



Leigh Academy
Strood

Leigh Academy Strood

SEND Information Report

Academic year 2025/26

Date of issue	September 2025
Date to be revised	August 2026

Leigh Academy Strood SEND Information Report 2025/26

Our Values and SEND Provision

At Leigh Academy Strood, we believe all students deserve the opportunity to reach their full potential. This report outlines our commitment to providing a nurturing and inclusive environment that empowers all learners, including those with Special Educational Needs and Disabilities (SEND).

Our Vision for SEND

- **Equal Opportunities:** We are dedicated to providing an accessible and inclusive learning environment that caters to the individual needs of every student.
- **High Aspirations:** We believe all students can achieve ambitious goals and strive to provide the necessary support to help them succeed.
- **Quality First Teaching:** High-quality teaching that caters to a variety of learning styles is the foundation of our SEND provision.

Leigh Academy Strood has an SRP; **The Endeavour Centre**. The Endeavour Centre is Leigh Academy Strood's specialist mainstream resource provision for students with a diagnosis of Autism (primary need) and an Education, Health and Care Plan for Communication and Interaction. Students placed in The Endeavour Centre are members of Leigh Academy Strood and will be assigned to one of our three colleges: Victory, Hercules or Trafalgar. Our focus is on building successful inclusion in Leigh Academy Strood. Supported by our structured inclusion programme. The amount of time each student spends within their mainstream lessons is specific to their needs and what is outlined within their plan.

1. The kinds of Special Educational Needs and Disabilities (SEND) provided for at Leigh Academy Strood:

At Leigh Academy Strood we supports students across the four broad areas of need, as defined in the SEND Code of Practice:

- 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 and moderate learning difficulties (MLD).
- 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/ visual impairments, epilepsy, and fine/gross motor skill delays.

We currently meet the needs of students with a variety of diagnoses and presentations, including but not limited to: ADHD, anxiety, auditory processing disorder, autism, dyslexia,

emotional dysregulation, epilepsy, fine and gross motor difficulties,, hearing & visual impairment, moderate learning difficulties, sensory processing disorder, speech and language needs, and social communication difficulties.

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

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

At Leigh Academy Strood, we identify children's needs in the following ways:

- ❖ Recommendation from primary school/ previous secondary school attended before joining Leigh Academy Strood
- ❖ Baseline data from assessments, some specifically for those with SEN
- ❖ Observations in the classroom
- ❖ Teacher/parental/carer referral
- ❖ Reports and recommendations from professional agencies
- ❖ Regular assessment of progress by subject teachers /pastoral staff
- ❖ Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)

Where appropriate, Leigh Academy Strood will make applications for additional funding and/or EHCPs to support students with SEND.

Please note some students may have needs, such as ASC or ADHD, but 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. These children will be placed on an 'SEN Monitoring' list so their progress can be monitored and specific recommendations for support strategies shared with staff through a Pupil Passport.

Teachers can raise concerns once they have included intervention/additional provision within their lessons via a SEND concern form.

2a. The name and contact details of the SENDCOs:

Our SENCOs are Miss Julie Lindsay - Vice Principal for Inclusion, Mrs Kerrie Ward - Senior SENCO and responsibility for KS4, Miss Chantay White - SENCO with responsibility for KS3 and Mrs Jo Pearce - SENCO with responsibility for KS5. Between them they have over 20 years of expertise and knowledge of working with and supporting young people with Special Educational Needs.

Email: send@strood.latrust.org.uk

Telephone: 01634 717121 - Option 7

Parents can also contact the office through info@strood.latrust.org.uk. We aim to respond to emails within 48 hours (not including weekends or holidays).

The SENCOs are supported by an incredible team of Teaching Assistants and a Deputy SENCO, Mrs Colette Ellis and a dedicated admin, Miss Phoebe Illot.

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

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

- ❖ Academy reporting systems
- ❖ Parents'/Carers' Academic Review Meetings
- ❖ SEND coffee mornings
- ❖ Students receiving SEND Support will have an opportunity to meet with the SEND team at least three times a year to set goals and review progress
- ❖ Students with an Educational Health and Care Plan, as per the statutory requirements in the SEND Code of Practice 2014 will have an Annual Review every 12 months;
- ❖ Parent/Carer Forums
- ❖ Appointments with the SENDCO to discuss any concerns

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

Pupils are actively encouraged to participate in Pupil Voice activities, regularly evaluate their work in lessons, attend review meetings, and contribute to the setting and reviewing their personal targets. Pupils with SEND have individual Pupil Passports, developed in collaboration with the student, which provide subject teachers with tailored strategies to support each learner effectively. This approach places the pupil's voice—and their personal goals and preferences—at the heart of their support. Students are encouraged to suggest and review targets within their Pupil Passports regularly, fostering resilience, independence, and self-awareness as they take ownership of their learning and progress.

