SEND Information Report - 2026-27

At Leigh Academy Tonbridge, 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 curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all 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.

1. The kinds of SEND that are provided for at Leigh Academy Tonbridge

At Leigh Academy Tonbridge, 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, dyspraxia, dysgraphia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, hearing impairments, mental health needs, moderate learning difficulties, Perthes disease, sensory processing disorder, speech and language needs, social skills difficulties and visual impairments.

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

Leigh Academy Tonbridge follows the guidance:

- The Code of Practice 2015. 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 2015.

3. Identifying pupils with SEN, assessing need, and involving pupils and parents.

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 Leigh Academy Tonbridge;
- Key Stage 2 data and results;
- Baseline data from SEN assessment and screeners;
- 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 (2015);
- Where appropriate, Leigh Academy Tonbridge will make applications for EHCPs to support students with SEND.

Please note some students may have known learning needs and/or diagnoses but do not need to be on the SEND Register as they are able to have their needs met through an appropriate, adapted curriculum and Quality First Teaching.

Teachers can raise concerns once they have included intervention / additional provision within their lessons via the SEND Referral Form.

The name and contact details of the SENCO:

SENCO: Sophie Waight
Telephone: 01732 500 600
Email: Sophie.Waight@tonbridge.latrust.org.uk

The SENCO will aim to respond within 72 hours. Please be aware that she also has a teaching commitment, so is not always available to take a phone call. Parents and carers can also contact the pastoral college teams.

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

Leigh Academy Tonbridge 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 2015 will have an Annual Review every 12 months;
- Parent/Carer Forums.

5. Arrangements for consulting students with SEND and involving them in their education

Leigh Academy Tonbridge will follow the guidelines contained in the Code of Practice 2015 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. All students identified as having special educational needs and requiring additional provision will have an individual learning plan 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.
c. Students with learning plans will have regular reviews of their plans at least twice per year.
d. 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 2015.
e. 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.
f. All staff will have access to individual learning plans via the provision
g. mapping system, 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.
h. Staff will have access to inclusion websites providing strategies and information on meeting the needs of students with additional needs.

i. Staff will have access to: Leigh Academy Tonbridge Teaching and Learning Framework, CPD/SEND, specific INSET day training, SEND toolkit, regular SEND specific updates and access to research and evidence-based SEND articles.

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

Leigh Academy Tonbridge will follow the guidelines contained in the Code of Practice 2015 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) All students identified as having special educational needs will be tested at the beginning and end of each academic year using tests that provide standardised scores for reading. This will enable Leigh Academy Tonbridge to establish areas of need and provide the necessary intervention programmes, and enable Leigh Academy Tonbridge to monitor progress.
b) 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.

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

In accordance with the SEND Code of Practice 2015, Leigh Academy Tonbridge has clear procedures to ensure the smooth transition of students between Key Stages and Post 16.

Key Stage 2 to 3

- The SENCO will attend Year 6 annual reviews for students with an Educational Health and Care Plan.
- The SENCO will attend the county and district KS2-KS3 SEND transition day and events, as well as ASC and SEMH transition meetings to identify and discuss students with special educational needs.
- The SENCO will make additional visits to primary schools for identified students and visits from the primary school to Leigh Academy Tonbridge will be arranged.
- Meetings with parents/carers as requested will take place with the SENCO and / or Assistant SENCO
    - The SENCO will feed back to all staff on identified students

- A full induction day and transition workshops will take place for all students. **Key Stage 4 and Post 16**

- The SENCO liaises with the school lead for careers to meet with identified students to discuss next steps;
- Transition planning is completed on a regular basis;
- Options evenings and booklets are made available to parents/carers and students;
    - University visits/taster days are arranged for identified students;
    - Information is shared with FE establishments etc, as requested;
    - Interviews with LAT mentors can also be arranged;
- Use of Aspire to explore career pathways.

Change of School Procedures

    - Parents/carers contact admissions at Leigh Academy Tonbridge.
    - Information is forwarded to the new school.
- The SENCO meets with parents/carers and appropriate staff from the new school as required.

