



SEND Information Report 2023-2024

Policy Date	October 2023
Last Policy Review	September 2022
Next Policy Review	October 2024
Policy Approval	Trust Board, Local Governing Body

Cross Reference SEN Code of Practice 2014 (as amended 2015) Children and Families Act 2014
Equalities Act 2010
KCSIE 2023
Behaviour Policy
Supporting Students with Medical Needs in schools Policy
Bexley Local Offer Accessibility Plan
SEND information for Parents and Carers 2023

Statutory Policy Yes

At Leigh Academy Bexley we value all of our students and strive to provide the best education for all our students so that 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 young person in our care, and provide a safe and fully equipped learning environment, which caters to the needs of every student as an individual. We are committed to delivering excellent provision for all students with SEND by providing an inclusive curriculum offer, taught by skilled teachers. All Students must be included in all aspects of academy life through adaptations which scaffold barriers to learning.

The Trust Board and the Local Governing Body must publish an information report which identifies The Trust's policy for pupils with SEND. The information published is updated annually and any changes to the information which has occurred 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.

1. SEND Needs that are supported at Leigh Academy Bexley:

At Leigh Academy Bexley students are identified using the four main categories of need as set out in the Code of Practice, which are:

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

The range of special educational needs currently being supported within our Academy include: ADHD, anxiety, auditory processing disorder, autism, dyslexia, dyscalculia, emotional dysregulation, epilepsy, fine and gross motor delay, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, perthes disease, sensory processing disorder, speech and language needs, social skills difficulties, Tourette's syndrome, tics, and visual impairment.

2. Policies for identifying students and young people with SEND and assessing their needs:

Students enrolling at Leigh Academy Bexley have their needs identified in a number of different ways:

- During the year 6 transition, primary school SEN information is loaded onto Bromcom and Edukey.
- Parents and carers are asked to complete an information form during the enrolment process and during transition phases, for example, Year 7 and Year 11.
- Data is gathered from academic progress and reports, which can highlight needs that require additional and different support from that provided through quality first teaching.
- Outside agency reports, for example, those from medical professionals, are added to our MIS system, Bromcom.
- Staff are able to raise concerns and refer students through the school referral process once teachers have used strategies within their lessons as defined in the Bexley SEND Toolkit.
- Students' reading levels are assessed upon entry into year 7, and from then on, they are assessed on a yearly basis. Students that have significantly lower reading age scores than chronological age receive support and are retested during the year. This information is used to track students' progress. Students who are identified as needing additional and different support than that of their peers in order to access learning will be supported at SEND Support and placed on the SEND profile.

3. SEND Policy

Students with SEND are tracked using the whole school tracking system, ILPs, and intervention data. These students are then discussed in pupil progress meetings undertaken between Heads of College. The SEND policy can be located using [this link](#).

3a. The name and contact details of the SENDCO

- Mrs V Baldock is our SENDCO. She works full time and can be contacted via the email address SENDCO@labexley.org.uk or by calling the SEND Office on extension 2365.
- Ms Y Kwok is our Deputy SENDCO. She works full time and can be contacted via the email address yu-wai.kwok@labexley.org.uk or by calling the SEND Office on extension 2365.
- Mrs K Sanderson is our SEND administrator. She works from 8a.m. to 4p.m. Monday to Friday and can be contacted at karen.sanderson@labexley.org.uk or by calling the SEND Office at extension 2365.

The SENDCO, Deputy SENDCO, and SEND Administrator can all access our SENDCO@labexley.org.uk email address, which is also accessible by parents.

4. Arrangements for consulting with parents of children with SEND and involving them in their child's education:

Parents are invited to three review meetings a year (one per term) to discuss their child's progress in relation to those targets set out in their ILP, and add information and advice to the plan.

These meetings involve academy staff, parent(s)/career(s) and the student. These meetings are conducted either in person or virtually.

Students with EHCPs will have this plan reviewed annually by the SEND team and will have two additional ILP meetings.

Parent(s)/career(s) are invited to a SENDCO forum termly, focusing on a particular area of need, for example Autistic Spectrum Disorder (ASD).

The SENDCO holds weekly workshops each Thursday, during term-time, between 4.15pm - 5.15pm. Any parents can also make an appointment to discuss their child's needs via the SENDCO@labexley.org.uk email address.

