

SEND Information Report 2024-25

At Leigh Academy Minster 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 pupils/students with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and complement this with a rich co-curriculum offer. 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 Minster:

At Leigh Academy Minster 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

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

The Academy 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 additional needs will be determined in the following ways:

- Recommendation from primary school attended before joining Leigh Academy Minster;
- Test results that provide standardised scores in reading, spelling, comprehension and writing;
- Key stage 2 data and results;

- Teacher/parental/carer referral;
- Reports and recommendations from professional agencies.

A copy of Leigh Academies Trust Special Educational Needs and Disabilities Policy (SEND) can be found [here](#).

A copy of Leigh Academies Trust Supporting Students with Medical Needs Policy can be found [here](#).

2a) The name and contact details of the SENDCo and staff with responsibility of supporting students with SEND:

Assistant Principal - SENDCo:

Name: Seb Button

Email: Seb.Button@minster.latrust.org.uk

Deputy SENDCo:

Name: Gwen Simmance

Email: Gwen.Simmance@minster.latrust.org.uk

Assistant Principal - Inclusion:

Name: Cindy Baritt

Email: Cindy.Barrit@minster.latrust.org.uk

Parents/carers should expect a response to their email within three working days of it being sent.

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

Regular reviews of students' progress both academically, emotionally and socially will take place through Academy reporting systems, parents'/carers' evenings, target setting days and in the case of students with An Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014 every 12 months.

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

Regular reviews of students' progress both academically, emotionally and socially will take place through Academy reporting systems, parents'/carers' evenings, target setting days and in the case of students with an Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014 every 12 months

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

Students will be assessed and reviewed in the following ways:

- All students identified as having additional needs will be tested at the beginning and end of each school year using tests that provide standardised literacy scores. This will enable the Academy to establish areas of need and provide the necessary intervention programmes. It will also enable the Academy to monitor progress;
- All students identified as having additional needs will have an individual pupil profile on the Provision Mapping System that clearly outlines their area of need, suggested strategies to address these needs, targets and objectives, current levels and reading and spelling ages. This will be available to staff, parents/carers and students;
- Students identified as having additional needs will have regular reviews of the individual profile through target setting days;
- 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 12 weekly reviews of intervention programmes will be carried out to monitor progress of students and effectiveness of programme and to allow for adjustment of intervention received by the student;
- All staff will have access to individual student profiles via the provision mapping system in order to inform planning, monitoring and differentiation of work for students with additional needs;
- Students and their parent/carer will receive regular feedback on progress through academic reports, marking of books, target setting days, parents'/carers' evenings and annual reviews of Educational Health and Care Plans;
- Staff will have access to regular career and professional development (CPD) opportunities that provide strategies and information on meeting the needs of students with additional needs.

6) Arrangements for supporting students in moving between phases of education and in preparing for adulthood:

In accordance with the SEND Code of Practice 2014, Leigh Academy Minster has clear procedures to ensure the smooth transition of students between Key Stages and Post 16:

- The SENDCo arranges for a representative from Transitions Pathways to meet with identified students to discuss next steps;
- Transition plan is completed on a regular basis;
- Options evenings and booklets are made available to parents/carers and students;
- University visits are arranged for identified students;
- Travel Training is made available for identified students;
- Living Disability Allowances are completed for students on an Educational, Health and Care Plan;

- Information is shared with colleges etc, as requested.

If a student with SEND wishes to change their school:

- Parents/carers contact the Academy's Admissions team;
- Information is forwarded to the new school;
- The SENDCo or a member of the SEN department meets with parents/carers and officials from the new schools as requested.