8) The approach to teaching students with SEND

Leigh Academy Tonbridge 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 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 student work reviews by the SENCO, Academy Leadership Team and Directors of Learning.
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. These may happen during lessons or during tutor time across two modules. Students are encouraged to attend the Inclusion homework club to catch up on work missed.

c) Providing a range of co-curricular and extended learning activities that offer enrichment opportunities for all students, including those with special educational needs.
d) Providing a clear reporting system three times a year that outlines targets and current achievements.
e) Carrying out regular lesson reviews to ensure that all 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. However, it is important to note that the curriculum is not narrowed for SEND students.
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) 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.
j) 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 SENCO when planning for interventions and exam dispensation.
k) Providing a range of numeracy, literacy, social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in the relevant areas. These will be reviewed regularly.
l) Providing regular and timely communication with parents/carers via assessment reports, annual reviews, parents'/carers' events, telephone and emails.
m) Supporting with access to outside agencies via the local authority, health authority and Leigh Academies Trust.
n) Informing parents/carers of any additional provision that their child is receiving via the SENCO or Director of Progress.
o) Ensuring that the local authority local offer and academy offer will be available on Leigh Academy Tonbridge website so that parents/carers, students, staff and the wider community can access its contents.

9) How adaptations are made to the curriculum and the learning environment of students with SEND

- Learning Mentors 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 Mentors 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 Mentors will administer and mark tests that indicate students' skills in spelling, reading and comprehension in order to establish areas of need, and monitor attendance on intervention programmes.
- Learning Mentors will maintain records and monitor progress of students on intervention programmes, and liaise with parents/carers regularly. ● Learning Mentors will support the transition of identified students from primary school to secondary school, and from secondary school to further education establishments.
- Learning Mentors will accompany identified students on trips etc where necessary.

All students have access to a 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.

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

Leigh Academy Tonbridge 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 Tonbridge to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

11) Evaluating the effectiveness of the provision made for students with SEND

Leigh Academy Tonbridge 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 SENCO 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.
    - Completion of self-evaluation to inform SEND action plans, following regular meetings with the Principal.
- 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.
- Regular and robust reviews of intervention programmes.
- Data analysis, including comparisons to national benchmark data and student progress.

12) How students with SEND are enabled to engage in activities available with students at Leigh Academy Tonbridge who do not have SEND

Leigh Academy Tonbridge 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.

13) Support for improving emotional and social development

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 Tier 2 and support with referral to Tier 3, SaLT, EPs, School Nurse, FaSS).

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.
f. Student Leadership and Student Voice opportunities.
g. Supervised and planned breakfast, break, lunch and homework clubs.

14) How Leigh Academy Tonbridge 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 2015, 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 Tonbridge 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 currently is able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust though the specified referral routes.

The Local Offer can be found here

15) 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, Michael Crow, in the first instance. 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.

The LAT Complaints Policy can be found here

Useful Websites:

ADHD Foundation
The ADHD Foundation is the UK's leading neurodiversity charity, offering a strength-based, lifespan service for the 1 in 5 of us who live with ADHD, Autism, Dyslexia, Dyspraxia, Dyscalculia and Tourette's syndrome.
https://www.adhdfoundation.org.uk/

Beat Eating Disorders
We are the UK's eating disorder charity. Founded in 1989 as the Eating Disorders Association, our mission is to end the pain and suffering caused by eating disorders. https://www.beateatingdisorders.org.uk/

British Dyslexia Association
Unit 8, Bracknell Beeches
Old Bracknell Lane
Bracknell RG12 7BW
Phone: 03334 054555
Helpline: 0333 405 4567
Email: helpline@bdadyslexia.org.uk
Website: www.bdadyslexia.org.uk

Council for Disabled Children
The Council for Disabled Children is part of the National Children's Bureau family. We are the umbrella body for the disabled children's sector with a membership of over 300 voluntary and community organisations and an active network of practitioners that spans education, health and social care.
https://councilfordisabledchildren.org.uk/

Dyspraxia Foundation
8 West Alley
Hitchin
Hertfordshire SG5 1EG
Phone: 01462 455 016
Helpline: 01462 454 986
Email: dyspraxia@dyspraxiafoundation.org.uk
Website: www.dyspraxiafoundation.org.uk

Get Self Help
Provides CBT self-help and therapy resources, including worksheets and information sheets and self-help MP3s
Get Self Help

IASK
We give free, impartial and confidential information, advice and support about special educational needs and disabilities (SEND) for children, young people up to age 25, parents and carers.
https://wwiaskw..org.uk/

National Autistic Society
393 City Road
London EC1V 1NG
Phone: 0207 833 2299
Website: **www.autism.org.uk**

Young Minds
Supporting young people with their mental health
https://www.youngminds.org.uk/

Support services for parents/carers of pupils with SEND

Kent County Council Mainstream Core Standards Guide and SEND Local

Offer For the Mainstream Core Standards Guide click here

For the Parent Version click here