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

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

Students 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 students identified as having special educational needs will have a pupil passport as part of the Provision Mapping System 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.

- ❖ Students identified as having special educational needs will have regular reviews of their personalised learning plans at least twice a year.
- ❖ 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 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.
- ❖ All staff will have access to individual learning plans via the provision mapping system/SEND OPP tracker, 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.
- ❖ Staff will have access to inclusion websites and resources providing strategies and information on effectively meeting the needs of students with additional needs.

6. In accordance with the SEND Code of Practice 2014, Leigh Academy Strood has clear procedures to ensure the smooth transition of students between Key Stages.

Primary to Secondary

We liaise closely with our feeder primary schools in order to gather information and begin to understand the pupil even before admission.

Transition from primary school can involve:

- ❖ Phone calls to the SENDCo by the SEND team
- ❖ Visits to the school by SENDCo
- ❖ SENDCo will attend the borough KS2-KS3 SEND transition day to identify and discuss students with SEND
- ❖ SENDCo will attend Year 6 annual reviews for students with an Educational Health and Care Plan.
- ❖ Taster days at Leigh Academy Strood
- ❖ Extra taster days offered on a needs-led basis

Change of School Procedures

- ❖ Parents/carers contact admissions at Leigh Academy Strood
- ❖ Information is forwarded to the new school
- ❖ The SENDCo may meet with parents/carers and appropriate staff from the new school

Throughout the duration of a student's academy experience and depending on the needs of the student some or all of the following support is also offered to make transition times more manageable:

- ❖ 1:1 transition meetings and additional visits
- ❖ Group transition visits for vulnerable SEND students

- ❖ 1:1 support identifying and selecting GCSE options
- ❖ Yr11 College trips - KS4 careers interviews
- ❖ Travel support and practice opportunities
- ❖ Exam anxiety groups
- ❖ Transition meetings to colleges
- ❖ Specific Careers Support programme for students in KS4 with an EHCP

7. The approach to teaching students with SEND:

Leigh Academy Strood 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:

- ❖ Delivering quality-first teaching 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 pupil work reviews by the SENDCos, Academy Leadership Team and Directors of Learning.
- ❖ 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 across two modules.
- ❖ Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs.
- ❖ Providing a clear reporting system three times a year that outlines targets and current achievements.
- ❖ 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.
- ❖ 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 access arrangements.
- ❖ Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities.
- ❖ 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

- ❖ 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 SENDCo and Literacy Strategy Lead Practitioner when planning for interventions and exam access arrangements.
- ❖ Providing regular and timely communication with parents/carers via annual reviews, parents'/carers' events, telephone and emails.
- ❖ Supporting with access to outside agencies via the local authority, health authority and Leigh Academies Trust
- ❖ Informing parents/carers of any additional provision that their child is receiving via the SENDCo
- ❖ Ensuring that the local authority local offer and academy offer will be available on Leigh Academy Strood's 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:

We believe that inclusive education means enabling all pupils to learn, contribute, and participate fully in every aspect of school life alongside their peers, fostering a genuine sense of belonging for every student. Our curriculum extends beyond the formal requirements of the National Curriculum, offering a broad range of additional opportunities to enrich each student's educational experience. This inclusive and holistic approach is delivered through our Middle Years Programme and Career-related Programme as part of the International Baccalaureate.

We adapt the curriculum and learning environment for pupils with SEN by:

- ❖ Adapting lessons and learning materials to the level of the students, making the curriculum accessible to them, but still ensuring a broad, balanced and challenging curriculum. For more information about our curriculum, please see our website.
- ❖ Providing access to ICT and Technology.
- ❖ Providing additional in-class adult support.
- ❖ Providing additional out-of-class adult support where appropriate.
- ❖ Providing enrichment and enjoyment opportunities to stimulate and motivate learning.
- ❖ Using flexible groupings – including small group work and intervention.
- ❖ Ensuring that all pupils have access to the school curriculum and all school activities.
- ❖ Helping all pupils achieve the best of their abilities, despite any difficulty or disability they may have.
- ❖ Identifying, at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional).
- ❖ Ensuring that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- ❖ Working in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- ❖ Making suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.