The SEND team is also available to discuss students' needs at Open Evenings, parents' evenings and careers events.

The Looked After Child (LAC) coordinator works within the Inclusion Team and in close partnership with the SEND team to promote LAC students' academic achievement and social inclusion. The LAC Coordinator is Gill Ansell and can be contacted via email Gillian.Ansell@labexley.org.uk

5. Arrangements for consulting students and young people with SEN and involving them in their education:

We meet with a student with SEND formerly at least three times a year in order to:

- Understand the student's areas of strength and difficulty
- Listen to students concerns about barriers to learning and their ideas about how to remove them

- Co-construct targets that are meaningful to the student and enable them to make progress
- Enable the student to be part of the Assess, Plan, Do, Review cycle to manage their learning
- Students on the SEND Profile have an Individual Learning Plan which is accessible to parent(s)/career(s) via their unique account on the management information system Edukey.

6. Arrangements for assessing and reviewing students and young people's progress towards outcomes:

Progress of Individual Learning Plan (ILP) targets will be reviewed termly and shared with parents and students via Edukey Provision Map. Parents will also have the opportunity to meet with SEND staff at consultation evenings and via scheduled meetings to discuss The Graduated Approach for their child.

Students will access interventions to support their educational needs. Entry and exit data will be collected at the beginning and end of each intervention to benchmark progress

7. Arrangements for supporting students and young people in moving between phases of education and in preparing for adulthood:

A number of strategies are in place to enable good transitions from one school to another or moving through key stages. These include:

- Prior to entry, admissions procedures are used to gather information relating to a student's needs
- The Annual Review in year 5 for students with an Education Health Care Plan (EHCP) begins the process where parents are supported in the transition process for their child
- Years 9 and 11 are transition points for students and reviews are held in preparation for Key Stage 4, Sixth Form/ College and the workplace
- Parent(s)/carer(s)/guardian(s) are encouraged to consider options for the next phase of their child's education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive and accessible
- SENDCos meet to discuss the needs of SEND students transitioning from the Primary to Secondary phase or other local schools/colleges
- Reviews of students with an EHCP include a focus on preparing for adulthood
- SEND students meet with the Careers Advisor prior to transition

Parents/Carers are encouraged to get involved in the progress of their children through:

- Yearly Information evenings aimed at key decision points e.g., GCSE Options, Post-16 Options, Post-18 evening, Oxbridge Evening etc.
- Access to school website with supporting information and resources
- Yearly consultation evenings

The Trust is committed to fulfilling its statutory duties in relation to the Baker Clause and meeting the Gatsby Benchmarks in line with the CDI framework to provide a comprehensive Careers Programme for all students.

8. The approach to teaching students and young people with SEND:

All students benefit from 'Quality First Teaching' (QFT): this means that teachers assess, plan and teach all students at the level which allows them to make progress with their learning. QFT

emphasises high quality, inclusive teaching for all students and includes:

- Adapted and scaffolded learning;
- Strategies to support SEN student's learning in class;
- Student ILPs which contain information on student need and strategies tailored to those needs which are used by the teachers for their planning;
- Bexley SEN Toolkit. This provides strategies to support targets identified on the ILP;
- Assessments carried out by the SEND team;
- On-going formative assessment.

Interventions

- Targets and interventions are determined by the SENDCo and the Deputy SENDCo with support from teachers, parents, students and outside professionals
- Interventions are delivered by Higher Level Learning Support Assistants (HLLSA), and Learning Support Assistants (LSA) based on student need, overseen by the SENDCo

Additional Resource

- Students with a disability will be provided with reasonable adjustments (for example auxiliary aids and services) to facilitate access to the curriculum
- The Learning Engagement Centre-(see section 13 below)

9. How adaptations are made to the curriculum and the learning environment of students and young people with SEND:

At Leigh Academy Bexley we make the following adaptations to ensure all students' needs are met:

- Our Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum, and further information is available on the school website.
- Our curriculum is adapted to ensure that all students are able to access learning using the guidance in the Bexley Quality First Teaching and SEND Toolkit.
- Adapting our resources and staffing to meet students' needs, as identified in professional reports and plans.

