



**SEND Information Report September 2024-25**

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At Leigh Stationers' Primary Academy 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 to also provide a safe and fully equipped learning environment, which caters to the needs of every pupil 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/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 information.

**1. The kinds of SEND that are provided for at Leigh Stationers' Primary Academy**

**Definition of SEND:**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

**Definition of disability:**

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2015)*

### **Beliefs and Values:**

- Leigh Stationers' Primary Academy aims to give every pupil the opportunity to develop his/her potential to the full. It recognises that all pupils have their own particular needs and seeks to ensure that each pupil is able to learn, experience success and feel valued in an environment free from obstacles and prejudice.
- Leigh Stationers' Primary Academy is committed to ensuring all pupils receive their full entitlement to a whole-school curriculum regardless of their needs or disabilities.
- Leigh Stationers' Primary Academy and all staff believe that every teacher is a teacher of every child or young person, including those with SEN.

### **Aims and objectives:**

The school is committed to raising the aspirations of and expectations for all pupils with SEN. The school reviews the progress of all its pupils on a termly basis during pupil progress meetings (PPM) and it is our absolute priority to make certain that all pupils are achieving as well as they can at all stages of their schooling. If we are concerned that a pupil's progress could be improved initially, Quality First Teaching strategies in the classroom will be reviewed and amended if appropriate.

If all recommended Quality First Teaching strategies are in place and progress remains unsatisfactory additional interventions and provision will be put in place.

Our aims are to:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work within the guidance provided in the SEND Code of Practice, 2015.
- Operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide support and advice for all staff working with special educational needs pupils.

### **Identifying Special Educational Needs:**

There are four broad areas of need (SEND COP 2015) for which Leigh Stationers' Primary Academy is responsible for planning provision:

*-Communication and Interaction*

*-Cognition and Learning*

*-Social, Emotional and Mental Health Difficulties*

*-Sensory and / or physical needs*

The purpose of the identification of a SEN is to establish what action Leigh Stationers' Primary Academy needs to take to best support our pupils. Leigh Stationers' Primary Academy identifies the needs of pupils by considering the needs of the whole pupil, not just the special educational needs.

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, cerebral palsy, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, glue ear, 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**

### **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 Leigh Stationers' Primary.
- 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, Leigh Stationers' Primary 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 Record of concern form.*

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

Leigh Stationers' Primary 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.

This information report is written in line with the requirements of:-

- Children and Families Act 2014
- SEN Code of Practice 2015
- SI 2014 1530 Special Educational Needs and Disability Regulations 2014
- Part 3 Duties on Schools – Special Educational Needs Co-ordinators
- Schedule 1 regulation 51- Information to be included in the SEN information report
- Schedule 2 regulation 53 – Information to be published by a local authority in its local offer
- Equality Act 2010
- Schools Admissions Code, DFE 1 Feb 2012

- SI 2012 1124 The School Information (England) (Amendment) Regulations 2012
- SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This policy should be read in conjunction with the following school policies;

- LAT SEND Policy
- Behaviour Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy
- Inclusion Policy
- Attendance Policy
- Health and Safety Policy.

This information report was developed with the Principal. Representatives from the governing body and the Leigh Academy Trust. Parents of children with special educational needs will be consulted. This information will then be reviewed annually.

Leigh Stationers' Primary Academy is clear that only those pupils who require additional specialist provision will be referred to as having SEN status. Other issues which may impact on progress and attainment but are NOT SEN include:

-*Disability* ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- *Attendance and punctuality*

-*Health and Welfare*

-*EAL*

-*Being in receipt of Pupil Premium Grant*

-*Being a looked after child*

- *Being a child of Service personnel*

- *Identifying behaviour is not always identified as a SEN need.*

Any concerns relating to a child or young person's behaviour will be described as an underlying response to a need, which Leigh Stationers' Primary Academy will be able to recognise and identify clearly as we know the child/young person well and can respond to their needs.

### **Supporting Pupils at school with Medical Conditions**

The school recognises that pupils at Leigh Stationers' Primary Academy with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs (SEN) and may have an EHCP which brings together health and social needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Pupils who have to take medication during school or have special dietary requirements will be issued a Health Care Plan (HCP) which will be signed by the parent and the school. Copies of the HCP will be kept with the class teacher, first aid room and school office. All HCP are reviewed by the school yearly, if, however medication changes it is the parent's responsibility to inform the school.

