

LAR SEND Information Report 2023-24

At Leigh Academy Rainham, as a mainstream provision, we value the abilities of all our students and strive to provide the best education to all our students to make good progress and achieve ambitious and appropriate goals. We strongly believe that it is our duty to provide equal opportunities for every young person in our care, and to also provide a safe and fully equipped learning environment, which caters to the needs of every pupil as an individual.

Leigh Academy Rainham adopts a 'holistic approach' to special educational needs. We are committed to providing excellent provision for all students with SEND by providing an ambitious and inclusive academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all students 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 students 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 Rainham

At Leigh Academy Rainham, as a mainstream provision, 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, fine and gross motor skill delay, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, multi sensory impairments, speech and language needs, social skills difficulties, visual impairment and physical disabilities.

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

Leigh Academy Rainham, as a mainstream provision, follows the guidance contained in the Code of Practice 2015 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 2015.

At Leigh Academy Rainham, we monitor the progress of all students multiple times a year to review their academic progress. We also use a range of assessments with all the students at various points, e.g. reading age.

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

- Recommendation from any primary setting and/or previous secondary school attended before joining Leigh Academy Rainham;
- Test results that provide standardised scores in reading, spelling, comprehension and writing;
- Key Stage 2 data and results;
- Teacher/parental/carer referral;
- Reports and recommendations from professional agencies;
- Regular assessment of progress by subject leaders;
- Curriculum learning walks;
- Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2015)
- Where appropriate, Leigh Academy Rainham will make applications for High Needs Funding and/or EHCPs to support students with SEND.

Where progress is not sufficient, even if a special educational need has not been identified, we put into place extra support to enable the pupil to catch up. Examples of extra support could include: interventions like ELSA, emotional literacy support, social skills support, literacy and numeracy support.

Despite high-quality teaching targeted at areas for improvement, some students may not make the expected progress. For these students, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. We have access to external advisors who are able to use more detailed assessment tools including educational psychologists.

If the pupil is able to make good progress using this additional and different resource, but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, they will not be identified with special educational needs and will be removed from our SEND register. When any change in identification of SEND is made, parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

2a) The contact details for our Inclusion Team:

Sharron Loveridge (SENCo), tel: 01634 412440 or email her at:

inclusion@leighacademyrainham.org.uk. Please allow 48 hours for Leigh Academy Rainham to respond.

Sharron Loveridge is a qualified teacher and has been accredited by the National Award for SEND Coordination and also holds a BA (Hons) in Educational Needs.

Gaynor Haynes is the SEN Administrator and be contacted on tel: 01634 412440 Ext 440 or email her at:

inclusion@leighacademyrainham.org.uk. Please allow 48 hours for Leigh Academy Rainham to respond.

Please contact the school to make an appointment.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for them they are placed on the SEND register. For students on the SEND register each student has a Personalised Support Plan and Pupil Passport that the

students and also parents are also involved in to support their child's needs. The parent will be consulted about and involved in the arrangements made for them as part of person-centred planning. This also supports teachers in the planning and delivering of lessons.

Leigh Academy Rainham will make regular reviews of students' progress academically, emotionally and socially. These will take place through:

- Academy reporting systems
- Intervention Evaluations and Feedback
- Round Robins to staff
- Parents'/carers' /Teacher consultation evenings where a member of the Inclusion Team is available to discuss the progress of students
- SEND target setting days (three times per year)
- The academy aims to hold SEND/Wellbeing events at least twice a year.

In addition to this, parents of students with an Educational Health and Care Plan will be invited to contribute to and attend an annual review every 12 months which, wherever possible, will also include other agencies involved with the pupil, as per the statutory requirements in the SEND Code of Practice 2015.

4) Arrangements for consulting young people with SEND and involving them in their education

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5) 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

Leigh Academy Rainham will follow the guidelines contained in the Code of Practice 2015 regarding the assessment and review procedures of students with special educational needs and disabilities.

