

Leigh Academy Peninsula East

SEND Information Report 2025-2026

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Review committee members	<p>This policy should be read in conjunction with the following school policies;</p> <ul style="list-style-type: none"> ● LAT SEND Policy ● Behaviour Policy ● Equalities Policy ● Safeguarding Policy ● Complaints Policy ● Inclusion Policy ● Attendance Policy ● Health and Safety Policy. <p>This policy was developed with the Principal. Representatives from the governing body and the Leigh Academy Trust. Parents of children with special educational needs will be consulted. This information will then be reviewed annually.</p>

This report provides information about the provision for pupils with Special Educational Needs and Disabilities (SEND) at Leigh Academy Peninsula East. It is written in line with the requirements of the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice 2014. It outlines the approach taken by us to ensure that all students, regardless of their background or ability, have access to the highest quality education. It aligns with the principles of the International Baccalaureate (IB) and is committed to providing an inclusive learning environment that meets the diverse needs of all students.

At Leigh Academy Peninsula East, **we value the abilities of all our pupils** and strive to provide the best education so they can make good progress and achieve ambitious and appropriate goals. We strongly believe it is our duty to provide equal opportunities and a safe, fully equipped learning environment that caters to the individual needs of every pupil. We are committed to providing **excellent provision for all pupils with SEND** through an ambitious and inclusive curriculum, delivered by skilled teachers, and a rich co-curriculum. Specific opportunities for students to explore and develop their personal and cultural identities are facilitated throughout the children's time at the academy. Our aim is for all pupils to be included in all aspects of Academy life, and we work proactively to eradicate any barriers to inclusion.

Our academy fosters an inclusive PYP community, guided by the IB's commitment to access and equity, where every individual feels valued, respected, and empowered. This vision, aligned with the Trust's goals, ensures all members have the right to be heard and participate fully, intrinsically linked to their responsibility to show respect and contribute positively to a collaborative environment. We actively support all pupils, particularly those with Special Educational Needs and Disabilities (SEND), through carefully designed systems and inclusive policies. Our comprehensive safeguarding procedures are accessible and understood by all children, including those with diverse communication needs. We cultivate a culture of listening, utilising tools like the "Listening Ear" and Arlo the Dog Mentor to ensure every pupil's voice is heard. Well-being is a core priority, with tailored support meeting individual needs, ensuring that the principles of inclusion are deeply embedded in daily interactions, allowing all pupils to thrive and feel a profound sense of belonging.

This information will be updated annually and any changes during the year will be updated as soon as possible. This is completed with collaboration from all stakeholders within the academy.

Definition of Special Educational Needs (SEN) and Disability

A child or young person has SEN if they have a learning difficulty or disability which requires special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of facilities generally provided for others of the same age in mainstream schools.

Many children and young people with SEN may also have a disability under the

Equality Act 2010. A disability is defined as "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities". **"Long-term" means a year or more, and "substantial" means more than minor or trivial.**

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

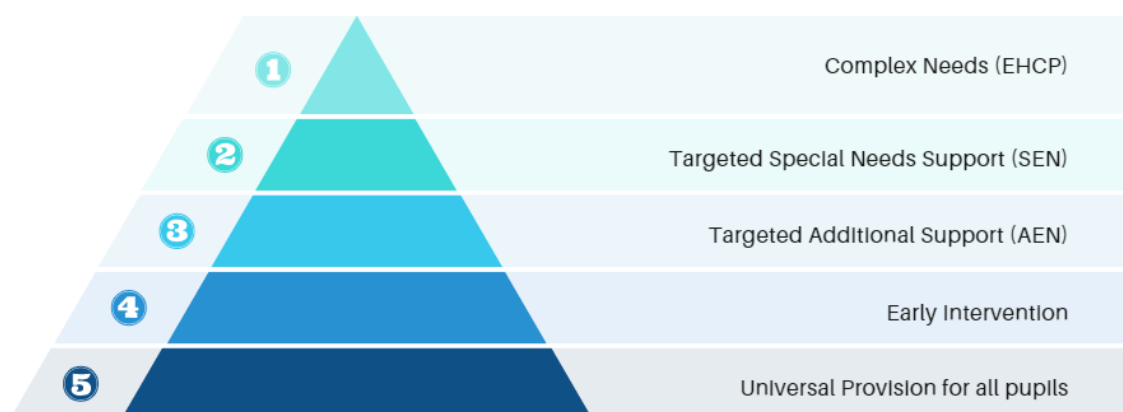
At Leigh Academy Peninsula East, we provide for pupils with needs within the four main categories of Special Educational Needs as outlined in the Code of Practice 2014:

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

The range of specific 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, social skills difficulties and visual impairment.**

It is important to note that some pupils may have needs but may not need to be on the SEND Register if their additional needs can be met through an appropriate, adapted curriculum and Quality First Teaching.

