

SEND INFORMATION REPORT 2021-2022

At Leigh Academy Blackheath we support and value the abilities of all our students. We strongly believe that it is our duty to provide equal opportunities for every young 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.

We believe that every learner is entitled to an enriching, varied and personalised education; delivered through a broad and balanced curriculum that provides challenge, irrespective of need, starting point or background. Our commitment to maximising the potential of every child; teaching them the skills they need to be successful and nurturing a desire to be a lifelong learner, will prepare them for whichever career path they choose to follow. At Leigh Academy Blackheath we inspire our learners to go beyond what they are taught and seek what they do not yet know.

We adopt 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.

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 must 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:

The kinds of special educational needs that are provided for:

At Leigh Academy Blackheath we provide for the 4 main categories of Special Educational Needs as noted in the SEN Code of Practice 2020:

- Communication and Interaction
 - Cognition and Learning
 - Social, Mental and Emotional Health Difficulties
 - Sensory and/or Physical Needs
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Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCo

Leigh Academy Blackheath follows the guidance contained in the Code of Practice 2014. This recommends a single assessment for students 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.

Identification of students with special educational needs will be determined in the following ways:

- Recommendation from primary and/or previous secondary school attended before joining The Academy.
- Key Stage 2 data and results.
- Teacher / Parental concerns are followed up by a tutor referral process to SEN.
- Regular meetings with college teams to identify need.
- Use of screeners such as the Secondary Language link <https://speechandlanguage.info/secondary>
- Reports and recommendations from professional agencies
- Regular assessment of progress by subject leaders.
- Curriculum learning walks and virtual google classroom reviews.
- Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
- Where appropriate, we will make applications for High Needs Funding and/or EHCPs to support students with SEND.

Contact details for SENCo: Liz Pereira (SENCo), email send@leighacademyblackheath.org.uk

SEND Link Governor, Wayne Barnett, and can be contacted via the LAT Governance Team on 01634 412203.

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

We will make regular reviews of students' progress both academically, emotionally and socially will take place through:

- Academy reporting systems;
- Parents'/Carers' Evenings;
- SEND coffee mornings, meet and great events and parent online training sessions;
- Students 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;
- K code students should be seen 3 times a year as per the statutory requirements in the SEND Code of Practice 2014
- Use of parent information sharing apps such as Clasdojo.
- Parent/Carer Forums.

- Meeting notes will be logged on provision map, shared with relevant stakeholders and be accessed by school staff as needed.
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Arrangements for consulting young people with SEND and involving them in their education

Leigh Academy Blackheath will make regular reviews of students' progress both academically, emotionally and socially will take place through:

- Academy reporting systems;
 - Parents'/Carers' Evenings;
 - Students with an Educational Health and Care Plan will be contacted by their key worker at least once a week to review their progress.
 - Regular communication home.
 - K code students should be seen 3 times a year as per the statutory requirements in the SEND Code of Practice 2014
 - Students 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.
 - Stakeholders feedback for students, parents and outside agencies will be gathered across the year. This may be 1-1, in small groups and through google forms.
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Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review

Leigh Academy Blackheath will follow the guidelines contained in the Code of Practice 2014 regarding the assessment and review procedures of students with special educational needs and disabilities.

Students 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) Students identified as having special educational needs will be observed in lessons and discussions will be had with subject teachers to monitor progress across the year. Their MYP assessment levels scores will be tracked against their end of year targets and appropriate actions will be taken.
- c) Students identified as having special educational needs, at either EHCP or K code classification, 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, targets and objectives, current levels, reading ages, merits and demerits , enrichment involvement and attendance. Students will be part of creating this plan and it will be available to staff, parents/carers and students;

d) Students identified as having special educational needs , at either EHCP or K code classification will have a pupil passport. This is a collaborative tool designed with the student, home and school and is a way of sharing targeted information with teachers to ensure inclusion in all lessons.

e) Students 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. The student , Parents/ Carers, key worker, SEN representative, any outside agencies working with the student and a representative of the local authority will be invited to attend.

f) Regular reviews of intervention programmes will be carried out to monitor progress of students against their starting points, and assess the impact of programmes, enabling interventions to be adapted where appropriate;

g) All staff will have access to individual learning plans and pupil passports via the provision mapping system in order to inform planning, monitoring of progress and strategic differentiation of work for students with special educational needs;

h) Students 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;

i) SEN spotlights will be held where a student is invited to speak to all their teachers together. Or the voice of the student and parent can be gathered and shared by an SEN staff member. Staff can then collaboratively discuss strategies to ensure progress is made for that student.

i) Staff have access to specific CPD training and insets, including access to the National College and Chartered College of Teaching training modules; SEND information booklets, Student Spotlights; regular SEND specific updates and access to research and evidence based SEND articles.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

In accordance with the SEND Code of Practice 2014, Leigh Academy Blackheath will have clear procedures to ensure the smooth transition of students between Key Stages .