- ❖ Ensuring that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- ❖ Adapting the school behaviour policy and using appropriate rewards and sanctions where appropriate
- ❖ Regularly reviewing policies and practices in order to achieve best practice
- ❖ Further details regarding how we adapt the curriculum and environment can be found within our Accessibility Plan, which has been completed and is available on the school's website.

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

Leigh Academy Strood 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:

- ❖ The SENDCo delivers CPD sessions to all staff on identified areas of Special Educational Needs and Disability
- ❖ Staff attend training on identified areas of Special Educational Needs and Disability organised by the Local Authority, Health Authority and Leigh Academies Trust
- ❖ Staff have access to inclusion websites providing links and information on Special Educational Needs and Disability, and inclusive teaching and learning strategies
- ❖ Through commissioning, experts (EP, CAMHs, SaLT etc) are invited to Leigh Academy Strood to deliver training sessions on identified areas of Special Educational Needs and Disability to staff.

All teachers, teaching assistants and Pastoral staff have had the following training:

- ❖ ASC Awareness
- ❖ Behaviour Management and Engagement Curriculum Awareness
- ❖ Introduction to EBSA (emotional based school avoidance)
- ❖ Introduction to SEND

In addition, some teachers, teaching assistants and Pastoral staff have received further enhanced and/or specialist training:

- ❖ ELSA
- ❖ Lego Therapy
- ❖ Sensory Circuits
- ❖ EBSA Lead Practitioner
- ❖ Team Teach
- ❖ ADHD Awareness
- ❖ FASD Awareness
- ❖ Strengthening Minds

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

Leigh Academy Strood is dedicated to ensuring the highest level of provision to students and parents/carers. In order to ensure the best possible provision, the following evaluation processes are implemented:

- ❖ Regular line management meetings with the SEND team and Vice Principal and Principal for Inclusion to discuss and review SEND practices and policies.
- ❖ Regular communication with the SEND Link Governor where reviews of practice and policies are discussed and fed back to the Governing Board
- ❖ Parents/carers/student/staff questionnaires on SEND practices within the Academy
- ❖ Attendance of 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 current innovations
- ❖ Regular and robust reviews of intervention programmes
- ❖ Data analysis, including comparisons to national benchmark data and student progress.

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

Leigh Academy Strood offers a wide range of co-curricular and enrichment activities for all students, including those students with special educational needs. It achieves this 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.
- ❖ Offering clubs to our SEN and disadvantaged group prior to the rest of the school.

12. Support for improving emotional and social development:

Each student at Leigh Academy Strood is allocated a college: Victory, Trafalgar or Hercules., we also have Atlas college for KS5 students. Leigh Academy Strood has three pastoral teams that are allocated by the College. This department has 7 members of staff that includes Head of Pastoral, Deputy Head of Pastoral, Senior Student Support Manager, Key Stage 3 and Key Stage 4 Student Support Manager, safeguarding officer and a college administrator. These pastoral teams are also supported by a Pastoral Intervention coordinator; Natasha Thomas.

All students have Personal Development lessons (once weekly) as part of their curriculum time, which offer a broad range of learning opportunities. The Endeavour Centre students receive adapted Personal Development lessons that identify and support any vulnerabilities around sensitive topics, such as peer relationships or online content, as required by their

EHCP. One Page Profiles are completed with all students on the SEND register and shared with all staff. This allows the student to provide their voice on the level of support they would like.

The Safeguarding Team display and share wellbeing guides to provide students with additional advice and guidance and signpost students to extra support that is available. We also have worry boxes outside all college bases, where students can drop off any concerns/worries. This allows students to post any concerns they may have, request for help or further support. Students are also encouraged to raise any issues with their form tutor, who can then liaise with college teams.

Regular meetings are held with the inclusion team to discuss individual students and provide recommendations of support for students who may be struggling or overwhelmed. Example of interventions:

- SEND referrals for further investigation/identification
- ELSA
- EBSA
- Resilience Interventions
- Social Skills Support
- Peer Mediation
- Social Skills Support
- SEMH group
- Cognition and learning group

13. How Leigh Academy Strood 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:

Parents can view all available additional support services offered by Medway Council on their web page from the [Medway County Council Local Offer](#). The school will endeavour to support all parents in their requests to find additional agencies who might be able to offer their family support outside of the school capacity.