At Leigh Stationers' Primary Academy **all** teachers are responsible and accountable for the progress and development of **all** pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching in class and phased learning for individual pupils, is the first step in responding to pupils who have or may have SEN.

Leigh Stationers' Primary Academy regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. Members of staff are regularly observed throughout the year and where problems are identified robust support is immediately put in place with a follow up observation within two weeks.

Book checks are regularly carried out as part of the monitoring process which is led by the Senior Leadership team, on a termly basis. Teachers and support staff also attend Pupil Progress meetings which are chaired by a member of the Senior Leadership Team.

The school is committed to making certain all teachers are including all pupils in all lessons and differentiating/adapting where appropriate and necessary. CPD training around differentiation/adaptation for SEN is run throughout the academic year and SEN training is offered to all staff on an annual basis. All SEN training is focused around the needs of the pupils in the Academy.

### **2a. The name and contact details of the SEN Co-ordinator**

The SENCO at Leigh Stationers' Primary Academy is Mrs Maria Kenway, who is a qualified teacher with over 20 years of experience. She has been in post for The Leigh Trust as SENCO since September 2024. She is currently completing the National Award for SEN Coordination.

Mrs Maria Kenway is available on 020 8856 1346 or maria.kenway@stationersprimary.latrust.org.uk

#### **The SEN Team:**

Leigh Stationers' Primary Academy has a SEN Team which are directly responsible for SEN, these are:

Rebecca England – Principal  
Maria Kenway - SENCO  
Katie Rochester – SENCO Assistant

Rebecca England is the Designated Safeguarding Lead (DSL)

Katie Hall, Fiona Lacy and Maria Kenway are Deputy Designated Safeguarding Leads (DDSL)

The Principal, Rebecca England, is responsible for children in care across the Academy.

### **3. Arrangements for consulting parents of children with SEND and involving them in their child's education**

Our school communicates with parents regularly throughout the year through parent/teacher consultation evenings twice a year, annual reports followed by the opportunity to meet staff, at the beginning and end of the school day, meetings

requested by parents, email and review meetings if your child is receiving external SEN support.

Prior to a pupil going on to the SEN Register, parents are invited for initial consultation meetings where the needs, types of provision and support to be put in place are discussed.

The school involves parents in their child's learning through review meetings, for a child with Special Educational Needs, this meeting will be an opportunity to discuss a child's support plans and progress towards their individual targets. Our newsletters, assemblies and information provided on the website all contribute to ensuring that parents are fully involved in their child's learning journey.

We encourage parents to support their child's learning through reading books and a wide variety of other homework activities.

We provide opportunities for parents to come into school and celebrate their child's learning regularly. Parents value this opportunity and this ensures that children recognise that both parents and the school are interested in their learning and wish to celebrate small steps of progress.

Parents attend meetings with their child's class teacher or SENCO if they have additional needs. Teachers can be available at these meetings to address any additional concerns.

#### **4. Arrangements for consulting pupils with SEN and involving them in their education**

All pupils have ownership of a Support Plan, which contains all their targets, gives pupils information on what they know and can do well and identifies any gaps in their learning. Pupil views are taken during the initial consultation period, prior to a child going onto the SEN register, at SEN Review meetings.

Pupils with SEN have Support Plans, which set out their individual needs, targets and the support needed to achieve them.

Pupils are consulted to review their Plans.

Leigh Stationers' Primary, actively listen to the Pupil Voice of all children in school, including those with identified Special Educational Needs.

#### **5. Arrangements for assessing and reviewing pupil's progress towards outcomes**

As an academy we track and analyse the children's progress in learning against national expectations, and age related expectations six times a year..

The class teacher continually assesses each child and notes areas where they are improving, and where support is needed. As a school we track children's progress from entry in nursery through to Year 6 using a variety of different methods.

Pupil Progress Meetings are held at least three times a year between each class teacher and the Senior Leadership Team. In these meetings, a discussion takes place concerning children who are not making expected progress, and possible interventions and actions are discussed.