Students 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 students identified as having special educational 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. They may be observed in lessons and discussions will be had with subject teachers to monitor progress across the year. Their MYP/GCSE assessment level scores will be tracked against their end of year targets. This will enable the academy to establish areas of need and provide the necessary intervention programmes or take appropriate actions. It will also enable the academy to monitor progress.
- c) All students identified as having special educational needs at either EHCP or K code classification will have a Personalised Support Plan that clearly outlines outcomes, including their area of need, suggested strategies to address these needs, targets and objectives, current levels and reading and spelling ages. Students will be part of creating this plan and it will be available to staff, parents/carers and students.
- d) Students identified as having special educational needs at either EHCP or K code classification will have regular reviews of the individual pupil passport at least three times per year through target setting days. This is a collaborative tool designed with the student, home and school and is a way of sharing targeted information with teachers to ensure inclusion in all lessons.
- e) 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 2015.
- f) Regular 12 weekly reviews of intervention programmes will be carried out to monitor progress of students against their starting points and assess the effectiveness of programme, enabling interventions to be adapted where appropriate.
- g) All staff will have access to Personalised Support Plans via the provision mapping system in order to inform planning, monitoring of progress and strategic differentiation of work for students with special educational needs.
- h) Students and parents/carers will receive regular feedback on progress through assessment reports, formative and summative marking, SEND target setting days, parents'/carers' evenings and annual reviews of Educational Health and Care Plans.
- i) Staff will have access to an inclusion Google Folder, specific CPD training and INSETs, including access to the National College and Chartered College of Teaching training modules that provides strategies and information on meeting the needs of students with additional needs.

6. 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

Transition phases of education are critical times for all pupils but especially for SEND pupils in particular, and it is key that the right support is offered to develop the correct learning pathways for our pupils.

In accordance with the SEND Code of Practice 2015, Leigh Academy Rainham has clear procedures to ensure the smooth transition of students between Key Stages and Post 16.

At Leigh Academy Rainham, we work closely with the educational settings used by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

There is a detailed, tiered transition programme depending on the needs of the students:

- Parents and carers are invited to a meeting at the academy and are provided with a range of information to support them in enabling their child to settle into our academy's routines.
- A Year 6 Induction Day event for all year 6 students who are transferring to Leigh Academy Rainham in year 7.
- There are additional sessions organised for those students identified by the transition process, in consultation with primary school and other professionals.
- Liaison with primary schools prior to entry to share attainment and pastoral details.
- Staff aim to visit the primary school and find out what strategies have been effectively used to support the child.
- Leigh Academy Rainham will attend year 6 annual/in-year Educational Health and Care Plan (EHCP) review meetings to assist in the creation of a transition plan.
- The SENDCo and Inclusion Team meets with new students who are known to have SEND along with their parents and carers. This allows concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- The SENCo will give feedback to all staff on identified students, sharing pupil passports etc in sufficient time to assist teaching and planning.

Transition to the next Stage, preparation for adulthood and independent living The academy adheres to the guidance in Careers Guidance and Inspiration in Academies: Statutory guidance for governing bodies, academy leaders and academy staff (April 2014). The Leigh Academy and Leigh Academies Trust provides secure and expert advice for all students from Year 7 to Year 13.

Change of School Procedures

Where students are transferring from another setting, the previous school or academy records will be requested immediately and :

- Parents/carers contact the office at Leigh Academy Rainham
- Information is forwarded to the new school
- The SENCo meets with parents/carers and appropriate staff from the new school as requested

7) The approach to teaching students with SEND:

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching and access to the mainstream curriculum.

Leigh Academy Rainham is an inclusive establishment that offers a broad and balanced curriculum which is specific to the needs and future opportunities of all students. It ensures this by:

- Quality first teaching will be delivered in all areas of the curriculum. Staff are expected to be aware of the needs of all students in their classes, and differentiate work accordingly through adaptive teaching, to meet these needs. This will be monitored via regular lesson reviews, learning walks and pupil work reviews by the SENCo, Academy Senior Leadership Team and Directors of Learning;

