

SEND Information Report 2024-25

At Leigh Academy Hartley we value the abilities of all our students and strive to provide the best education to all our students 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/young person in our care, and also provide a safe and fully equipped learning environment, which caters to the needs of every pupil/student as an individual. We are committed to providing excellent provision for all students 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:

1) The kinds of SEND that are provided for at Leigh Academy Hartley:

At Leigh Academy Hartley we provide for the following main categories of Special Educational Needs:

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

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, hearing impairment, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs and social skills difficulties.

2) Policies for identifying students with SEND and assessing their needs:

Leigh Academy Hartley follows the guidance: The [Code of Practice 2014](#) the [Children and Families Act 2014 - Part 3 - Children and Young People with special educational needs and disabilities](#) and The Special Educational Needs and Disability Regulations 2014. We also follow our other school policies, which can be found [here](#), along with the LAT policy [here](#).

At Leigh Academy Hartley, we identify children's needs in the following way:

- Recommendation from primary and/or previous secondary school attended before joining Leigh Academy Hartley
- Baseline data from assessments, some specifically for those with SEN
- Observations in the classroom
- Teacher/parental/carer referral
- Reports and recommendations from professional agencies
- Regular assessment of progress by subject leaders /pastoral staff
- Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
Where appropriate, Leigh Academy Hartley will make applications for High Needs Funding and/or EHCPs to support students with SEND.

Please note some students may have needs, such as ASD or ADHD, 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 a record of concern form.

2a) The name and contact details of the SENDCO:

Mrs Steph Bransgrove- SENDCO
Telephone: 01474 702742
Email: senco@hartley.latrust.org.uk

Mrs Lisa Barton - FLO
Telephone: 01474 702742
Email: flo@hartley.latrust.org.uk

Parents can also contact the office through office@hartley.latrust.org.uk. We aim to respond to your emails within 48 hours (not including weekends or holidays).

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

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

- Academy reporting systems
- Parents'/Carers' Evenings
- SEND coffee mornings
- 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;
- Parent/Carer Forums.
- Make an appointment with the SENDCO to discuss any concerns you may have

4) Arrangements for consulting students with SEN and involving them in their education:

Pupils are encouraged to take part in Pupil Voice activities; regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements. Pupils with SEND have Pupil Passports which are written with the pupil, and help inform classroom teachers of the best way to support individual pupils. This ensures the pupil's voice, including their wishes, is at the centre of their support. Pupils are encouraged to set regular targets within their pupil passport. This ensures that we promote resilience and independence as they focus on what they need to do in order to support themselves.

5) Arrangements for assessing and reviewing student's progress towards outcomes:

Leigh Academy Hartley 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:

- We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- All students identified as having special educational needs 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 and clear targets and objectives. Students will be part of creating this plan and it will be available to staff, parents/carers and students.
- Students identified as having special educational needs will have regular reviews of their individual learning profile at least twice per year.
- 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.
- Regular reviews of intervention programmes will be carried out to monitor the progress of students against their starting points. The impact of the intervention programmes will be assessed, enabling interventions to be adapted, where appropriate.
- All staff will have access to individual learning plans via the provision mapping system/SEND tracker, in order to inform planning, monitor progress and ensure the appropriate adaptation and scaffolding of work for students with special educational needs has been made.
- Staff will have access to inclusion websites providing strategies and information on meeting the needs of students with additional needs.
- Staff will have access to: Leigh Academy Hartley Teaching and Learning Tracker, CPD/SEND, specific insets, SEND toolkit, regular SEND specific updates and access to research and evidence based SEND articles.

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

Nursery to Reception

We liaise closely with nurseries in order to gather information and begin to understand your child before they even attend Leigh Academy Hartley.

Transition from nursery can involve:

- Phone calls to the nursery by the new class teacher
- Visits to the nursery by the class teacher and SENDCO
- Home visits at the beginning of the academic year
- SENDCO attends transition days with nurseries to identify and discuss students with special educational needs.