In addition to normal reporting arrangements and parent meetings, parents of children with SEND are invited to attend review meetings where there will be the opportunity to discuss children's progress with the class teacher. The SENCo is always available for further discussion and to support parents with any concerns they might have.

Parents/carers can also be involved in supporting their child's education through consultation with the class teacher, which may involve special homework activities, reinforcement tasks linked to classroom learning and other such tasks. Where specific needs are apparent, the school has a number of different assessments which can be used to explore a child's strengths and areas of difficulties in more depth. The academy will employ the skills and expertise of specialist teachers to undertake assessments and develop strategies to implement to help support the differing needs of children via the EIT process. (Early Intervention Team)

### **Criteria for exiting the SEN Register**

All parents with children with an EHCP will be invited to attend yearly Annual Reviews where their children will be discussed; all professionals who are working with their child will also be invited. This review gives the school/parent the opportunity to add/amend the child's EHCP and make new targets.

Pupils' progress is tracked regularly as part of Quality First Teaching. Pupils with SEN are discussed as part of the pupil progress meetings for that class.

SEN review meetings are held in terms 2, 3 and 4 where the provision in place for all SEN status pupils and EHCP pupils are assessed.

If pupils with SEN status no longer require additional specialist support to make the progress that the school expects of them they will be discussed at the next available Pupil Progress Meeting to determine whether they can come off the SEN register.

Pupils with EHCP will remain on the SEN register for as long as they have their EHCP. The decision to remove a pupil from the SEN register will be a joint one with the School, parents and pupils concerned.

### **6. Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood**

At Leigh Stationers' Primary Academy we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Foundation Stage teachers and teaching assistants visit all children prior to school entry both at their pre-school setting and in their home. They meet with pre-school staff and meet with the children during transition days, usually held in July, prior to entry to school.

We also contribute information to a pupils' onward destination by providing information to the next setting. Transition to secondary education is supported with additional visits to the destination school, meetings with Leigh Stationers' Primary Academy SENCO, parents and destination school staff and pupil information made available via a pupil profile/transition events held in the local area.

### **7. The approach to teaching pupils with SEND**

#### **The graduated response to SEN Support**

When Leigh Stationers' Primary Academy decides to make special educational provision this decision is made with the consideration of all staff linked with the specific pupil.

All of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress, is taken into consideration.



We will seek the views and opinions of the parents/carers and pupils in making decisions about the SEN support to be put in place.

Leigh Stationers' Primary Academy identifies and manages pupils with SEN status by the following process outlined below:



**Assess:**

- Information from parents of pupils with SEN status sought
- Information collated from teaching team that are responsible for the pupils with SEN status
- Current rate of progress for all subjects acquired
- Information collated from all teaching staff who teach pupils with SEN status
- Information from pupils with SEN status sought- what is working well / what needs to be done differently
- Any outside specialist assessments requested where appropriate (i.e. EIT, Educational Psychology, CAMHS, Speech and Language)
- Current Support Plans for all pupils with SEN status reviewed – what has been tried already and what was the impact of this intervention?

**Plan:**

- Using the information acquired, decisions are then made regarding whether the provision in place needs to be adapted to allow the pupil to make increased progress / achieve their full potential
- Parents formally notified of SEN support to be provided. Parents and pupils consulted on any adjustments, interventions and support to be put in place and information to be on a Support Plan.
- All staff working with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies/approaches that are required.
- Planning put in place at this stage will be until the next APDR cycle
- Changes are reported on the SEN register and support plans.

**Do:**

- All of the planning is now in place and being actioned on a daily basis
- Teachers informed of updates.
- Whole Class Provision maps/support plans are used by class teachers to inform their planning.

**Review:**

- The effectiveness of the support and interventions and their impact on the pupil's progress is reviewed in line with the agreed date.
- The impact of the APDR process will be formally reviewed in terms 2, 4 and 6 but grades for all pupils with SEN status are reviewed informally by the SENCO on a termly basis.
- Where the needs of a pupil are more complex and they require support from an external agency / provider the school will endeavour to obtain this support. Leigh Stationers' Primary Academy will involve parents and pupils

at all stages of the decision making process for external agency support. The affordability of this provision is monitored by the Principal and Vice Principal.

