



Leigh Academy  
**Strood**

# **Leigh Academy Strood**

## **SEND Policy**

**Academic year 2025/26**

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|--------------------|----------------|
| Date of issue      | September 2025 |
| Date to be revised | August 2026    |

# Leigh Academy Strood SEND Policy

## Legislation & Framework

Leigh Academy Strood's SEND policy is fully aligned with current legal requirements:

- Children and Families Act 2014.
- SEND Code of Practice (2015).
- Equality Act 2010 (including Public Sector Equality Duty).
- SEND Regulations 2014 (Schedules 1 & 2).
- Schools Admissions Code (Feb 2012).
- School Information (England) Regulations 2012, 2013.

## Definitions

- **Special Educational Needs (SEN):** Difficulty learning significantly greater than peers, requiring additional or different provision.
- **Disability:** A long-term physical or mental impairment with substantial adverse effects on daily life, as per Equality Act 2010.
- **Special Education Provision:** Anything beyond or different from what's generally provided to the same-age cohort.

## Policy Aims

- Provide inclusive, high-quality education for all students.
- Promote high aspirations and expectations.
- Ensure early identification and assessment.
- Remove barriers through a graduated approach.
- Facilitate multi-agency collaboration.
- Empower students and parents/carers as key partners.
- Prepare pupils for adulthood with targeted transition planning.
- Include systematic student voice in planning and review.

## Student & Parent Voice

- We actively involve students and parents in assessments, EHCP plans and reviews. Regular pupil voice surveys, academy council contributions, and student-centred reviews—empowering children to shape their support.
- Staff will use accessible tools—visual aids, one-to-one discussions—to ensure every voice is heard. This approach is embedded in our graduated cycle.

## Governance & Accountability

- The SEND Governor (Christian Markham) provides oversight.
- Governing Body reviews SEND strategy and outcomes annually, ensuring funding is used responsibly.

- Full compliance with the Equality Act, SEND Code, and Admissions Code.

### **Roles & Responsibilities**

- **SEND Team:** Miss Chantay White (Key Stage 3 SENCO), Mrs Kerrie Ward (Key Stage 4 & Key Stage 5 SENCO), Deputy SENCO (Mrs Ellis), SEND Admin (Miss Illott) and SLT lead (Miss Lindsay).
- Graduated support.
- Staff training.
- Liaison with families and agencies.
- Record-keeping and reviewing EHC plans.
- **All Staff:** Responsible for high-quality teaching and adjustments.

### **Identification & Graduated Approach**

- Collaboration with feeders, baseline assessments, and ongoing progress reviews.
- Patterns of slow progress triggers high-quality teaching and adjustments.
- Continuous loop: Assess → Plan → Do → Review, supported by staff, students, and parents.
- Interventions reviewed at agreed intervals; exit from SEND register is possible when targets are met.

### **External Agencies**

- Specialist support via Educational Psychology, Medway Young Persons' Wellbeing Service, PASS, Autism Outreach, Occupational Therapists, Speech & Language Therapists, and others.

### **EHC Needs Assessment**

- An assessment may be requested after at least four terms of evaluated SEND support, in line with Code of Practice.

### **Transition Planning**

- Robust transition programme includes:
  - Meetings with feeders and parents.
  - TA support for primary visits.
  - Summer school.
  - Annual reviews for Year 6 and post-16 pathways.

### **Staff Training & Development**

- SEND induction for all staff.
- Academy-wide training on broad needs.
- Bespoke training via faculty meetings.

- Specialist training (e.g., Lego Therapy, ELSA).
- Ongoing SENCo engagement in Leigh Academies Trust (LAT) and Local Authority networks.

### **Accessibility Plan**

- Published on the academy website and reviewed annually.
- Strategically addresses access to:
  - **Curriculum** – diverse teaching methods and interventions.
  - **Physical Environment** – ramps, enlarged signs, classroom layouts.
  - **Information** – accessible formats (large print, audio).

### **Medical Conditions**

- Individual Medical Care Plans in place for all with health needs.
- Reasonable adjustments meet Equality Act duties. Qualified first-aiders are on site.

### **Monitoring & Effectiveness**

- Termly tracking of SEND student progress within whole-school data.  
Annual analysis of attainment, attendance, exclusions, and destination data shared with governors.
- Regular evaluation of SEND budget impact.

### **Complaints Procedure**

- Initial concerns addressed by SENCo; unresolved cases escalated to SLT lead and through the Academy's complaints policy.

### **Admissions**

- Inclusive of all SEND applicants. complies with Equality and Admissions Codes.

### **Finance & Funding**

- Transparent use of SEND budget.
- Trust stance: no parental funding for TA roles.

### **Policy Review**

- Next review: August 2026 by SENCo/SLT lead and SEND governor, incorporating feedback from parents and students.