Parents of pupils with SEN status and EHCP will be invited to a termly informal coffee morning/afternoon to meet with and speak to the SEN team. Parents can contact the SEN team at any time to discuss concerns regarding their child, regardless of whether they have SEN status. The school is committed to supporting all parents and pupils with any SEN concerns. Information about SEN pupils is shared with all staff on the SEN register; updates to the SEN register are issued to all members of staff as required through weekly SEND updates in whole school CPD sessions.

If a SEN pupil transfers to a new school, the SEN team will contact the new school or education provider to share all appropriate information prior to transition. The SEN Team has robust transition procedures in place for the transition to support pupils and families to aid the transition between KS2 and 3 and KS4 and KS5. When moving from KS2 to KS3, the SENDCO and Primary colleagues work on a phased induction if necessary, in the Summer Term, with additional visits to the school and interaction with the SEN team.

The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Medway SENDIASS

Medway SENDIASS is a free, confidential and impartial service offering information, advice and support for young people with special educational needs and disabilities (SEND), and their parents/carers, up to the age of 25. They can be contacted on:

Email: medwaysendias@family-action.org.uk

Telephone: 03000 412 412

Website: <https://family-action.org.uk/services/medway-sendiass/>

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

First, we encourage parents to discuss their concerns with the subject teacher and Curriculum Lead. If they are still concerned, then they need to raise the issue with the SENCO. If the issue is unresolved they should then liaise with the Vice Principal for Inclusion, Julie Lindsay and finally the Principal to resolve the issue. 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, via the [online form on our website](#). The LAT Complaints policy can be found [here](#).

There are some circumstances, usually for children who have an Education and Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the academy and must be raised directly with the Local Authority.

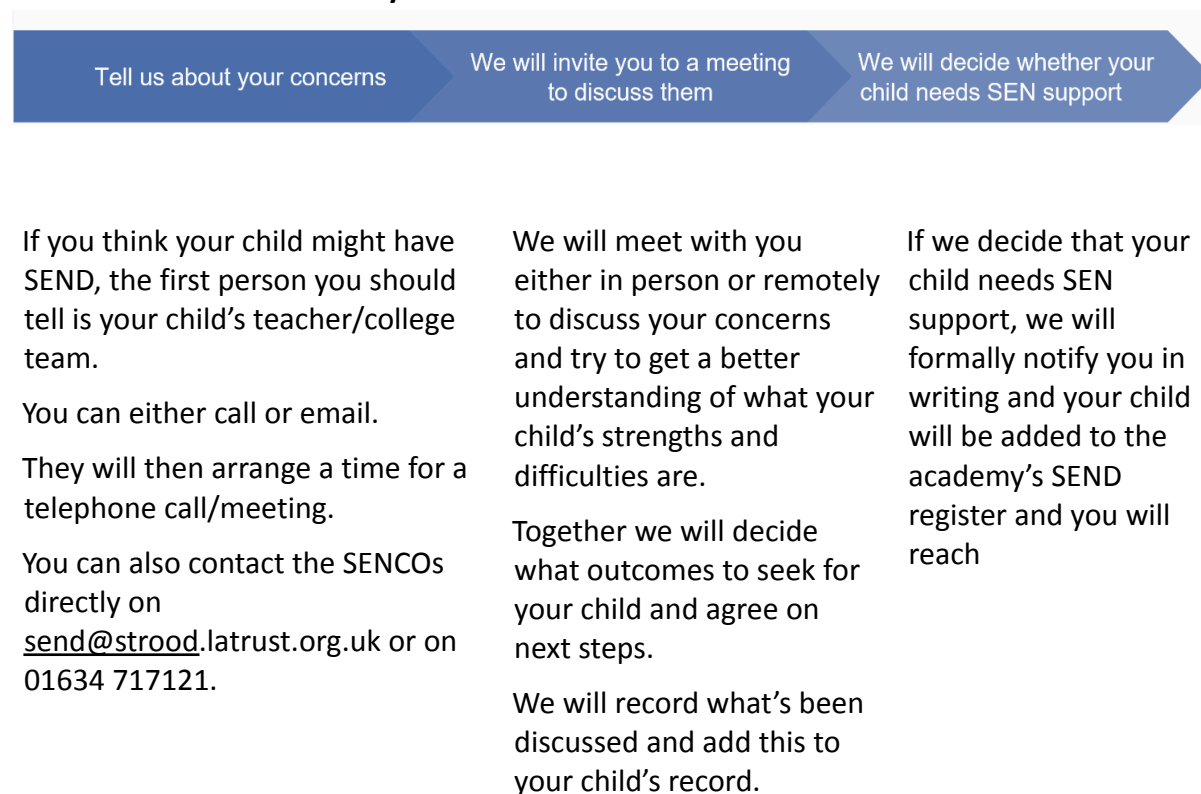
National Websites:

- ❖ [Contact a Family](#)
- ❖ [National Network of Parent Carer Forums](#)
- ❖ [Ace Centre](#) Free Advice Line: 0800 080 3115
- ❖ [British Dyslexia Association](#) Helpline: 0333 405 4567
- ❖ [Council for Disabled Children](#)
- ❖ [Cystic Fibrosis Trust](#) Call 0300 373 1000 or 020 3795 2184, Monday–Friday 10am–4pm
- ❖ [Disability Rights UK](#)

- ❖ [National Autistic Society](#)
- ❖ [Tourettes Action](#)

Parent FAQs

What should I do if I think my child has SEN?



How will the academy know if my child needs SEN support?

Throughout the academic year, all departments complete formative and summative assessments that indicate the progress of students in the classroom. When a teacher identifies a student who has struggled to make appropriate progress, in line with their academic potential, then they will raise their concern to the parents and the student and embed Quality First Teaching strategies.

If the child is making limited progress, the next step is to consult with the SEND team :

Student Information

- The teacher will collect all essential contextual data about the student: name, year group, class, and other background details. This provides foundational evidence for the referral.

Nature of Concern

- Clearly describe the specific concern or area of need (e.g., academic performance, social interaction, emotional wellbeing, sensory or motor skills).
- Helps to define the focus for further investigation.

Strategies already tried

- List support measures or interventions already implemented by the teacher (e.g., differentiated activities, seating plans, scaffolding techniques). Note observed effects: what worked, what didn't.
- This informs the "Assess" stage of the Assess-Plan-Do-Review cycle (A-P-D-R)—a standard graduated approach in SEN practice

Additional Information

- Record involvement and insights from other stakeholders (parents, guardians, or the pupil).
- Include contributions such as parent comments, pupil voice, observations, or requests for action.
- Emphasises a collaborative, multi-perspective approach.

This robust process supports timely, informed decision-making and tailored planning for students who may require additional SEN support.

At this point, a One Page Profile (OPP) is created by the SEND team. The OPP outlines strengths, barriers to learning, concerns, the supportive strategies in place and set targets for the student to achieve; these are in direct relation to the difficulties and concerns identified.

If a student has a medical diagnosis and is identified as needing support that is over and above the Quality First Teaching approaches used within the classroom, then they may also be placed on the SEND register; this will be written in conjunction with our pastoral team who are trained to write medical plans and to risk assess students.

It is important to note that some students may have needs but they are not on the SEND register, as students are able to have their needs met through an appropriate, adapted curriculum and Quality First Teaching (QFT). These children are carefully monitored and, if necessary, are added to the SEN monitoring list.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. Students will be at the forefront of the decision-making process ensuring that they are fully involved throughout the A-P-D-R process where appropriate. Discussions will be had with all stakeholders to ensure that it is in the best interest of the student.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a written statement, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will apply to local authorities for top up funding to cover this.

How does the academy make sure the admissions process is fair for pupils with SEN or a disability?

We are committed to welcoming all children, including those with special educational needs (SEN) or disabilities. Our admissions process is fully compliant with the Equality Act 2010 and the Children and Families Act 2014, and we ensure it is fair, transparent, and non-discriminatory.

Specifically:

- **Inclusive Admissions:** Having SEN or a disability will never be used as a reason to refuse a place at our academy if it is compatible with the efficient education of other pupils and the efficient use of resources.
- **Information Sharing:** Parents and carers are encouraged to share relevant information about their child's needs as early as possible, so we can plan suitable support and ensure a smooth start.
- **Collaboration:** Where appropriate, we work with the local authority, health professionals, and other agencies to understand how best to meet a child's needs before admission.
- **Equal Opportunities:** All applications are considered in line with our published admissions arrangements, which apply equally to all pupils.

If you are considering applying for a place and your child has SEN or a disability, please contact the academy office or SENCO. We are happy to discuss your child's individual needs and any arrangements that may be helpful.

What support is in place for looked-after and previously looked-after children with SEN?