SEND Support at Peninsula East Primary Academy



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

Leigh Academy Peninsula East follows the guidance contained in the Code of Practice 2014. This recommends a single assessment for pupils under the description of Additional Needs based on one or more of the four main areas of need.

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

- Recommendation from primary and/or previous secondary school attended
- Baseline SEN data
- 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). This is a four-part cycle of **assess, plan, do, review**.
- Where appropriate, Leigh Academy Peninsula East will make applications for High Needs Funding and/or EHCPs to support pupils with SEND.

You can find our Trust SEND Policy [here](#).

Please read this document in conjunction with our [Accessibility policy](#).

2a. The name and contact details of the SENDCo

The SENDCo & Inclusion Lead at Leigh Academy Peninsula East is **Miss Lauren Hartung**.

You can contact the SENDCo via:

- **Telephone:** 01634 270428
- **Email:** office@pepa.org.uk (please mark FAO OF SENCO)

We aim to answer all emails during term time within 48 hours.

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

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

- Academy reporting systems
- Parents'/Carers' Evenings
- SEND meetings
- **Annual Reviews** for pupils with an Educational Health and Care Plan, as per statutory requirements in the SEND Code of Practice 2014.
- Individual Learning Plans

Regular and timely communication with parents/carers is provided via assessment reports, annual reviews, parents'/carers' events, telephone and emails. Parents/carers are informed of any additional provision their child is receiving via the SENDCo.

4. Arrangements for consulting pupils with SEN and involving them in their

education

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

Pupils 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 pupils identified as having special educational needs will have an **individual learning plan** as part of the Provision Mapping System. This plan clearly outlines their area of need, suggested strategies, and clear targets and objectives. Pupils will be part of creating this plan, and it will be available to staff, parents/carers, and pupils.
- Pupils identified as having special educational needs will have regular reviews of their individual learning profile **three times per year**.
- Pupils 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 progress, assess impact, and adapt interventions where appropriate.

Pupil voice is also incorporated through **Student Leadership and Student Voice opportunities**.

5. Arrangements for assessing and reviewing pupil's progress towards outcomes

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

Pupils will be assessed and reviewed in the following ways:

- All pupils 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. The results help establish areas of need, plan intervention programmes, and monitor progress. Children will also be screened for language needs at the beginning of each key stage and these will be reviewed regularly. They also inform the SENDCo when planning for exam dispensation.
- Pupils 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.
- Regular reviews of intervention programmes are carried out to monitor the progress of pupils against their starting points.
- The impact of intervention programmes is assessed, enabling interventions to be adapted where appropriate.

- Data analysis is used, including comparisons to national benchmark data and student progress.
 - Students are encouraged to become aware of their own learning preferences and demonstrate agency in monitoring their learning beyond formal reviews.
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6. Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood

In accordance with the SEND Code of Practice 2014, Leigh Academy Peninsula East has clear procedures to ensure the smooth transition of pupils between Key Stages and onto Secondary Education.

Arrangements for transition include:

- The SENDCo attends all annual reviews for pupils with an Educational Health and Care Plan.
- The SENDCo attends transition meetings to identify and discuss pupils with special educational needs.
- Meetings with parents/carers take place with the SENDCo as requested.
- The SENDCo provides feedback to all staff on identified pupils.
- A **full induction day and transition workshops** take place for all pupils.

For pupils changing school:

- Parents/carers contact admissions at Leigh Academy Peninsula East.
 - Information is forwarded to the new school.
 - The SENDCo meets with parents/carers and appropriate staff from the new school as requested.
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7. The approach to teaching pupils with SEND

Leigh Academy Peninsula East is an inclusive establishment offering a broad and balanced curriculum specific to the needs and future opportunities of all pupils.

The approach to teaching includes:

- **Quality First Teaching (QFT)** delivered in all areas of the curriculum. Staff are expected to be aware of the needs of all pupils and **scaffold work accordingly through adaptive teaching**. QFT means some pupils may not require 'additional to and different from' provision. This is monitored via regular lesson reviews, learning walks, and pupil work reviews.
- Offering a range of **intervention programmes** designed to improve outcomes and ensure full access to the curriculum. These may happen during lessons across two modules.
- Providing a range of **co-curricular and extended learning activities** that offer enrichment opportunities for all pupils.
- Adapting the curriculum if necessary, while ensuring it is not narrowed for SEND pupils.

- Ensuring identified pupils receive necessary **in-class support and exam dispensation**.
 - Ensuring all staff receive **regular training** on all areas of Special Educational Needs and Disabilities.
 - Providing a **provision mapping system/SEND tracker** accessible to all staff. This system contains details of pupils with special educational needs (among other groups) to inform planning, monitor progress, ensure appropriate adaptation and scaffolding, and track/review interventions.
 - Offering a range of numeracy, literacy, social, emotional, and mental health interventions.
 - Weekly collaborative planning to deepen teachers' knowledge and understanding of inclusive education practices.
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8. How adaptations are made to the curriculum and the learning environment of pupils with SEND

Adaptations are made to the curriculum and learning environment through various means, including the support provided by **Teaching Assistants (TAs)**.