- Offering a range of intervention programmes designed to improve the outcomes of students with special educational needs, ensuring they can fully access all areas of the curriculum;
- Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs;
- Providing a clear reporting system three times a year that outlines targets and current achievements;
- Carrying out regular lesson reviews to ensure that all students, including those with special educational needs, are receiving high quality teaching and learning experiences 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;
- Pupil passports are accessible to all staff providing details of all students with special educational needs and disabilities. Staff will use these to inform their planning to ensure they are addressing the needs of all students.
- Leigh Academy Rainham is able to deploy teaching assistants to support students where necessary, as well as facilitating a range of interventions to support speech, language and communication needs, autism, dyslexia, ADHD, ASD, and physical disabilities. These will be reviewed regularly;
- The Inclusion Team regularly communicates the needs of the LAR's most vulnerable students via internal systems and leads on the training and development of teaching and support staff on a regular basis;
- Regular and timely communication with parents/carers via assessment reports, SEND Review days, annual reviews, parents'/carers' events, telephone and emails;
- Access to outside agencies via the local authority, health authority and Leigh Academies Trust;
- Parents/carers will be informed of any additional provision that their child is receiving via the SENCo;
- The local authority local offer and academy offer will be available on the Leigh Academy Rainham website so that parents/carers, students, staff and the wider community can access its contents.

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

Training all staff within our Academy is a priority for all aspects of learning. Teachers need to be equipped with the appropriate strategies and knowledge to support the pupils and support them in making progress in line with their academic ability, whilst still having aspirational goals for them.

All staff have regular training on SEND, including the 4 broad areas of need. They are also able to attend training around interventions to support these areas. Staff have received training on speech and language, ASD, Dyslexia, Graduated Approach and adaptive teaching. Additional CPD is created by the Leigh Academy trust and offered to staff; they can access courses that are relevant to their personal development and the needs of their cohort. Leigh Academy Rainham is part of The Chartered College of Teaching, who provide a huge range of CPD training for teachers, and all members of staff have access to all of the CPD offered by the National College.

Staff work closely with speech and language therapists, occupational therapists, the school health team and educational psychologists, among others, and implement plans and next steps that are agreed upon for support. We are able to access expertise from different outreach offers within the local authority and they are able to support staff.

Key staff members have also attended specialist training on emotional literacy and are qualified Emotional Literacy Support Assistants (ELSAs). Teaching 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. The Inclusion Team will develop, deliver and monitor literacy, numeracy, social, emotional and mental health intervention programmes in order to address the special educational needs of identified students. This will be delivered on an individual, or small group basis. They will maintain records and monitor progress of students on intervention programmes, and liaise with parents/carers regularly. Teaching Assistants will support the transition of identified students from primary school to secondary school and they will accompany identified students on trips etc where necessary.

All students have access to a 1:1 device which they can use adaptive strategies independently whether this be through the support of an app, or another learning platform to suit their needs.

Leigh Academy Rainham opened its new building in 2021 so is fully DDA compliant. Accessibility was a major consideration as part of the planning process. The building meets all standards. It has disability toilets on each floor in each college, lift access to all upper floors and staff have had Evac-chair training. All rooms have signs on classroom and office doors to show the purpose of the room.

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

Leigh Academy Rainham 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 special educational needs:

- The SENCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability;
- Staff attend training on identified areas of Special Educational Needs and Disability organised by the Local Authority, Health Authority and Leigh Academies Trust. In addition, training providers we can approach are Milestone Academy, Snowfields Academy, Educational Psychologists and specialist teachers.
- Staff have access to inclusion websites providing links and information on Special Educational Needs and Disability, and inclusive teaching and learning strategies.
- Through commissioning, experts (EP, CAMHs, SaLT etc) are invited to Leigh Academy Rainham 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 students with SEND:

Leigh Academy Rainham is an inclusive school and is dedicated to ensuring the highest level of provision to students and parents/carers. All students with SEND have individual targets set in line with national expectations to ensure we hold high aspirations of all students. Parents and carers are informed of these via our SEND Review days and also at events such as Parent/Carer meetings. Student attainment is tracked and those failing to make expected levels of progress are quickly identified. Additional action to increase the rate of progress will then be identified and recorded. This will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the subject teacher of additional strategies to further support the success of the student. Where it is decided during such discussions that special educational provision is required to support increased rates of progress, parents / carers will be informed that the school considers their child to require SEN support and their partnership sought in order to improve attainment.