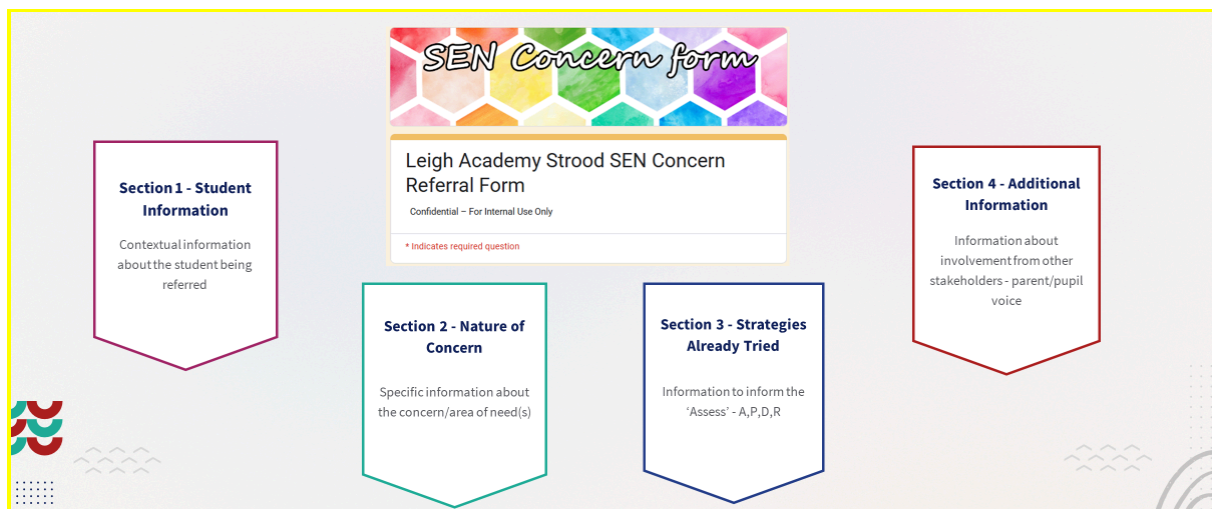
The designated teacher for Local After Children is Leanne Barlow she can be contacted using safeguarding@strood.latrust.org.uk

Leanne Barlow will work with Chantay White, Kerrie Ward and Jo Pearce, our SENCOs, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

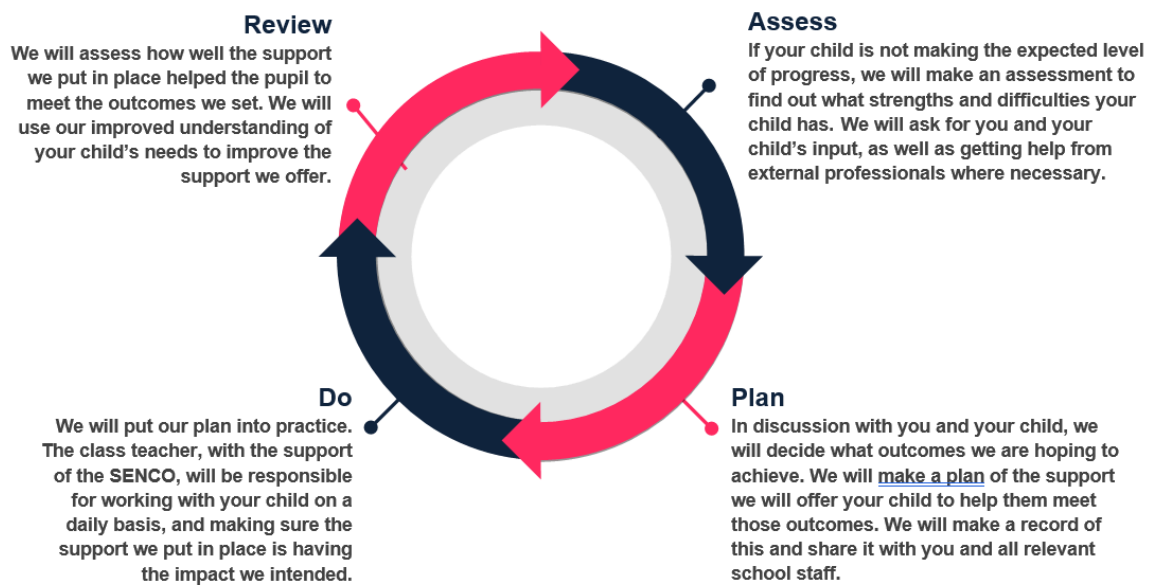
Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

Appendix 1:

- **Identification of need**



- **The graduated approach is a 4-part cycle of assess, plan, do, review.**



- Process after identification of need has been raised by staff

