



Leigh Academy

Paddock Wood

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Date	Version No	Brief details of change
July 2022	1	SEND Information Report reviewed by STH and LFI
September 2023	2	SEND Information Report reviewed by STH and AEA
September 2024	3	SEND Information Report reviewed by STH and TMO

At Leigh Academy Paddock Wood we value the abilities of all our students and strive to provide the best education to all our students so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every child/young person in our care, and also 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/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 pupils/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 pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1) The kinds of SEND that are provided for at Leigh Academy Paddock Wood are:

At Leigh Academy Paddock Wood 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, auditory processing disorder, autism, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, hearing impairment, Irlen syndrome, moderate learning difficulties, sensory processing disorder, a range of speech and language needs and social skills difficulties.

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

Leigh Academy Paddock Wood follows the guidance contained in 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.

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

Our Academy SEND Policy can be found <https://paddockwoodprimaryacademy.org.uk/about-us/policies/>

At Paddock Wood Primary Academy we monitor the progress of all pupils throughout the year to review their academic progress. We also use a range of assessments with all pupils

at various points. These include Year 1 Phonics Screening, Speech Link, Language Link, Spelling age, Reading age and SATs.

Where progress is not sufficient, even if special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support care: Reading interventions, BEAM, Sensory Circuits, Fizzy Fingers, LEGO-Therapy, Numeracy Interventions, Nurture and Small individual group work.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their area of need. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. At Leigh Academy Paddock Wood we are experienced in using the following assessment tools including; BPVS, Boxall Profile, COPS and LUCID Rapid. We also have access to external advisors for example; Educational Psychologists, Specialist Teaching and Learning Service (STLS) and Local Inclusion Forum Team (LIFT).

The purpose of more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEND personalised plan or Year group provision map and reviewed regularly, and refined / revised if necessary. At this point, we have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

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, he or she will not be identified with special educational needs. When any identification of SEN is changed, 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 teaching approaches to be used.

To support our teachers and families further we have our SEND Policy which can also be found on our website. Within our school we have our SEND Register where some of our children who require additional support are monitored. 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.

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

- a) Recommendation from previous settings, including Nurseries, Pre Schools or other Primary schools, attended before joining Leigh Academy Paddock Wood.
- b) Baseline data
- c) Teacher/parental/carer referral
- d) Reports and recommendations from professional agencies
- e) Regular assessment of progress by subject leaders /pastoral staff
- f) Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
- g) Where appropriate, Leigh Academy Paddock Wood will make applications for High Needs

Funding and/or EHCPs to support students 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:

Mrs Sarah Thorne- SENDCo- working days are Monday-Thursday

Telephone: 01892 833654

Email: inclusionsupport@paddockwood.latrust.org.uk -Emails will be answered within the working week.

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

Leigh Academy Paddock Wood will make regular reviews of students' progress both academically, emotionally and socially. This will take place through:

- Academy reporting systems
- Parents'/Carers' Evenings
- Coffee mornings
- Students 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 students with SEN and involving them in their education:

Leigh Academy Paddock Wood will follow the guidelines contained in the Code of Practice 2014 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. Those with personalised plans will have this cycle completed three times a year, with progress tracked and new targets set when needed.

b) All students 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. Students will be part of creating this plan and it will be available to staff, parents/carers and students.

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

d) 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 2014.

e) Regular reviews of intervention programmes will be carried out to monitor the progress of students 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 students with special educational needs has been made.

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

h) Staff will have access to: Leigh Academy Paddock Wood Teaching and Learning Tracker, CPD/SEND, specific insets, SEND toolkit, regular SEND specific updates and access to research and evidence based SEND articles.

5) Arrangements for assessing and reviewing student's progress towards outcomes:

Leigh Academy Paddock Wood will follow the guidelines contained in the Code of Practice 2014 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) All students 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 Paddock Wood to establish areas of need and provide the necessary intervention programmes, and enable Leigh Academy Paddock Wood to monitor progress.

b) Students 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 students in moving between phases of education and in preparing for adulthood:

In accordance with the SEND Code of Practice 2014, Leigh Academy Paddock Wood has clear procedures to ensure the smooth transition of students between Key Stages. We support all students in having a successful transition to Secondary school, or any other transitions between schools they may have during their time with us. We work closely with the local Secondary schools to ensure all transitions are accessible for our pupils and additional ones added if needed. We work closely with the Specialist Teaching and Learning Service who are involved with children transitioning from us or to us to ensure the correct support and strategies are in place to ensure their needs are met.