This process will take place three times a year in terms 2, 4 and 6. (See Appendix A for a flow diagram which outlines the process)

### **8) How adaptations are made to the curriculum and the learning environment of pupils with SEND**

We believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. This is delivered by our Primary Years Programme Curriculum. (See Appendix D)

We adapt the curriculum and learning environment for pupils with SEN:

- Use a range of teaching and learning styles
- Differentiated or adapted learning materials.
- Access to ICT and Technology
- Provide additional in class support
- Provide additional out of class support
- Provide enrichment and enjoyment opportunities to stimulate and motivate learning
- Use flexible groupings – including small group work and intervention
- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- Make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Give every child the entitlement to a sense of achievement.
- Use appropriate rewards and sanctions
- Regularly review the policy and practice in order to achieve best practice

Leigh Stationers' Primary Academy is capable of accommodating pupils with physical impairments.

All classrooms and specialist teaching areas are accessible to all pupils.

Disabled Toilet provision throughout the school is adequate.

Safe routes via ramps exist on the site.

Safe storage facilities for wheelchairs and specialist equipment are available. Emergency evacuation routes have been identified and procedures implemented for all disabled pupils

All disabled pupils are fully included in the school curriculum including teaching and learning, school trips and extra-curricular activities.

The SEN team have very positive relationships with the parents and carers of the disabled pupils in the school setting; parents and carers of these pupils can contact the SEN team directly by email or telephone.

### **9. The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured**

All teachers and teaching assistants have had the following training:

ASD Awareness

Dyslexia Foundation Level Training

Phonics Training

In addition, the following teachers and teaching assistants have received further enhanced and/or specialist training:

ELSA

Lego therapists

Sensory Circuits

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Milestone Academy, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

The approach to teaching pupils with SEND:

Leigh Stationers' Primary 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 Leigh Stationers' Primary website so that parents/carers, pupils, staff and the wider community can access its contents.

### **Training and resources**

SEN is funded through the local authority and all mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. This funding is determined by a local funding formula.

Leigh Stationers' Primary Academy has an amount identified within its overall budget called the notional SEN budget but this is not a ring-fenced amount and Leigh Stationers' Primary Academy endeavours to provide high quality appropriate support for SEN pupils from the wider budget where appropriate and necessary. Pupils with ECHP can have additional top-up funding provided to help meet their needs if this is deemed as appropriate on their EHCP. This is typically allocated where the needs of an individual pupil exceeds the nationally prescribed threshold (approximately £6,000).

When specific training is needed to support the needs of an individual pupil, training is delivered to all members of staff who are involved with the pupil on a regular basis.

Where required Leigh Stationers' Primary Academy involves the support of external providers to support training needs.

Leigh Stationers' Primary Academy's SENCO attends the LA SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO is part of a Primary SENCO network within the local area.

The Trust also holds regular meetings with the lead SEN curriculum advisor and other SENCO's, this is called the SENCO Forum to gain further knowledge and support from other professionals.

The SENCO will also be expected to attend the EIT (Early Intervention Team) meetings which aid us to refer children for specialist teacher intervention, Educational Psychologist referral from within the Trust and most importantly to request application for an EHCP.

### **10) Evaluating the effectiveness of the provision made for pupils with SEND**

Leigh Stationers' Primary Academy regularly and carefully monitors and evaluates the quality of provision we offer all pupils. This is done using the assess, plan, do review cycle and in the regular pupil progress meetings.

The SEN Governor meets with the SENCO each year.

Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

All individual support plans are reviewed at least three times a year and the outcomes are tracked to monitor progress.

### **11) How pupils with SEN are enabled to engage in activities available with pupils in Leigh Stationers' Primary Academy who do not have SEND**

We ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND, in-line with our duties under the Equality Act 2010. This can involve making reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children are not at a substantial disadvantage when compared with their peers. This requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

All pupils are encouraged to go on our residential visits. All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

### **12. Support available for improving the emotional and social development of pupils with special educational needs.**

At Leigh Stationers' Primary Academy we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g.:

- PSHE
- Cross Year Group Mentoring
- Reading Buddies

For some pupils with the most need for help in this area we also can provide the following e.g.:

- ELSA Teaching Assistant
- Lego therapy
- Time Out – Quiet spaces
- Individual Work Stations

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

### **13. How Leigh Stationers' Primary Academy involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting their families**

Parents can view all available additional support services offered by Bexley Local Authority on their web page from the Bexley LEA Local Offer.