Teaching Assistants contribute by:

- Providing **in-class support** on an individual or small group basis.
- Developing, delivering, and monitoring literacy, numeracy, social, emotional, and mental health intervention programmes on an individual or small group basis.
- Administering and marking tests to establish areas of need and monitor intervention attendance.
- Maintaining records and monitoring progress of pupils on intervention programmes and liaising with parents/carers regularly.
- Supporting the transition of identified pupils from primary to secondary school, and from secondary school to further education establishments.
- Accompanying identified pupils on trips where necessary.

In addition to QFT and scaffolding by teaching staff, staff also have access to inclusion websites providing strategies and information.

9. The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

Leigh Academy Peninsula East is committed to the professional development of its staff in all areas, including Special Educational Needs and Disability.

Provision for staff expertise and training includes:

- The SENDCo delivers **continuous professional development (CPD) sessions** to all staff on identified areas of SEND.
- Staff attend **training** on identified areas organized by the Local Authority, Health Authority, and Leigh Academies Trust.

- Staff have access to **inclusion websites** providing links and information on SEND and inclusive teaching strategies.
- Specialist expertise is secured by **commissioning experts** (such as Educational Psychologists, CAMHs, SaLT) to deliver training sessions on identified areas of SEND to all staff.

Staff also have access to Leigh Academy Peninsula East's Teaching and Learning Tracker, CPD/SEND resources, specific insets, the SEND toolkit, regular SEND-specific updates, and access to research and evidence-based SEND articles.

10. Evaluating the effectiveness of the provision made for pupils with SEND

Leigh Academy Peninsula East is dedicated to ensuring the highest level of provision and constantly strives to improve its SEND practices.

Evaluation processes implemented include:

- Regular meetings with the **SEND Link Governor and SENDCo** to discuss and review practice and policies.
- Regular meetings with the **SLT Team** to discuss and review SEND practices and policies.
- Parents/carers/student/staff **questionnaires** on SEND practices.
- Completion of self-evaluation to inform SEND action plans, following regular meetings with the Principal.
- Attendance of the 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 innovations.
- Regular and robust reviews of intervention programmes.
- **Data analysis**, including comparisons to national benchmark data and student progress.

11. How pupils with SEND are enabled to engage in activities available with pupils in Leigh Academy Peninsula East who do not have SEND

Leigh Academy Peninsula East offers a wide range of **co-curricular and enrichment activities** for all pupils, including those with special educational needs.

This is achieved 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**.

Identified pupils are also supported to participate in trips etc. by Teaching Assistants where necessary. Supervised and planned breakfast, lunch, and after-school clubs

are also available.

12. Support for improving emotional and social development

Support for improving emotional and social development is available through various provisions:

- A range of social, emotional, and mental health **interventions** are offered to pupils identified with needs in these areas, which are reviewed regularly.
 - Access to **outside agencies** via the Local Authority, Health Authority, Leigh Academies Trust, and other agencies.
 - The SENDCo liaises with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans.
 - Teaching Assistants develop, deliver, and monitor social, emotional, and mental health intervention programmes on an individual or small group basis.
 - Identified pupils have access to **counselling and dog mentoring**. A Teaching Assistant is trained as a Drawing & Talking lead.
 - Student Leadership and Student Voice opportunities.
 - Supervised and planned breakfast, lunch, and after school clubs.
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13. How Leigh Academy Peninsula East involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupil's SEND and supporting their families

According to the Code of Practice 2014, children and young people with SEND may need integrated support from education, health, and social care. Working together, these agencies can achieve much more for these children and young people.

The Academy Board and Leigh Academy Peninsula East will liaise and consult with these agencies to create an effective local and academy offer that jointly commissions services. The Academy adheres to the local and academy offer to ensure parents/carers and pupils receive a cohesive, supportive, and transparent service.

The Academy currently provides services through the **Local Authority, Health Authorities, and Leigh Academies Trust** via specified referral routes. Support with access to outside agencies is also provided.

The local authority local offer and academy offer will be available on Leigh Academy Peninsula East's website.

The local offer can be found here: https://www.medway.gov.uk/info/200307/local_offer

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

Should you have a complaint, please follow the school's complaints policy.

The school's complaints policy can be found here:

<https://pepa.org.uk/contact-us/complaints/>

The LAT Complaints policy can be found:

<https://lat.sharepoint.com/sites/policies/SitePages/Complaints-Policy.aspx>

Support Services for Parents/Carers

Here are some national websites that may provide support and information for parents of children with SEND:

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: [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
<https://www.autism.org.uk/>