As an Academy we also work closely with North East London Foundation Trust (NELFT) who provide assemblies for us to support all of our Year 6 pupils with transitioning to Secondary school.

Key Stage 2 to 3

- a) The SENDCo will attend Year 6 annual reviews for students 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 students with special educational needs.
- c) The SENDCo will make additional visits to primary schools for identified students and visits from the primary school to *****Academy 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 students
- f) A full induction day and transition workshops will take place for all students.

Post 16

- a) The SENDCo arranges for a representative from the Career Learning Development team at RBG SEND to meet with identified students to discuss next steps
- b) Transition planning is completed on a regular basis
- c) Options evenings and booklets are made available to parents/carers and students
- d) University visits/taster days are arranged for identified students
- d) Information is shared with FE establishments etc, as requested
- e) Interviews with LAT mentors can also be arranged.

Change of School Procedures

- a) Parents/carers contact admissions at Leigh Academy Paddock Wood.
- 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 students with SEND:

Leigh Academy Paddock Wood 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:

- a) 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 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) We follow the Mainstream Core Standards, advice developed by Kent County Council to ensure that our teaching conforms to best practice.

<https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards>

In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring/ precision teaching/ mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

c) 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. These may happen during lessons across two modules.

d) Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs.

e) Providing a clear reporting system three times a year that outlines targets and current achievements.

f) 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

g) Adapting the curriculum to meet the needs of individual students if necessary. However, it is important to note that the curriculum is not narrowed for SEND students

h) Ensuring that identified students receive the necessary in class support and exam dispensation

i) Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities

j) Providing a provision mapping system that is accessible to all staff. The software provides details of all students with special educational needs, students in receipt of pupil premium, higher attaining pupils, looked after students and students with English as an additional language. Staff will use this system to inform their planning to ensure they are addressing the needs of students. It will also be used to track, monitor and review students on intervention programmes and provide governors and, where appropriate, provide parents/carers with a clear report in terms of cost, hours and interventions provided

k) Ensuring all students 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

l) Providing a range of numeracy, literacy, social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in the relevant areas. These will be reviewed regularly

m) Providing regular and timely communication with parents/carers via assessment reports, annual reviews, parents'/carers' events, telephone and emails

n) Supporting with access to outside agencies via the local authority, health authority and Leigh Academies Trust

o) Informing parents/carers of any additional provision that their child is receiving via the class teacher or SENDCo.

p) Ensuring that the local authority local offer and academy offer will be available on Leigh Academy Paddock Wood website so that parents/carers, students, staff and the wider community can access its contents.

q) Leigh Academy Paddock Wood follows the IB Primary Years Programme and incorporates the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) into the learning engagements for all students. This approach to learning provides the foundations for inquiry based learning through which children are able to develop their skills and knowledge. The PYP framework is

adaptive and inclusive, providing the environment for all children to engage through the learner profile attributes and units of inquiry.

8) How adaptations are made to the curriculum and the learning environment of students with SEND: e.g.:

Learning Support 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

- Learning Support 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 students. This will be delivered on an individual, or small group basis
- Learning Support Assistants will administer and mark tests that indicate students' skills in spelling, reading and comprehension in order to establish areas of need, and monitor attendance on intervention programmes
- Learning Support Assistants will maintain records and monitor progress of students on intervention programmes, and liaise with parents/carers regularly
- Learning Support Assistants will support the transition of identified students from primary school to secondary school, and from secondary school to further education establishments
- Learning Support Assistants will accompany identified students on trips etc where necessary.

Please see below links to our website to gain further information regarding our curriculum:

<https://paddockwoodprimaryacademy.org.uk/curriculum/pyp-curriculum-framework/>

<https://paddockwoodprimaryacademy.org.uk/curriculum/google-classroom-learning/>

<https://paddockwoodprimaryacademy.org.uk/curriculum/enriching-and-extending-the-curriculum/>

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

Leigh Academy Paddock Wood 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:

- 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 Paddock Wood to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

Teachers and Learning Support Assistants at Leigh Academy Paddock Wood have completed a range of SEN training. This includes:

- ELSA

- Speech Bubbles
- Speech Link and Language Link
- Lucid Rapid
- Teaching Emotional Literacy: How to support children's behavioural development
- An evidence based approach to supporting and teaching children with Autism
- Attachment Theory and Mental Health. A practical guide for Primary schools
- Effective Behaviour Management: Is 'Challenging Behaviour' Misunderstood?
- Speech, Language and Communication needs.
- Autism and Girls.
- Dyslexia Awareness.
- LEGO Therapy
- Understanding ADHD
- Sensory Circuit training
- Dandelion Time course : Understanding trauma and consequences of trauma in children
- Drawing and Talking Therapy
- Kent Young Carers Awareness Training
- Specific Learning Difficulties training
- Emotionally Based School Avoidance
- Sounds Fun training- provided by NHS SALTs
- How to adapt curriculum intent for SEND pupils
- Understanding SEND data training
- Precision Teaching training
- Cognitive load theory training
- Adaptive Teaching: Stretch and Challenge for All Pupils
- CACHE level 2 Understanding specific learning difficulties

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include Broomhill bank and Nexus Specialist teachers, Educational Psychologists, Speech and Language therapists, occupational therapists, physiotherapists and nurture groups. The cost of training is covered by the notional SEN funding.

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

Leigh Academy Paddock Wood is dedicated to ensuring the highest level of provision to students and parents/carers. It is constantly striving to improve this provision including the SEND practices within the Academy. In order to ensure the best possible provision, the following evaluation processes are implemented:

- a) Regular meetings with the SEND Link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body
- b) Regular meetings with the Principal and Heads of School to discuss and review SEND practices and policies
- c) Parents/carers/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.

[Make reference to academy assessment and progress data as well as intervention outcome data and the tracking of personal targets/outcomes. You could include examples of positive data from the previous year here.]

11) How students with SEND are enabled to engage in activities available with students in Leigh Academy Paddock Wood who do not have SEND:

Leigh Academy Paddock Wood offers a wide range of co-curricular and enrichment activities for all students, including those students 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. All clubs, trips and activities offered to pupils at Leigh Academy Paddock Wood, are available to pupils with special educational needs, either with or without an Education, Health and Care Plan. Where necessary, the school will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

12) Support for improving emotional and social development:

- a) A range of social, emotional and mental health interventions will be offered to all students 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, NELFT)
- 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 students. This will be delivered on an individual, or small group basis
- e) Identified students will have access to counselling and mentoring. We have a full time Learning Support Assistant is a trained ELSA
- f) Student Leadership and Student Voice opportunities
- h) Supervised and planned daily breakfast buddies and lunch clubs.

13) How Leigh Academy Paddock Wood 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 Paddock Wood will liaise and consult with the above-mentioned agencies to create an effective local and academy offer that jointly commissions all agencies. It will then adhere to the local and academy offer to ensure that parents/carers and students receive a cohesive, supportive and transparent service. It currently is able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust through the specified referral routes.

The governing body have engaged with the following bodies:

- Free membership of LIFT for access to specialist teaching and learning service
- A service Level agreement with access to KCC resources
- Link to Disabled Children's Service for support to families for some pupils with high needs.
- Access to local authority's service level agreement with Speech and Language Therapy Services/ Occupational Therapy Services/ Physiotherapy Services for pupil with requirement for direct therapy or advice.
- Following the Local Offer which can be found on our website.
<https://www.kent.gov.uk/education-and-children/special-educational-needs>

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 Paddock Wood are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class, Inclusion Leader, Vice Principals or Principal, to resolve the issue:

Contact details for the above are:

Thomas Moore (Principal): thomas.moore@paddockwood.latrust.org.uk

Simon Page (Vice Principal): simon.page@paddockwood.latrust.org.uk

Charlotte McLeish (Vice Principal): charlotte.mcleish@paddockwood.latrust.org.uk

Sarah Thorne (Inclusion Lead): inclusionsupport@paddockwood.latrust.org.uk

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](#)

Support services for parents/carers of pupils with SEND

- **Contact a Family**
 - **National Network of Parent Carer Forums**
 - **ACE Centre Advisory Trust – (for communication difficulties)**
Free Advice Line: 0800 080 3115
 - **British Dyslexia Association**
Helpline: 0333 405 4567
 - **Council for Disabled Children**
Tel: 020 7843 6000
 - **Cystic Fibrosis Trust**
Helpline: 0300 373 1000 or 020 3795 2184
 - **Disability Alliance**
Tel: 0330 995 0400
 - **Disabled Living Foundation**
Helpline: 0300 999 0004
 - **Down's Syndrome Association (DSA)**
Helpline: 0333 1212 300
 - **Parents for Inclusion**
Tel: 0800 652 3145
 - **The National Autistic Society**
Helpline: 0808 800 4104
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