7) The approach to teaching students with SEND:

Leigh Academy Minster is an inclusive establishment that offers a wide, balanced and if needed, tailored curriculum that meets the needs of all students including those students with additional needs. It ensures this by:

- Providing a range of pathways that is designed to meet the needs of all students including academic and vocational course;
- Offering a range of intervention programmes designed to improve the outcomes of students with additional needs and to ensure that they can fully access all areas of the curriculum;
- Providing a range of extracurricular activities that offers enrichment opportunities for all students including those with additional needs;
- Providing a clear reporting system on a termly basis that outlines targets and current achievements;
- Carrying out regular lesson observations to ensure that all, students including those with additional needs are receiving the best teaching and learning opportunities in all areas of the curriculum;
- Adapting the curriculum to meet the needs of individual students if necessary;
- 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;
- Quality first teaching will be delivered in all areas of the curriculum. Staff will be expected to be aware of the needs of all students in their classes and adapt work accordingly to meet these needs. This will be monitored via regular observations by the SENDCo and departmental leaders.
- 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, high prior attaining students, looked after students and students with English as an additional language. Staff will use this system to inform their planning and ensure that they are addressing the needs of students on a daily basis. It will also be used to track and monitor students on intervention programmes;
- All students with additional needs will be tested twice a year using tests that provide standardised scores for reading, spelling and comprehension. The results from these tests will be used to

identify areas of need and used to inform the SENDCo which interventions students should be placed on and which exam dispensation is required.

- A range of numeracy, literacy, behavioural and social skills interventions will be offered to all students who have been identified as having additional needs in these areas. These will be reviewed every 12 weeks.
- Regular communication with parents/carers via academic reports, target setting days, annual reviews, telephone and emails.
- Access to outside agencies via the Local Delivery Group.
- Parents/carers will be informed of any additional provision that their child is receiving via the SENDCo or College Leadership Team..
- Local offer and school offer will be available on the Academy 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:

All areas of the Academy are fully accessible due to the lift system and overall design of the building. There are disabled toilet facilities and a hygiene room that provides facilities for showering and changing. The following will also be provided:

- Special Educational Needs (SENA) and Learning support assistants (LSA) will be available to provide in class support on an individual or small group basis in order to support the learning of identified students.
- SENAs and LSAs will develop, deliver and monitor literacy, numeracy, behavioural and social skills intervention programmes in order to address the additional needs of identified students. This will be delivered on a 1 to 1 or small group basis.
- SENAs and LSAs will administer literacy assessments in order to establish areas of need and attendance on intervention programmes.
- SENAs and LSAs will maintain records of students on intervention programmes.
- SENAs and LSAs will be involved in the transition of identified students from primary to secondary.
- SENAs and LSAs will accompany identified students on trips etc where necessary

Leigh Academy Minster is an inclusive establishment that offers a wide, balanced and if needed, adapted curriculum that meets the needs of all students including those students with additional needs. It ensures this by:

- Offering an intervention programme designed to improve the outcomes of students with additional needs and to ensure that they can fully access all areas of the curriculum;

- Providing a range of extracurricular activities that offers enrichment opportunities for all students including those with additional needs;
- Providing a clear academic reporting system that outlines targets and current achievements;
- Carrying out regular lesson observations and learning walks to ensure that all, students including those with additional needs are receiving the best teaching and learning opportunities in all areas of the curriculum;
- Adapting teaching practices to meet the needs of individual students if necessary;
- 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.
- Quality first teaching will be delivered in all areas of the curriculum. Staff will be expected to be aware of the needs of all students in their classes and where appropriate differentiate work accordingly to meet these needs. This will be monitored via regular observations by the SENDCo and College Leadership Teams.
- 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, gifted and talented students, looked after students and students with English as an additional language. Staff will use this system to inform their planning and ensure that they are addressing the needs of students on a daily basis. It will also be used to track and monitor students on intervention programmes and provide parents/carers with a clear report in terms of cost, hours and interventions provided.
- All students in Key Stage 3 with additional needs will be tested up to twice a year using literacy assessments. The results from these tests will be used to identify areas of need and used to inform the SENDCo which interventions students should be placed on and which exam dispensation is required.
- A range of numeracy, literacy, behavioural and social skills interventions will be offered to all students who have been identified as having additional needs in these areas. These will be reviewed every 12 weeks.
- Regular communication with parents/carers via academic reports, target setting days, annual reviews, telephone and emails.
- Access to outside agencies via the Local Delivery Group.
- Parents/carers will be informed of any additional provision that their child is receiving via the SENDCo or College Leadership Team
- Local offer and school offer will be available on the Academy website so that parents/carers, students, staff and the wider community can access its contents.

