

The Leigh Academy

SEND at The Leigh Academy



This follows on from the LAT SEND Policy.

Mission statement

At the Leigh Academy we support and value the abilities of all our students. It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every student as an individual. We are committed to inclusion within the Academy curriculum and participation in all aspects of Academy life.

The Leigh Academy adopts a 'holistic approach' to special educational needs. All staff work to ensure inclusion of all students. We are committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes.

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Our aims are:

To ensure that all pupils with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing

To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently

To ensure all children can access a balanced curriculum, differentiated where appropriate.

To ensure that all pupils with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing their barriers to learning.

Objectives

Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and feeding Academies or early years settings – where applicable prior to the child's entry into the Academy.

Monitor the progress of all students in order to aid the identification of students with SEND.

Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SEND leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of the student, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on the student's progress, and information on the provisions for students within the Academy as a whole, and the effectiveness of the SEN policy and the Academy's SEN work.

Work with and in support of outside agencies when the students' needs cannot be met by the

Academy alone.

Create an environment where pupils feel safe to voice their opinions of their own needs. This means providing regular meetings between students and key staff and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in Academy life.

Within the Leigh we can make provision for most kinds of frequently occurring special educational need, for instance Dyslexia, Dyspraxia, Speech and Language needs, Autism, Aspergers Syndrome, Learning Difficulties, Social and Emotional Mental Health Difficulties, Visual Impairment and Hearing Impairment. There are other kinds of special educational needs which do not occur as frequently and with which the academy is less familiar, but we can access training and advice so that these kinds of needs can be met, as appropriate.

The academy also currently meets the needs of pupils with an Education, Health and Care plan with the following kinds of special educational need: Speech, Language and Communication Need, Cognition and Learning, Social Emotional and Mental Health Difficulties and Sensory and Medical needs.

Within the Academy we monitor the progress of all pupils several times a year to review their academic progress. We also use a range of assessments with the students at various points. We will ensure that all teachers and support staff who work with the students are aware of the support to be provided and the teaching approaches to be used.

Each review of the SEN support plan (SSP) will be informed by the views of the pupil, Parents/carers and subject teachers; and the assessment information from teachers will show whether adequate progress is being made.

Every pupil within the academy has their progress tracked throughout the year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. Using these it will be possible to see if pupils are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2014, 6.37). The Leigh Academy undertakes modular observations on all staff, to ensure high quality teaching is taking place across the Academy. And to ensure that all teachers and teaching assistants have an awareness of all students needs, including – and especially – those with SEND.

Within the Trust we understand that an important feature of the academy is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE, tutor time, Thinking Families and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we can provide access to: counselling; mentor time with member of senior leadership team; external referral to CAMHs; time-out space for pupil to use appropriately.

The Director of Inclusion at The Leigh Academy is:

Nita Butler

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The Leigh has two specialist resource provisions: Hearing Impaired (HI) and Speech and Language (SLCN); as part of these provisions we have a Specialist Teacher of the Deaf; a Specialist teacher of Speech and Language and a Speech therapist.

The Inclusion Team also consists of 4 Lead Learning Support Assistants (LSAs); 8 LSAs (including 4 specialist HI LSAs); a a VI specialist LSA.

As a Trust we also have access to 3 Educational Psychologists.