Leigh Academy
BEXLEY

SEND Information Report 2026-2027

Policy Date	October 2023
Last Policy Review	September 2026
Next Policy Review	September 2027
Policy Approval	Trust Board, Dartford & Bexley Community Board

Cross Reference
SEN Code of Practice 2014 (as amended 2015) Children and Families Act 2014
Equalities Act 2010
KCSIE 2026
Behaviour Policy
Supporting Students with Medical Needs in schools Policy
Bexley Local Offer Accessibility Plan
Every Child Achieving and Thriving

Statutory Policy Yes

At Leigh Academy Bexley we value all of our students and strive to provide the best education for them 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 Dartford & Bexley Community Board 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, but are not limited to: 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.

Our Academy is proud to have a Specialist Resource Provision (SRP) dedicated to supporting students on the Autistic Spectrum. We are committed to providing an environment where neurodiverse learners can achieve their potential, thrive in their development, and feel a true sense of belonging within our vibrant school community.

The SRP is designed specifically for students who meet the following criteria:

- Primary Need: A primary area of need identified as Autism (ASD).
- EHCP: An active Education, Health and Care Plan (EHCP) in place.
- Curriculum Access: The ability to access a secondary-age mainstream curriculum with specialist support and be within two years of Age Related Expected levels. (ARE)

Our core philosophy is built on inclusion and independence. We believe that by providing the right environment and expert guidance, students with ASD can reach the same ambitious milestones as their mainstream peers.

Based on their individual starting points, every student benefits from:

- Personalised Timetables: Carefully mapped schedules that balance academic challenge with necessary support.

- Targeted Interventions: Evidence-based sessions designed to bridge gaps and build specific social or academic skills.

Students are supported by a team of specialist staff who understand the nuances of the autistic profile. We maintain a significant level of challenge within our support framework to foster long-term independence.

Being part of our SRP does not mean being separate from the academy. SRP students may use the SRP for social times and interventions, however the aim is for every SRP student to integrate into mainstream lessons full time. Each student has a carefully planned timetable which takes account of their individual needs, whilst maintaining a significant level of challenge built within it, with the aim of fostering and developing independence. Our students are an integral part of our community—participating in enrichment,part of college teams, and whole-school events. We take pride in a culture where every student is valued for their unique contribution, ensuring they have the confidence to achieve academically, thrive personally, and belong fully to our academy family.

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 J Hopkins is our SENDCO. She works full time and can be contacted via the email address sendco@bexley.latrust.org.uk or by calling the SEND Office on extension 2263.
- This email inbox is accessed by both the SENDCo and SEND Admin officer.

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 coffee morning each module, focusing on a particular area of need, for example Autistic Spectrum Disorder (ASD). Additionally the SENDCO holds a parent workshop for each module, during term-time, between 5 pm and 6pm. Any parents can also make an appointment to discuss their child's needs via the email address. sendco@bexley.latrust.org.uk

The SENDCO 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 Victoria Baldock and can be contacted via email victoria.baldock@bexley.latrust.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 formally 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
- Year 6 students attend a primary to secondary transition day
- 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., Key Stage 4 Options, Post-16 Options, Year 11 Information Evening, Teaching and Learning Parental Workshops 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 with support from subject leaders, 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

- The SENDCO is also the Deputy Head of Petworth College (Assistant Principal) and 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 2026–27. Counselling is conducted by one senior qualified counsellor 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 counsellors available to students. Referrals are made through College Teams or the SEND team and overseen by Mrs Hopkins, SENCo.
- 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.
- 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).
- The SENCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans.
- 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.
- Identified students will have access to support and mentoring. Two Learning Support Assistants are trained ELSAs.
- Student Leadership and Student Voice opportunities.
- Peer-mentoring and peer-tutoring by the Student Ambassadors.
- Supervised and planned breakfast, break, lunch and homework clubs.

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 organisations 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/special-educational-needs-disability-send-local-offer

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, HLLSAs, the SEND Administrator and counsellors, are line-managed by the SENDCO.
- The SENDCO is line-managed by the Principal.
- 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.