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

The following provision is in place to ensure that all staff are aware of and can meet the needs of students with additional needs;

- The SENDCo delivers continuous professional development sessions to all staff on identified areas of Special Educational Needs and Disability;
- Staff attend training organised by the Local Delivery Group on identified areas of Special Educational Needs and Disability;
- Staff have access to an inclusion website that provides links and information on Special Educational Needs and Disability;
- Specialists are invited into the Academy to deliver training sessions to all staff on identified areas of Special Educational Needs and Disability.

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

Leigh Academy Minster is dedicated to ensuring that it provides the highest level of service to students and parents/carers. It is constantly striving to improve the service it provides and this includes the SEND practices within the Academy. In order to ensure the best possible service is given 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 Vice Principals to discuss and review SEND practices and policies;
- Parental/carer/student/staff questionnaires on SEND practices within the Academy;
- Completion of the Self Evaluation Form;
- Attendance of Special Educational Needs and Disability Coordinator cluster meetings to share best practice and discuss current innovations;
- contact with Special Educational Needs and Disability specialists and/or Educational Psychologists (as required);
- Regular reviews of intervention programmes;
- Data analysis student progress and academic engagement.

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

Leigh Academy Minster offers a wide range of extracurricular and enrichment activities for all students including those students with additional needs. It achieves this by:

- Ensuring that all staff involved in extracurricular activities have received whole academy CPD on areas of Special Educational Needs and Disability;
- Ensuring that all areas of the Academy are fully accessible ([Link to Accessibility Plan](#));
- Offering a range of activities that accommodates all interests, abilities and physical needs.

12) Support for improving emotional and social development:

Leigh Academy Minster offers a wide range of extracurricular and enrichment activities for all students including those students with additional needs. It achieves this by:

- Ensuring that all staff involved in extracurricular activities have received whole academy CPD on areas of Special Educational Needs and Disability;
- Ensuring that all areas of the Academy are fully accessible;
- Offering a range of activities that accommodates all interests, abilities and physical needs.

13) How Leigh Academy Minster 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:

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. A link to the KELSI Local Offer directory can be found [here](#).

Leigh Academy Minster 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 and students receive a cohesive, supportive and transparent service. It currently is able to provide services through the Local Delivery Group, Behaviour and Attendance Partnership, Multi Agency Group and Leigh Academies Trust through the specified referral routes.

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 Mr Mathieu Stevens in the first instance. If you deem your complaint to still be unresolved after the academy has responded, this can be escalated via the LAT Complaints Policy which can be found [here](#):

National Websites:

- Contact a Family - www.cafamily.org.uk
- National Network of Parent Carer Forums - www.youtube.com/watch?v=ZegFplpKFw
- ACE Centre Advisory Trust (for communication difficulties) - www.acecentre.org.uk
- Free Advice Line - 0800 080 3115
- British Dyslexia Association - www.bdadyslexia.org.uk, Helpline: 0333 405 4567
- Council for Disabled Children - www.councilfordisabledchildren.org.uk, Tel: 020 7843 6000
- Cystic Fibrosis Trust - www.csie.org.uk, Helpline: 0300 373 1000 or 020 3795 2184
- Disability Alliance - www.disabilityrightsuk.org, Tel: 0330 995 0400
- Disabled Living Foundation - www.dlf.org.uk, Helpline: 0300 999 0004
- Down's Syndrome Association (DSA) - www.downs-syndrome.org.uk, Helpline: 0333 1212 300
- Parents for Inclusion - www.parentsforinclusion.org, Tel: 0800 652 3145
- The National Autistic Society - www.nas.org.uk, Helpline: 0808 800 4104