

## SEND Information Report 2024-25

At The Leigh UTC we value the abilities of all our pupils and strive to provide the best education to all our pupils 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 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 with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

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 The Leigh UTC

At The Leigh UTC we provide for the following main categories of Special Educational Needs:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health Difficulties
- Sensory and/or Physical Needs

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, dyslexia, emotional dysregulation, epilepsy, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

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

The Leigh UTC follows the guidance: The [Code of Practice 2014](#). This recommends a single assessment for pupils under the description of Additional Needs based on one or more of the four main areas of need as outlined in the Code of Practice 2014.

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

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

See the roles and responsibilities of people who support pupils in our SEND Policy: [here](#)

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

- a) Recommendation from primary and/or previous secondary school attended before joining The Leigh UTC
- b) Key Stage 2 data and results
- c) Baseline data from SEN assessments
- d) Teacher/parental/carer referral
- e) Reports and recommendations from professional agencies
- f) Regular assessment of progress by subject leaders /pastoral staff
- g) Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
- h) Where appropriate, The Leigh UTC will make applications for High Needs Funding and/or EHCPs to support pupils with SEND.

*Please note some pupils may have needs but not need to be on the SEND Register as they are able to have their needs met through an appropriate, adapted curriculum and Quality First Teaching.*

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

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

Mr Simon Richter - SENDCo

Telephone: 01322 626600 (ext 660)

Email: [simon.richter@theleighutc.org.uk](mailto:simon.richter@theleighutc.org.uk) - We aim to answer all emails within 48 hours.

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

The Leigh UTC 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:

The Leigh UTC will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of pupils with special educational needs and disabilities.

Pupils will be assessed and reviewed in the following ways:

a) We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

b) All pupils identified as having special educational needs will have an individual learning plan as part of the Provision Mapping System that clearly outlines their area of need, suggested strategies to address these needs and clear targets and objectives. Pupils will be part of creating this plan and it will be available to staff, parents/carers and pupils.

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

d) Pupils with an Educational Health and Care Plan will have an annual review as per the statutory requirement contained in the SEND Code of Practice 2014.

e) Regular reviews of intervention programmes will be carried out to monitor the progress of pupils against their starting points. The impact of the intervention programmes will be assessed, enabling interventions to be adapted, where appropriate.

f) All staff will have access to individual learning plans via the provision mapping system/SEND tracker, in order to inform planning, monitor progress and ensure the appropriate adaptation and scaffolding of work for pupils with special educational needs has been made.

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

h) Staff will have access to: The Leigh UTC 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:

The Leigh UTC will follow the guidelines contained in the Code of Practice 2014 regarding

the assessment and review procedures of pupils with special educational needs and disabilities.

pupils will be assessed and reviewed in the following ways:

a) All pupils identified as having special educational needs will be tested at the beginning and end of each academic year using tests that provide standardised scores for reading. This will enable The Leigh UTC to establish areas of need and provide the necessary intervention programmes, and enable The Leigh UTC to monitor progress.

b) pupils and parents/carers will receive regular feedback on progress through assessment reports, formative and summative marking, parents'/carers' evenings and annual reviews of Educational Health and Care Plans.

6) Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood:

In accordance with the SEND Code of Practice 2014, The Leigh UTC has clear procedures to ensure the smooth transition of pupils between Key Stages and Post 16.

### **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 The Leigh UTC 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.

### **Post 16**

a) The SENDCo arranges for a representative from the Career Learning Development team at RBG SEND to meet with identified pupils 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 pupils

d) University visits/taster days are arranged for identified pupils

e) Information is shared with FE establishments etc, as requested

f) Interviews with LAT mentors can also be arranged.

## Change of School Procedures

- a) Parents/carers contact admissions at The Leigh UTC
- b) Information is forwarded to the new school
- c) The SENDCo meets with parents/carers and appropriate staff from the new school as requested.

