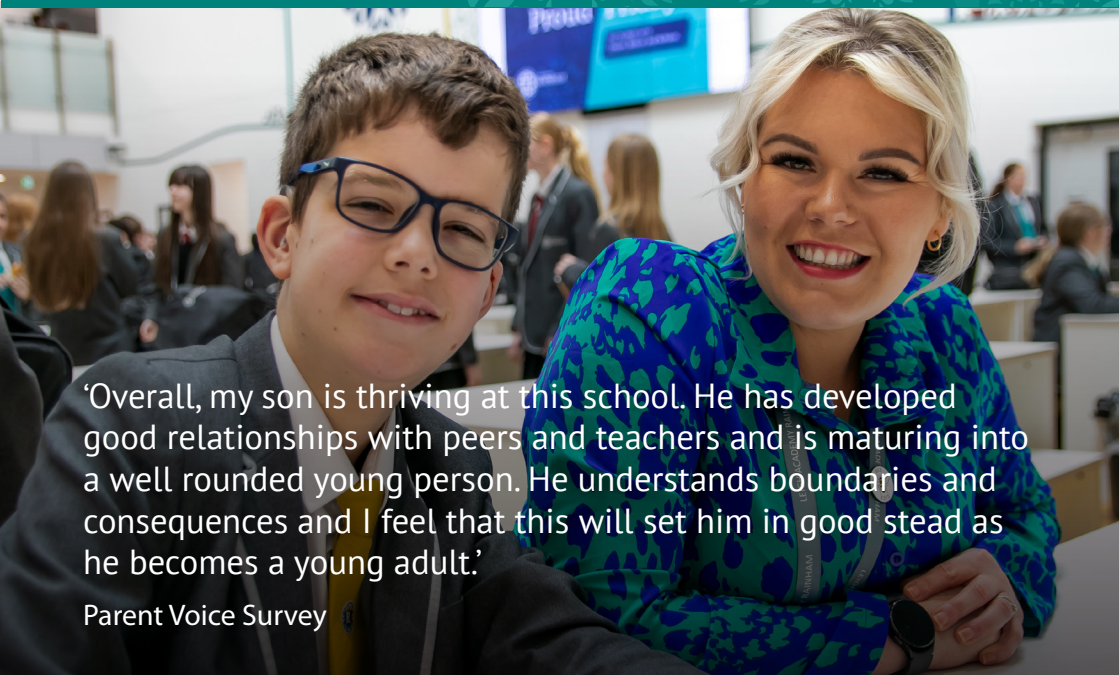
- Hold open evenings;
- Attend a transition meeting with the previous school and other professionals before the student joins the Academy. This may also include attending the final person centred annual review (PCAR);
- Visit the student in their current setting, so that they can discuss their thoughts and feelings around moving to Leigh Academy Rainham;
- Invite the student and parents for a transition visit and tour. Additional visits can be arranged if required;
- Provide a transition pack that has detailed information including photographs and visuals of key staff, a school map and an example of a timetable.

For students moving onto a new setting, we will ensure a suitable transition plan is in place with the receiving setting.





# Specialist Support and Interventions



‘Overall, my son is thriving at this school. He has developed good relationships with peers and teachers and is maturing into a well rounded young person. He understands boundaries and consequences and I feel that this will set him in good stead as he becomes a young adult.’

Parent Voice Survey

Each student will follow a personalised provision outlined within their EHCP. This provision will be delivered either within mainstream lessons via the support of their teacher or, where necessary, a teaching assistant. Alternatively, some aspects of the specialist support will be delivered within The Meegan Centre.

At present our offer consists of the following interventions/provisions:

- Social and communication skills
- Emotional wellbeing
- Speech and language support
- Literacy and numeracy support
- Smaller examination environment
- Individualised personal development programmes
- Gross and fine motor skills development, including touch typing and handwriting
- Organisational skills including visual timetables or personalised visual resources
- A safe and calm space during unstructured times, such as break and lunch times

# Curriculum Offer

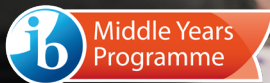
All students within The Meegan Centre are integrated and taught within the mainstream environment by our subject specialists for part of the academy day. Our curriculum at Leigh Academy Rainham is a 7 year curriculum, where students commence in Year 7 and follow their educational studies through until Year 13.

In Years 7, 8 and 9, students access an ambitious curriculum, which is delivered through the International Baccalaureate Middle Years Programme (IB MYP). The IB MYP develops key attributes, which are embedded within the IB learner profile, ensuring that our students have the knowledge and skills required to be effective in an ever-changing world.

In Year 9, students select a number of options, in preparation for starting the course in Year 10, which enable them to fulfil their interests and continue their love for learning.

Our Sixth Form curriculum provides several courses and pathways for our students. We offer IBCP diploma courses (equivalent to A levels) and Vocational focused BTECs. This range of options ensures that students finish their educational journey with the appropriate knowledge, skills and attributes to either continue into higher education or step into the world of employment.

In addition to our mainstream curriculum, The Meegan Centre delivers a specialist curriculum and interventions designed to accelerate the independent living, social and emotional skills of our students alongside their academic development. It is our priority that students leaving The Meegan Centre not only have qualifications that will enable them to access appropriate next steps, but also the life skills required to be successful independent and resilient young adults.



Scan the QR code for full details of our curriculum and qualifications on offer, or visit us online:

**[www.leighacademyrainham.org.uk/about-us/our-prospectus](http://www.leighacademyrainham.org.uk/about-us/our-prospectus)**



## Further Information



## About George Meegan

George Meegan was born and raised in Rainham, Kent in 1952, passing away in 2024 having lived a fulfilled life as a British adventurer and educator. He was best known for his world-record walk from South America to Alaska, a journey that took 2,426 days after retiring from the Navy, but it was the people he met along the way who shaped his life's work. Welcomed by indigenous communities across the Americas, he came to understand that the true crisis many of these communities faced was not addiction itself, but the loss of

culture and identity, which so often led to cycles of pain and disconnection. George believed that education could restore pride and dignity, and it became his way of giving back the love and care that had been so generously shown to him. The Meegan Centre carries forward that vision: a place of belonging, support, and belief in every young person's potential. As a family, we're deeply moved to see his life's work remembered in this way.

**Geoff Meegan**

## Equal opportunities and declaration

Leigh Academy Rainham is committed to the positive promotion of equal opportunities for all and ensuring equality of access to its activities and services.

Leigh Academy Rainham will have regard for all legislation, including The School Admissions Code of Practice and Appeals Code & The SEN Code of Practice. These documents can be found at:

- School Admissions Code (Updated March 2022)
- The SEN Code of Practice (Updated April 2020)



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