At Leigh Academy Rainham we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs or Education Health Care Plan, for instance Dyslexia, Speech and Language Needs, Autism, SEMH and Specific Learning Difficulties. We are 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 SENCo 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 College to discuss and review SEND practices and policies;
- c) Completion of self evaluation to inform SEND action plans, following regular meetings with the Principal;
- d) Attendance of SENCo at Leigh Academies Trust SENCo Forum, Leigh Academies Trust Inclusion Drive Team meetings, and local authority SENCo 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 students with SEND are enabled to engage in activities available with students who do not have SEND:

Leigh Academy Rainham provides a range of extra-curricular experiences. All students including those with SEND are encouraged to attend. Risk assessments are carried out and procedures are in place to enable all students to participate in all school activities including offsite trips and activities. The academy ensures it has sufficient staff expertise to ensure that students with SEND are able to

access any activity provided by the academy. Any significant concerns or risks will be discussed with parents / carers at the earliest opportunity with the aim of finding an appropriate solution.

All clubs, trips and activities offered to students at Leigh Academy Rainham are available to students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. The building is fully accessible which enables all students to participate in activities at the academy.

12) Support for improving emotional and social development:

At Leigh Academy Rainham we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching and indirectly through every conversation our staff have with our students throughout their time with us.

Leigh Academy Rainham offers a wide variety of support for improving emotional and social development to all students who have been identified as having special educational needs in these areas, including:

- A range of social, emotional and mental health interventions including Emotional Literacy Support (ELSA), Social Skills Group, Friendship Group and Wellbeing Wednesday Lunch
- Quality First Teaching (QFT) appropriately differentiated to meet individual need
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum
- Student and parent voice mechanisms
- Pastoral support from Form Tutors, Student Service Managers, the Safeguarding Officer and the College leadership teams.
- Extra pastoral support arrangements for listening to the views of children and young people with SEND, along with measures to prevent bullying.
- Identified students will have access to key staff members who are trained in counselling and mentoring and/or ELSA to support their well being.
- The SENCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans.
- Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMhs, SaLT, EPs, School Nurse, Early Help).

13) How Leigh Academy Rainham involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting students' SEND and supporting their families:

According to the Code of Practice 2015, 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.

Where a SEND need has been identified, outside agency involvement is often sought to support the student. At Leigh Academy Rainham we involve a variety of outside agencies in our support offers, depending on the needs of the child. We will only ever request support from external agencies, if there is justifiable reason for doing so. As a school we must agree to the needs being identified by others before referrals will be completed.

Some of the agencies that we refer to and consult with are:

- Medway Educational Psychology services
- Words First -Speech and Language Therapy
- Fortis Trust
- Early Help/Family Solutions
- Youth Service
- Young carers
- School Nurse

The Academy Board and Leigh Academy Rainham 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 is currently able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust through the specified referral routes.

We also signpost parents to the Local Authority of Medway Council or Kent County Council that have details of their SEND local offer which can be found on their website:

- <https://www.medway.gov.uk/localoffer>
- <https://www.kent.gov.uk/education-and-children/special-educational-needs>

The Local Authority of Kent County Council have further details of the support offer available which can be found on:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/support-for-school-age-children>

As mentioned above we have access to external advisors for children who meet the criteria, such as the educational psychologists, speech and language therapists, occupational therapists; further support can be accessed through Medway's Local offer, including expertise from Fortis Trust and the Marlborough Centre. The school SENCo is in regular contact with the School Health Nurse and pupils can be discussed and expertise shared to ensure that they are being supported effectively. It may be that referrals to outside agencies are recommended, a diagnosis is being explored or additional support is required; if this is the case, parents and carers are consulted and consent obtained.

There is the additional membership of professional networks for our SENCO e.g. NAS, LAT SENCO forum and NASEN.

The named SEND Governor is Nathan Ward.

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 Rainham are used for complaints about provision made for special educational needs. We encourage parents and carers to discuss their concerns with the student's Form Tutor or subject teachers, Student Services Managers, the SENDCo, Heads of College, and the Principal in order to resolve any issues before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the academy's Governing Body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a statement of SEND or EHCP where there is a statutory right for parents and carers to appeal against a decision of the Local Authority. Complaints which fall under this category cannot be investigated by Leigh Academy Rainham or Leigh Academies Trust.