



Leigh Academy
MINSTER

SEND Information Report (2025-26)

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Our Vision

'Where ambition takes flight'

Our Values

Ambition – Striving for Excellence

We encourage individuals to set high aspirations, push boundaries, and pursue their goals with determination. Ambition fuels innovation and fosters a culture of excellence, empowering individuals to reach new heights and make meaningful contributions. We foster a culture of lifelong learning so our community is better equipped to adapt, innovate and thrive amid a continually changing global context.

Character – Integrity and Authenticity

Character is the foundation of our identity, built on the principles of integrity, honesty, and authenticity. We believe in the importance of maintaining strong moral and ethical values in all interactions. Our commitment to character ensures a culture of trust, respect, and transparency, fostering meaningful connections and genuine relationships within our community. We are inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Achievement – Continuous Learning and Innovation

We celebrate achievement as a result of continuous learning and innovation. We value the pursuit of knowledge and the willingness to adapt and evolve. Through a commitment to excellence, we recognise and reward accomplishments that contribute to personal and collective growth. We offer a rigorous curriculum that is revered globally so that achievements are recognised internationally as a path to opportunity. Achievement is not just a destination but a journey of exploration, curiosity, and improvement.

Responsibility – Accountability and Guardianship

Responsibility is at the core of our values, emphasising accountability and guardianship. We believe in taking ownership of our actions, decisions, and their consequences. As responsible members of our community, we are committed to environmental and social stewardship, making choices that positively impact our surroundings and the well-being of others.

Our Mission Statement

Leigh Academy Minster is a place of opportunity where ambition, character, achievement and responsibility matter. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are inquiring, knowledgeable, and resilient learners who are equipped to take our place in wider society. As lifelong learners, we develop our international mindedness and intercultural understanding. This is so we can pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

SEND Information Report 2025-26

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 - including conditions such as Autism Spectrum Condition (ASC), and Speech, Language and Communication Needs (SLCN)
- Cognition and Learning - including difficulties such as dyslexia, moderate learning difficulties and global Development Delay (GDD)
- Social, Mental and Emotional Health Difficulties - including needs such as anxiety, emotional dysregulation, ADHD and mental health conditions.
- Sensory and/or Physical Needs - including sensory processing difficulties, hearing impairments, and fine/gross motor skill delays.

2. Policies for identifying students with SEND and assessing their needs

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

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/carers referral;
- Regular assessment of progress by subject leaders/ pastoral staff;
- Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2024).
- Reports and recommendations from professional agencies.

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

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, appointments with the Inclusion team to discuss any concerns, 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. 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 adaption 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;

Primary and Secondary

We liaise closely with primary schools to receive information to ensure we understand the needs of each student.

Transition to secondary school can involve:

- SENDCo can attend year 6 annual review for students with an Educational Health and Care Plan;
- SENDCo will attend local KS2-KS3 SEND transition day to identify and discuss students with SEND;
- SENDCo and Year 7 transition lead, will meet with all primary schools to discuss pupils transitioning to Leigh Academy Minster;
- Transition days.

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 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 courses;
- 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 (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;
- 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.

- SENA's and LSA's will administer literacy assessments in order to establish areas of need and attendance on intervention programmes.
- SENA's and LSA's will maintain records of students on intervention programmes.
- SENA's and LSA's will be involved in the transition of identified students from primary to secondary.
- SENA's and LSA's 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.
- For GCSE examinations access arrangements information can be located within the [examination policy](#). For IB examinations access arrangement information can be located within [appendix 1](#) (to take effect September 2025).

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/carers/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.
- Offering priority to clubs and activities to our SEN and disadvantaged groups.

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.
- A range of SMH interventions will be offered to all students who have been identified as having special educational needs in these areas. This will be reviews regularly.
- Ccess to outside agencies via the Local Authority, Health authority, Leigh Academies Trust and other agencies (CAMHs Tier 2 and support wit referral o Tier 3, SaLT, EPs);
- Student voice opportunities

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