The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity

Parents of pupils with SEN status and EHCP will be invited to an informal coffee morning/afternoon throughout the year to meet with the SEN team.

Parents can contact the SEN team at any time to discuss concerns regarding their child, regardless of whether they have SEN status. The school is committed to supporting all parents and pupils with any SEN concerns.

Information about SEN pupils is shared with all staff on the SEN register; updates to the SEN register are issued to all members of staff termly.

If a SEN pupil transfers to a new school, the SEN team will contact the new school or education provider to share all appropriate information prior to transition.

The SEN Team has a very good transition phase in place for the transition to support pupils and families to aid the transition between KS1 and 2 and KS2 and KS3. This includes meetings with Phase Leaders, Class teachers and Parents. When moving from KS2 to KS3 the SENCO and Year 6 teachers work on a phased induction if necessary, in the Summer Term with additional visits to the school and interaction with the SEN team.

*The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)*

Reviewed September 2024

The local offer for pupils with SEN can be found on the local authority website. This will give a clear guidance as to which outside agencies are available within Bexley SEND Local Offer:

<https://www.bexleylocaloffer.uk/>

Our SEND information report follows the advice given by The SEND Code of Practice 0 – 25 – September 2015

6.79 – 6.83 Publishing information: SEN Information report

The SEN Code of Practice can be downloaded using the link below:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

**Where can I find information on IASK (Information, Advice Support Services)?**

<https://www.bexleyiass.co.uk/>

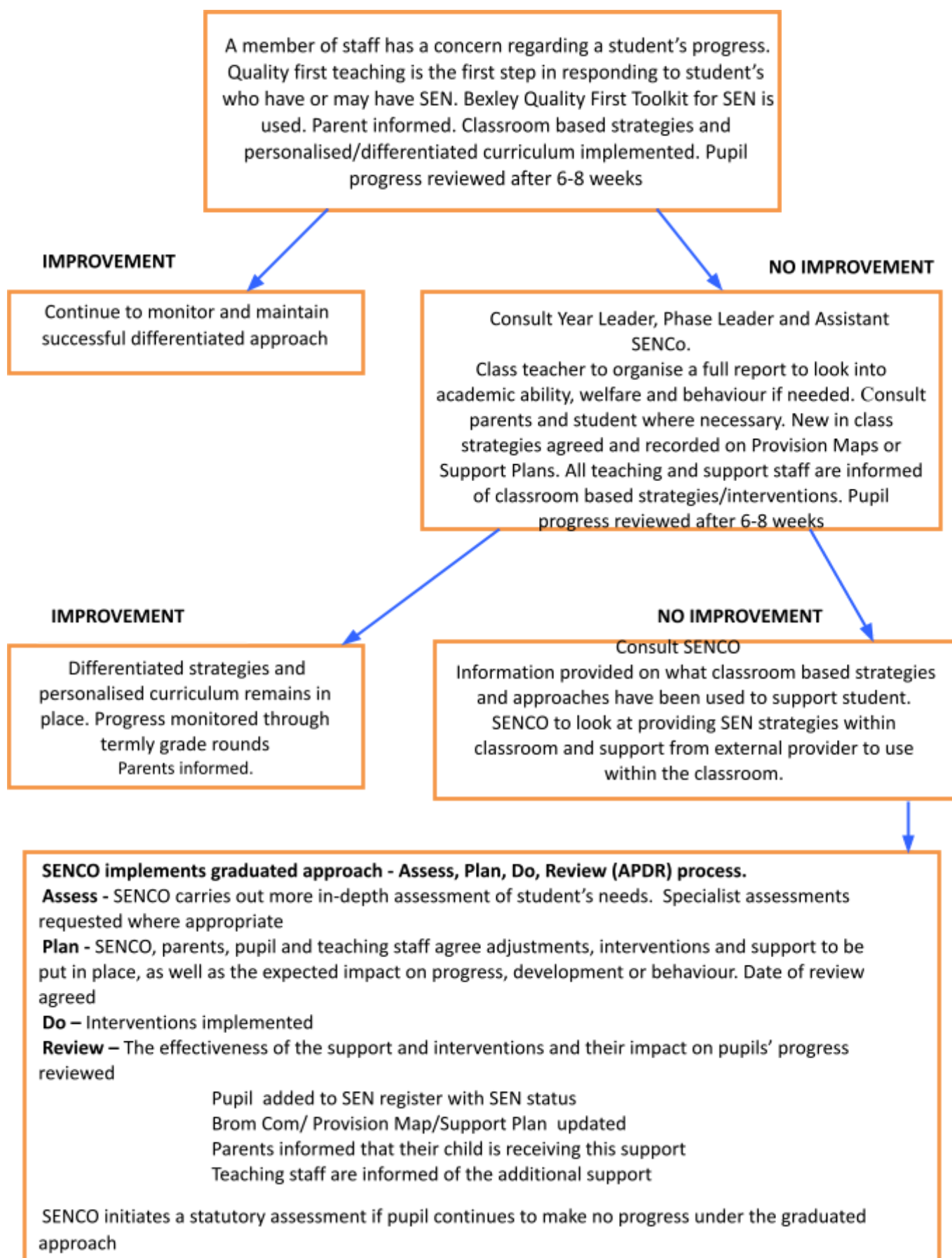
#### **14) Arrangements for handling complaints from parents of children with SEND about the provision made at the Academy**