### 7) The approach to teaching pupils with SEND:

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

- a) Quality first teaching will be delivered in all areas of the curriculum. Staff are expected to be aware of the needs of all pupils in their classes, and scaffold work accordingly through adaptive teaching, to meet these needs. *QFT means that some pupils with needs may not require 'additional to and different from' provision.* This will be monitored via regular lesson reviews, learning walks and pupil work reviews by the SENDCo, Academy Leadership Team and Directors of Learning
- b) Offering a range of intervention programmes designed to improve the outcomes of pupils with special educational needs, ensuring they can fully access all areas of the curriculum. These may happen during lessons across two modules. pupils are encouraged to attend the Inclusion homework club to catch up on work missed
- c) Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all pupils, including those with special educational needs
- d) Providing a clear reporting system three times a year that outlines targets and current achievements
- e) Carrying out regular lesson reviews to ensure that all pupils, including those with special educational needs, are receiving high quality teaching and learning experiences in all areas of the curriculum
- f) Adapting the curriculum to meet the needs of individual pupils if necessary. However, it is important to note that the curriculum is not narrowed for SEND pupils
- g) Ensuring that identified pupils receive the necessary in class support and exam dispensation
- h) Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities
- i) Providing a provision mapping system that is accessible to all staff. The software provides details of all pupils with special educational needs, pupils in receipt of pupil premium, higher attaining pupils, looked after pupils and pupils with English as an additional language. Staff will use this system to inform their planning to ensure they are addressing the needs of pupils. It will also be used to track, monitor and review pupils on intervention programmes and provide governors and, where appropriate, provide parents/carers with a clear report in terms of cost, hours and interventions provided
- j) Ensuring all pupils with special educational needs are tested twice a year using tests that provide standardised scores for reading. The results from these tests will be used to identify areas of need and to inform the SENDCo when planning for interventions and exam

dispensation

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

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

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

n) Informing parents/carers of any additional provision that their child is receiving via the SENDCo or Director of Progress

o) Ensuring that the local authority local offer and academy offer will be available on The Leigh UTC 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: 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 pupils

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

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

The Leigh UTC 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 The Leigh UTC to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

9) Evaluating the effectiveness of the provision made for pupils with SEND:

The Leigh UTC 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 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. We regularly assess using the NGRT platform and this data is reviewed at the beginning and end of any intervention package as well as twice a year as part of the whole academy assessment process.

11) How pupils with SEND are enabled to engage in activities available with pupils in The Leigh UTC who do not have SEND:

The Leigh UTC offers a wide range of co-curricular and enrichment activities for all pupils, including those pupils with special educational needs. It achieves this by:

- a) Ensuring that all staff involved in co-curricular and enrichment activities are fully trained in relevant areas of Special Educational Needs and Disability
- b) Offering a range of activities to accommodate all interests, abilities and physical needs.

12) Support for improving emotional and social development:

- a) A range of social, emotional and mental health interventions will be offered to all pupils who have been identified as having special educational needs in these areas. These will be reviewed regularly
- b) Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMHs Tier 2 and support with referral to Tier 3, SaLT, EPs, School

Nurse, FaSS)

- c) The SENDCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans
- d) Learning Support Assistants will develop, deliver and monitor social, emotional and mental health intervention programmes in order to address the special educational needs of identified pupils. This will be delivered on an individual, or small group basis
- e) Identified pupils will have access to counselling and mentoring. We have a full time counsellor and a Learning Support Assistants is a trained ELSA
- f) Student Leadership and Student Voice opportunities
- g) Homework support opportunities run through departments and set intervention sessions as students transition into Key Stage 4.
- h) Additional contact and mentoring from our SSM team. Each child has a contact member of the non teaching staff to see should they need additional support along with their relevant Key Stage SENCo.
- i) The Leigh UTC has a tiered support system through the Waves of Intervention. An Assistant Principal oversees SEN and is the lead SENCo, he is supported by two deputy SENCo's, one for Key Stage 3 (Ms Hayes) and one for Key Stage 4 (Ms Gilbey)

13) How The Leigh UTC 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 The Leigh UTC 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 Mr Kevin Watson 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://>

[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](#)