10. The expertise and training of staff to support students and young people with SEND, including how specialist expertise will be secured

Within Leigh Academy Bexley, our staff has the following specialties:

- The Vice Principal for Inclusion has the NASENCO Award SENDCo qualification and has been a SENCo in a number of London schools.
- The SENDCo is also the Assistant Principal and has the NASENCO Award SENDCo qualification.
- The Deputy SENDCo has senior leadership experience in both specialist and mainstream SEND provisions.
- The LAC Coordinator also has the NASENCO Award SENDCo qualification

Speech and Language Support is commissioned from Words First Ltd., and Bexley Local Authority is commissioned to provide EP Support across 2023–24. Counseling is conducted by two qualified counselors employed by the academy. These services will be allocated to work with individual students, cohorts of students, and school strategic SEND priorities as determined by school leadership.

The SEND department works alongside other teams within the school to ensure students' needs are met.

11. Evaluating the effectiveness of the provision made for students and young people with SEND:

The progress of students in interventions is tracked and monitored half termly; all data is logged on the Edukey Provision Map software, and parents are able to see the progress their child has made through their own accounts on this portal.

All students on the SEND profile have an ILP that targets their additional and different needs when accessing the curriculum. These documents are reviewed termly with parents and students.

All students at Leigh Academy Bexley are assessed on a termly basis for general academic progress in all subjects at KS3 and KS4/5 options.

12. How students and young people with SEND are enabled to engage in activities available to students and young people at Leigh Academy Bexley who do not have SEND:

We aim for all students to be able to engage in all activities. We frequently review and develop our extra-curricular and enrichment offer to ensure that all students can engage in activities outside of classroom learning.

Staff leading co-curricular and enrichment activities will receive training in special educational needs and disabilities as part of the school's annual training programme. They are able to access advice from the SEND Team as needed.

We aim to remove any barriers to participation.

13. Support for improving emotional and social development:

The Learning Engagement Centre-this resource supports students with emotional difficulties to develop their behaviours for learning. Students access their learning in a small, low-arousal setting with the assistance of staff who have mental health first aid training. Interventions delivered focus on regulating emotion and meta-cognition.

- We have counselors available to students. Referrals are made through the SEND team and overseen by Mr Harding, Vice Principal.
- We do not have a specific Anti-Bullying Policy at LABEX. This is covered in our Behaviour Management Policy, this policy can be located [here](#).

14. Leigh Academy Bexley involves other bodies, including health and social care bodies, local authority support services, and voluntary sector organisations, in meeting students' and young people's SEND and supporting their families

The following outside organizations may support students and young people with SEND at Leigh Academy Bexley:

- Bexley School Nursing Service
- Bexley Early Intervention Team and Specialist Teacher Service
- Bexley Educational Psychology Services
- Bexley Educational Welfare Services

- Bexley Child and Adolescent Mental Health Services (CAMHS), including the Children's Emotional Wellbeing Service (ChEWS)
- Bexley Voice
- Bexley SNAP (Special Needs and Parents)
- Bexley Moorings Project
- Bexley Young Carers
- Endeavour Bexley Academy
- London South East Colleges, Bexley Campus
- Domestic abuse services
- Youth Offending Services
- Physiotherapy Services
- Safeguarding and social care services
- Family and wellbeing services
- Addiction Services
- Private Educational Psychology Services
- Hearing and Visual Impairment Specialist Teams
- Bexley Advisory Service for Children on the Spectrum

The Bexley Local Offer can be found here: www.bexleylocaloffer.uk.

Leigh Academy Bexley has students who live outside the Bexley Local Authority, and their local offers can be found here:

Greenwich Local Authority

<https://www.greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/home.page>

Bromley Local Authority

<https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs>

Kent Local Authority

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

Lewisham Local Authority

<https://lewisham.gov.uk/localoffer>

15. Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy:

At Leigh Academy Bexley, we aim to address parent concerns regarding SEND swiftly and collaboratively. We would advise parents to initially raise their concerns by speaking to the staff member's line manager:

- All LSAs, the SEND Administrator, and the Deputy SENDCo are line-managed by the SENDCo
- The SENDCo is line-managed by the Vice Principal responsible for Inclusion.
- The Principal is in charge of line management, and the Vice Principal responsible for Inclusion is in charge of SEND. The school has a complaints policy that parents and caregivers can access if we are unable to address concerns through line managers. The complaints policy is located [here](#).