If parents and carers have complaints about the SEN provision within the school they can address these directly with the Principal. The school is committed to resolving complaints and grievances when they infrequently come up and resolutions are sought at all times. Please refer to the Academy Complaints policy.

## **APPENDICES**

### **Appendix A:**

#### **Process for identifying and supporting SEN**





**Appendix B – Support Plan Format**



**Leigh Stationers' Primary Academy SEN Support Plan**

Name	Date of Birth	Sen Support Plan Start Date

SEND identified area	Diagnosis? Description of current level of skills	Area for development (long term outcome)
Communication and Interaction		
Cognition and Learning		
Social, Emotional, Mental Health		
Physical Disability and/or Sensory		

<b>Inclusion Strategies, interventions and resources to support class (taken from the Bexley Quality First Teaching and SEN Toolkit):</b>

**Focused short-term planning:**



Area of Need	ASSESS What can the pupil do now? (Entry data)	PLAN What does the pupil need to do next? (SMART target)	DO Who will help the pupil and how?	REVIEW Progress the pupil has made: (Exit data)			
				Not achieved	Partially achieved	Achieved	Date

**Appendix C – Provision Map/Local Offer for Leigh Stationers’ Primary Academy by SEN category across the school – September 2024**

Area of Need	All pupils, where appropriate	Monitor	SENS/EHCP
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome Increased visual aids / modelling etc Visual timetables Illustrated dictionaries Use of writing frames Access to word processor In class support from TA Focused group work with CT e.g. guided reading Pyramid Punctuation	Booster groups In class support from TA Individual reading with TA / CT Awareness of learning styles - Visual, auditory and kinaesthetic approach Additional keyboard skills group	Intense literacy or numeracy support Adapted catch up programmes Additional phonics training Additional individual reading Paired reading Memory skills training Peer tutoring Daily phonics/SPAG sessions Awareness of learning styles - Visual, auditory and kinaesthetic approach Pre- and Post-tutoring Specific language intervention groups Basic skills checklists e.g. high frequency words/Phonics
<i>Communication and Interaction</i>	Differentiated curriculum planning, activities, delivery and outcome e.g. simplified language Increased visual aids / modelling etc Visual timetables Use of symbols Structured school and class routines Speech Link screening	In class support from TA with some focus on supporting speech and language Additional use of ICT	Speech and Language support from SALT, followed up in school Paired/group talk Barrier Games Input from Autism Outreach Team Support for alternative forms of communication e.g. Makaton/PECS Visual organiser Word mats, topic glossaries Individual visual timetables TA support during whole class teaching time to engage each child and model/ elicit n responses Pre and Post tutoring Discussion and scribing to promote quality responses Resources e.g. voice recorders, iPads, Chrome books Role play and hot seating