Primary to Secondary

We liaise closely with secondary schools to pass on information to ensure they understand the needs of your child.

Transition to secondary school can involve:

- SENDCo will attend Year 6 annual reviews for students with an Educational Health and Care Plan.
- SENDCo will attend the borough KS2-KS3 SEND transition day and ASD transition meetings to identify and discuss students with special educational needs.
- Taster days at their new school
- Extra taster days at their new school
- Secondary school liaison visits Hartley to speak to the children and teachers

Change of School Procedures

- Parents/carers contact admissions at Leigh Academy Hartley
- Information is forwarded to the new school
- The SENDCo may meet with parents/carers and appropriate staff from the new school

7) The approach to teaching students with SEND:

Leigh Academy Hartley 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:

- 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 scaffold work accordingly through adaptive teaching, to meet these needs. *QFT means that some students 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
- 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. These may happen during lessons across two modules.
- Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational

needs

- Providing a clear reporting system three times a year that outlines targets and current achievements
- 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
- Adapting the curriculum to meet the needs of individual students if necessary. However, it is important to note that the curriculum is not narrowed for SEND students
- Ensuring that identified students receive the necessary in class support and exam dispensation
- Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities
- Providing a provision mapping system that is accessible to all staff. The software provides details of all students with special educational needs, students in receipt of pupil premium, higher attaining students, 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
- Ensuring all students 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
- Providing 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. These will be reviewed regularly
- Providing regular and timely communication with parents/carers via annual reviews, parents'/carers' events, telephone and emails
- Supporting with access to outside agencies via the local authority, health authority and Leigh Academies Trust
- Informing parents/carers of any additional provision that their child is receiving via the SENDCo
- Ensuring that the local authority local offer and academy offer will be available on Leigh Academy Hartley website so that parents/carers, students, staff and the wider community can access its contents.

8) How adaptations are made to the curriculum and the learning environment of students with SEND: e.g. :

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 A)

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
- Lessons will be adapted to the level of the students, making the curriculum accessible to them, but still ensuring a broad, balanced and challenging curriculum. For more information about our curriculum, look at our [website](#).

9) The expertise and training of staff to support students with SEND, including how specialist expertise will be secured:

Leigh Academy Hartley 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:

- The SENDCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability
- Staff attend training on identified areas of Special Educational Needs and Disability organised by the Local Authority, Health Authority and Leigh Academies Trust

- Staff have access to inclusion websites providing links and information on Special Educational Needs and Disability, and inclusive teaching and learning strategies
- Through commissioning, experts (EP, CAMHs, SaLT etc) are invited to Leigh Academy Hartley to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

All teachers and teaching assistants have had the following training:

- ASD Awareness
- Phonics Training
- Behaviour Management Awareness
- Trauma Awareness

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

- ELSA
- Lego therapists
- Sensory Circuits
- Drawing and Talking
- Cognitive Behaviour Therapy (CBT)
- Art Therapy
- Team Teach

10) Evaluating the effectiveness of the provision made for students with SEND:

Leigh Academy Hartley 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:

- Regular meetings with the SEND Link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body
- Regular meetings with the Principal and Heads of School to discuss and review SEND practices and policies
- Parents/carers/student/staff questionnaires on SEND practices within the Academy
- Attendance of SENDCo at Cluster meetings (Leigh Academies Trust TLC), Leigh Academies Trust SENDCo Forum, Leigh Academies Trust Inclusion Drive Team meetings, and local authority SENDCo meetings to share best practice and discuss current innovations
- Regular and robust reviews of intervention programmes
- Data analysis, including comparisons to national benchmark data and student progress.