Key Stage 2 to 3.

- a) The SENCo will aim to attend Year 6 annual reviews for students with an Educational Health and Care Plan or ensure they visit the student in their school during the summer term.
- b) The SENCo will attend the borough KS2-KS3 SEND transition day and ASD transition meetings to identify and discuss students with special educational needs;
- c) The SENCo and SEN team will make additional visits to primary schools for identified students.
- d.) All identified SEN students in year 6 and their family will be invited to attend a meet and greet event. Representatives from the SEN team, Greenwich Parents forum and Local authority will be in attendance to signpost parents/ carers with their queries.
- e.) All students will be invited to attend the induction day known as Headstart day. SENCo's of year 6 students will be contacted in advance and offered a chance for an LSA to attend our Headstart day if this will help with the transition process.
- f) A visual welcome will be sent to Senco's of year6 students to share with their SEN students.
- g.) Meetings with parents/carers as requested will take place with the SENCo;
- h.) The SENCo will give feedback to all staff on identified students aiming to create learning plans and pupil passports in sufficient time to assist teaching planning.
- i.) Senco's from year 6 will be invited in during the student's year 7 autumn term to meet the student and review their transition progress.
- j.) Learning walks by the SEN team will review how settled SEND students are in module 1 of their year 7. Actions, interventions, parents meeting will happen accordingly.

Key stage 3-4

- a.) Options evenings and booklets are made available to parents/carers and students; Collaborative discussions will take place with key SEN students and families as part of the options process. Meetings can be facilitated as needed.
- b.) The SENCO will discuss with College leaders suitability of SEN students within curriculum areas to ensure EHC needs are met. This may involve a non EBAC route for a selected number of students.

c.) If needed , pre-teaching of KS4 courses can be shared with an SEND student to assist with planning for GCSE courses.

d.) Learning plans and pupil passports will be shared with new teachers of SEND students.

d.)SEN spotlights will be held in Module 1 of year 10 to ensure teachers understand the needs of their SEN students.

e.) The SENCo arranges for a representative from the Career Learning Development team at Leigh Academies Trust, and RBG to meet with identified students to discuss next steps;

f.) Students with an EHCP will have their transition annual review and an honest discussion will occur regarding meeting needs and suitable placements for KS4.

g.) Access arrangements will be reviewed and secured for the KS4 curriculum.

Change of School Procedures

a) Parents/carers contact admissions at Leigh Academy Blackheath

b) Information is forwarded to the new school;

c) The SENCo meets with parents/carers and appropriate staff from the new school as requested.

The approach to teaching children and young people with SEND

Leigh Academy Blackheath is an inclusive establishment that offers a broad and balanced curriculum which is specific to the needs and future opportunities of all students. 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 students in their classes, and adapt work accordingly through adaptive teaching, to meet these needs. This will be monitored via regular lesson reviews, virtual classroom and face to face learning walks and pupil work reviews by the SENCo, SEN team , Academy Leadership Team and Directors of Learning, often in collaboration.

b)Offering a range of intervention programmes designed to improve the outcomes of students with special educational needs, ensuring they can fully access all areas of the curriculum.

c) Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs. Monitoring and encouraging attendance to these.

d) Providing a clear reporting system across the year that outlines targets and current achievements;

e) Carrying out regular lesson reviews to ensure that all students, 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 students if necessary;

g) Ensuring that identified students 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) A provision mapping system will be accessible to all staff providing details of all students with special educational needs, students in receipt of pupil premium, higher attaining pupils, looked after students and students with English as an additional language. Staff will use this system to inform their planning to ensure they are addressing the needs of students. It will also be used to track, monitor and review students on intervention programmes and provide governors and, where appropriate, provide parents/carers with a clear report in terms of cost, hours and interventions provided;

k) A range of numeracy, literacy, social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in the relevant areas. Internal referrals can be made to SALT, EP and Counsellors. These will be reviewed regularly.

l) Regular and timely communication with parents/carers via assessment reports, SEND consultation days, annual reviews, parents'/carers' events, telephone and emails;

m) Access to outside agencies via the local authority, health authority and Leigh Academies Trust;

n) Parents/carers will be informed of any additional SEND provision that their child is receiving via the SEN team.

o) The local authority local offer and academy offer will be available on the Leigh Academy Blackheath website so that parents/carers, students, staff and the wider community can access its contents.

p.) External referrals can be made to a range of outside agencies including IND, OT, PT within OXleas and CAMHS.