Area of Need	All pupils, where appropriate	Monitor	SENS/EHCP
<i>Emotional, Social and Mental Health Difficulties</i>	Whole school behaviour policy Whole school / class rules Class reward and sanctions systems Circle Time / parachute games	Small group Circle Time Group reward system Support for unstructured times ELSA	Individual counselling Individual reward system Anger management training Peer mentoring/ Friendship support groups Social skills training Circle of Friends Social stories Resources for outdoor play Social Use of Language Programme Clubs Circle time Celebration assemblies School Behaviour Policy and Strategies Educational Psychologist Communication and Autism Team support and resources Children and Young People's Mental Health Service (CYPMHS) Early Help
<i>Sensory and Physical</i>	Flexible teaching arrangements Staff aware of implications of physical impairment Medical support Brain gym exercises	Additional keyboard skills Additional handwriting practice Access to equipment e.g. writing slopes Sensory Circuits	Motor skills programme for small group Clever Fingers Individual support in class during PE Physiotherapy programme Access to ICT Pencil grips Specialist pencils Posture support Sloping writing boards Further differentiation of physical activity (fine and gross motor) Occupational Therapist Physical adjustments and support as necessary Provision of specialist equipment & resources eg. Special scissors Fine and gross motor skills Enlarged text Health Care Plans Promotion of self-care and personal hygiene Sensory Circuits

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## **Appendix D:**

### **SEND and the Primary Years Programme**

#### **Philosophy:**

We believe that all learners have unique needs to consider when helping them to meet/exceed their academic and non-academic potential. To provide access to the IB PYP at Leigh Stationers' Primary Academy we apply approaches and support systems that address the individual needs and varied learning styles of pupils, including those identified with additional needs (special education, gifted and talented and English as an Additional Language Learners). By recognizing the diversity of our collective learning community, we support the development of internationally minded people.

#### **Practice:**

At Leigh Stationers' Primary Academy, pupils with varying disabilities, English as an additional language Learners (EAL) and pupils identified as gifted and talented are educated the majority of the time in the classroom with appropriate support and services. Identified pupils may receive support from teachers with specialisms in these areas through a co-teaching model or through interventions for part of their school day. We build positive learning communities in which a culture of collaboration encourages and supports problem solving for all students.

#### **Differentiation:**

At Leigh Stationers' Primary Academy, all pupils receive teaching that enables them to succeed within the range of their approaches to learning, abilities and interests. Differentiation is seen as the process of identifying, with each learner, the most effective strategies for achieving agreed upon outcomes. Dynamic groupings within classrooms, tiered lessons, use of pre -assessments and formative assessments to discover pupils' strengths and areas to focus targeted teaching on, open ended learning engagements, and provision of materials (such as levelled reading materials, enrichment activities, and choice menus) designed to address pupils' level of readiness are some examples.

#### **How does the school's policy on inclusive education reflect the IB standards and Practices?**

Leigh Stationers' Primary Academy is currently working towards becoming an International Baccalaureate World school for our PYP Programme. Each programme promotes an inclusive education based on the IB Standards and Practices.

#### **PYP Inclusive Education at Leigh Stationers' Primary Academy**

Leigh Stationer's Primary Academy's PYP Programme consists of EYFS to Year 6. As all pupils at the school participate in IB, it reflects the PYP requirement of the school implementing the PYP for all pupils. Pupils remain in the whole class setting as much as possible, but based on pupils' needs there may be occasions where pupils are taken out of the classroom and given small group or 1:1 tuition, as individual need dictates. Due to the large amount of staff that

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have to collaboratively work together for pupils to be successful, Leigh Stationers Primary Academy ensures there are planning periods for the teachers, so they can work together for collaborative planning. During collaborative planning, teachers brainstorm on the most effective, research based methods on how pupils can meet unified expectations. They plan differentiated lessons for pupils in various tiers of instruction based on what they know and what they can do. When planning, teachers also use the Central idea that encompasses a scope of learning, pupil achievement, and reflection of diversity. Much of this planning is based on data through observations, Standardised test Scores, and yearly benchmarks along with summative and formative assessments.

Conclusively, Leigh Stationers' Primary Academy works diligently through specialised teaching services, collaboration, data, and reflection, for all pupils, regardless of need, to learn and reach their outcomes.

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