11) How students with SEND are enabled to engage in activities available with students in Leigh Academy Hartley who do not have SEND:

Leigh Academy Hartley offers a wide range of co-curricular and enrichment activities

for all students, including those students with special educational needs. It achieves this by:

- Ensuring that all staff involved in co-curricular and enrichment activities are fully trained in relevant areas of Special Educational Needs and Disability
- Offering a range of activities to accommodate all interests, abilities and physical needs.
- Offering clubs to our SEN and disadvantaged group prior to the rest of the school

12) Support for improving emotional and social development:

- 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 SENDCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans
- Teaching 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 counselling and mentoring. We have two ELSAs and a Cognitive Behavioural Therapist (CBT) trained member of staff.
- Student Voice opportunities
- Supervised and planned break, lunch and clubs.

13) How Leigh Academy Hartley involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families:

Parents can view all available additional support services offered by Kent Council on their web page from the Kent County Council 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. Our local offer can be found in Appendix B below.

Parents of pupils with SEN status and EHCP will be invited to an informal coffee morning/afternoon 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)

Information and Support Advice Kent (IASK) provides free, impartial, confidential, advice, support and options around educational issues for parents who have children with special educational needs or disabilities (0-19). They empower parents to play an active and informed role in their child's education. They can be contacted on:

Helpline: 03000 41 3000. Monday to Friday, 9am to 5pm

Email: iask@kent.gov.uk

Address: Shepway Centre, Oxford Road, Maidstone, ME15 8AW

Telephone: 03000 412 412

Facebook: [IASK on Facebook](#)

<https://www.iask.org.uk/>

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

Should you have a complaint, please contact the Principal, Stuart Mitchell, in the first instance via email (principal@hartley.latrust.org.uk) or by phone (01474 702742). If you deem your complaint to still be unresolved after the academy has responded, please submit a formal complaint to the Trust's Academies Director, Tracey Trusler (tracey.trusler@latrust.org.uk).

The LATComplaints policy can be found [here](#)

National Websites:

Contact a Family <https://contact.org.uk/>

National Network of Parent Carer Forums
<https://nnpcf.org.uk/>

ACE Centre Advisory Trust - (for communication difficulties)

<https://acecentre.org.uk/>

Free Advice Line: 0800 080 3115

British Dyslexia Association

<https://www.bdadyslexia.org.uk/>

Helpline: 0333 405 4567

Council for Disabled Children

[Council for Disabled Children](#)

Cystic Fibrosis Trust [https:](https://)

[Cystic Fibrosis Trust](#)

Our **confidential Helpline** offers a listening ear and information and support on all aspects of cystic fibrosis, including financial support such as benefits and our welfare grants.

Call 0300 373 1000 or 020 3795 2184, Monday–Friday 10am–4pm

Disability Rights UK : [Disability Rights UK](#)

Disabled Living Foundation

[Disabled Living Foundation \(DLF\) - Information Now](#)

Helpline: 0300 999 0004

Down's Syndrome Association (DSA)

[Downs Syndrome Association](#)

Helpline: 0333 1212300 (10am-4pm)

Parents for Inclusion

[Parents for Inclusive Education NI](#)

Tel: 0800 652 3145

The National Autistic Society

[National Autistic Society](#)

Appendix A:

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 Hartley 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 Hartley 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 Hartley 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?

Hartley 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 Hartley Primary Academy

Hartley 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 groups or 1:1 tuition, as individual need dictates. Due to the large amount of

staff that have to collaboratively work together for pupils to be successful, Hartley 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, Hartley Primary Academy works diligently through specialised teaching services, collaboration, data, and reflection, for all pupils, regardless of need, to learn and reach their outcome.

Appendix B – Provision Map/Local Offer for Hartley 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 Use of Read&Write toolbar
<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 Signing	In class support from TA with some focus on supporting speech and language Additional use of ICT Signing Cued Articulation Makaton	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 Visual organiser Word mats, topic glossaries Individual visual timetables TA support during whole class teaching time to engage each child and model/ elicit responses Pre and Post tutoring Discussion and scribing to promote quality responses Resources e.g. voice recorders, iPads 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 BEAM GoNoodle	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