How adaptations are made to the curriculum and the learning environment of children and young people with SEND

- 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 students;
 - 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 students. This will be delivered on an individual, or small group basis;
 - Learning Support Assistants will maintain records and monitor progress of students on intervention programmes, and liaise with parents/carers regularly;
 - Learning Support Assistants will support the transition of identified students from primary school to secondary school, and from key stage 3 to key stage 4.
 - Learning Support Assistants will accompany identified students on trips etc where necessary.
 - Learning Support Assistants will be assigned as a key worker to EHCP and K coded students.
 - Learning Support Assistants will have weekly 40 minute meetings , have targets set for them and be encouraged to attend additional SEND specific CPD.
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The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

Leigh Academy Blackhetath 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 students with special educational needs:

- a) The SENCo/Assistant SENCo 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 Leigh Academy Blackheath to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.
- e.) SEN spotlights are held so students can express their voice and teachers can work collaboratively to support individual students' needs.

Information on how equipment and facilities to support children and young people with SEN will be secured.

All students have access to a 1:1 device which they can use adaptive strategies independently whether this be through the support of an app, or another learning platform to suit their needs.

Where external advisors recommend the use of equipment or facilities which the academy does not have, they will purchase it using the notional SEN funding, or secure it on loan. For highly specialist communication equipment, the Academy will seek the advice of the CENMAC communication and assistive technology team.

Evaluating the effectiveness of the provision made for children and young people with SEN

Leigh Academy Balckheath is dedicated to ensuring the highest level of provision to students 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 SENCo 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.
- e) Attendance of SENCo/Assistant SENCo at Cluster meetings (Leigh Academies Trust TLC), Leigh Academies Trust SENCo Forum, Leigh Academies Trust Inclusion Drive Team meetings, and local authority SENCo meetings to share best practice and discuss current innovations;
- f) Regular and robust reviews of intervention programmes;
- g) Data analysis, including comparisons to national benchmark data and student progress.

How children and young people with SEND are enabled to engage in available activities together with children and young people in the school who do not have SEND

Leigh Academy Blackheath offers a wide range of co-curricular and enrichment activities for all students, including those students 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.
- c.) active encouragement and support given by the SEN team to facilitate SEND students attending enrichment activities.

Support for improving emotional, social and mental health development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying.

- a) 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.
- b) Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMhs, SaLT, EPs, School Nurse, Early Help);
- c) The SENCo 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 students. This will be delivered on an individual, or small group basis;
- e) Identified students will have access to counselling and mentoring. Small school teams and Learning Support Assistants are trained in ELSA.
- f) Student Leadership and Student Voice opportunities.
- g.) Supervised and planned breakfast, break, lunch and homework clubs.

How the school involves other bodies, including Health and Social Care bodies, Local Authority support services and voluntary sector organisations, in meeting children and young people'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 Leigh Academy Blackheath 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 students receive a cohesive, supportive and transparent service. It is currently able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust through the specified referral routes.

Support services for parents/carers of pupils with SEND

- [Contact a Family member](#)
 - [Greenwich Parents Carers Forum https://greenwichpcpf.org/](https://greenwichpcpf.org/)
 - [National Network of Parent Carer Forums](#)
 - [ACE Centre Advisory Trust](#) – (for communication difficulties)
Free Advice Line: 0800 080 3115
 - [British Dyslexia Association](#)
Helpline: 0333 405 4567
 - [Council for Disabled Children](#)
Tel: 020 7843 6000
 - [Cystic Fibrosis Trust](#)
Helpline: 0300 373 1000 or 020 3795 2184
 - [Disability Alliance](#)
Tel: 0330 995 0400
 - [Disabled Living Foundation](#)
Helpline: 0300 999 0004
 - [Down's Syndrome Association \(DSA\)](#)
Helpline: 0333 1212 300
 - [Parents for Inclusion](#)
Tel: 0800 652 3145
 - [The National Autistic Society](#)
Helpline: 0808 800 4104
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Arrangements relating to the treatment of complaints from parents of students with SEND concerning the provision made by the academy

The normal arrangements for the treatment of complaints within the Trust are used for complaints about provision made for SEN. Parents are encouraged to discuss their concerns with the class or subject teacher, SENCO or Head of Pastoral Care. Principals should resolve the issue before a formal complaint is made to the Trust.

If the complaint is not resolved after it has been considered by the Trust, then a disagreement-resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-Tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have a Statement of SEN or EHCP, in which there is a statutory right for parents to appeal against a decision of the local authority. Complaints which fall within this category cannot be investigated by the Academy.