

Leigh Academe
Stroc

VISION
2028





Leigh Academy
Strood

Parent Voice Forum

Module 2



LAT Online
Safety Training



What's to come

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Homework and Attendance	Inclusion	Behaviour and Communication	Teaching and Learning / MYP	Rewards / Enrichment / Stroud in the Community	Full Review
14th Oct 2025	16th Dec 2025	10th Feb 2026	31st Mar 2026	19th May 2026	14th July 2026



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Inclusion

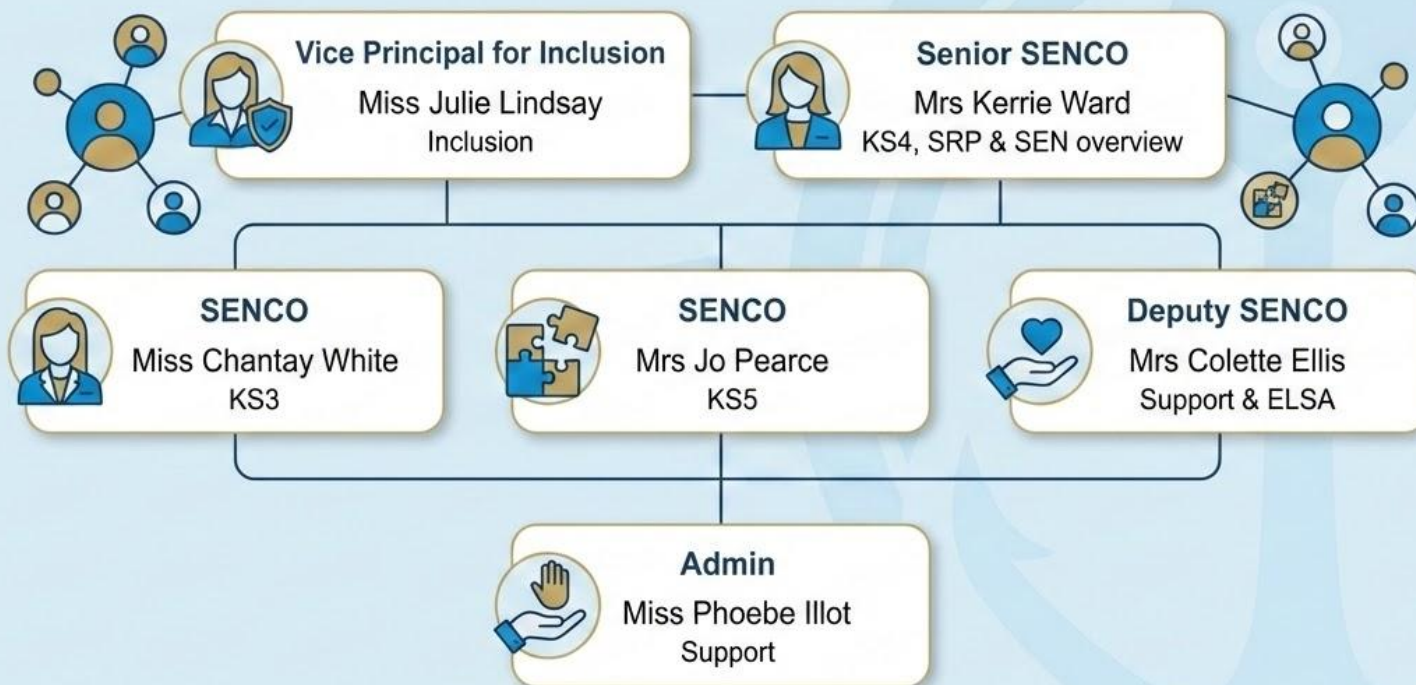
J. Lindsay / K. Ward



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Who's who in the SEN department



Our Vision for SEND

At Leigh Academy Strood, we are committed to providing a nurturing and inclusive environment where all students can reach their full potential.



Equal Opportunities

We provide 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 we provide the necessary support to help them succeed.



Quality First Teaching (QFT)

High-quality teaching that caters to various learning styles is the foundation of our SEND provision. QFT is expected in all areas of the curriculum, and staff must scaffold work through adaptive teaching to meet all students' needs.

We also have a specialist mainstream resource provision, **The Endeavour Centre**, for students with a primary diagnosis of Autism and an Education, Health and Care Plan (EHCP) for Communication and Interaction.

Types of SEND provided

We support students across the four broad areas of need, as defined in the SEND Code of Practice:



Communication and Interaction

Includes: Autism Spectrum Condition (ASC), speech, language and communication needs (SLCN).



Cognition and Learning

Includes: Dyslexia, Moderate Learning Difficulties (MLD).



Social, Mental and Emotional Health Difficulties

Includes: Anxiety, emotional dysregulation, ADHD, and mental health conditions.



Sensory and/or Physical Needs

Includes: Sensory processing difficulties, hearing/visual impairments, epilepsy, and fine/gross motor skill delays.

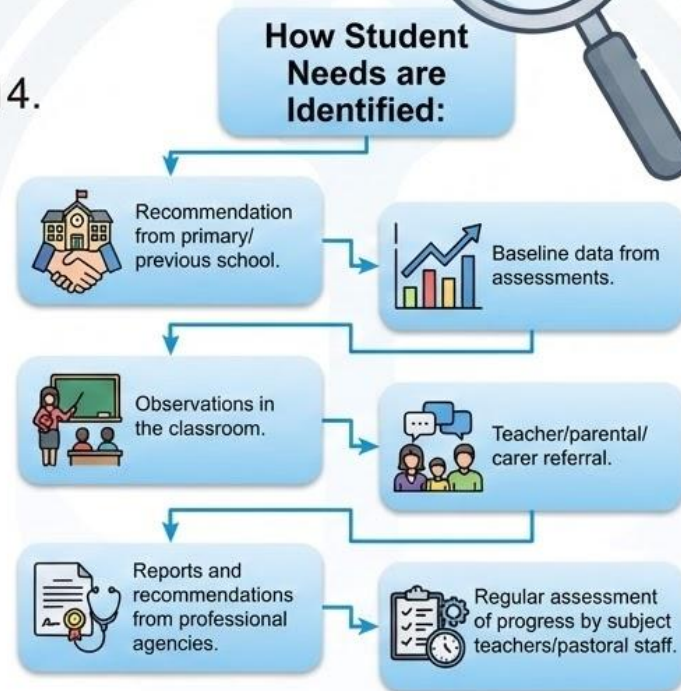
Identifying students with SEND



We follow the guidance of the SEND Code of Practice 2014.

How Student Needs are Identified:

- Recommendation from primary/previous school.
- Baseline data from assessments.
- Observations in the classroom.
- Teacher/parental/carer referral.
- Reports and recommendations from professional agencies.
- Regular assessment of progress by subject teachers/pastoral staff.



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



1. Tell us about your concerns:

The first person to contact is your child's teacher/college team, via call or email. You can also contact the SENCOs directly.



2. We will invite you to a meeting to discuss them:

We discuss your concerns and your child's strengths and difficulties.



3. We will decide whether your child needs SEN support:

Together, we will decide on outcomes, agree on next steps, and record the discussion. If SEN support is needed, you will be formally notified and your child will be added to the SEND register.

i **Note:** Some students' needs, such as ASC or ADHD, can be met through an adapted curriculum and Quality First Teaching (QFT) and may be placed on an 'SEN Monitoring' list instead of the SEND Support Register.

Assessment and Review of Progress

(The Graduated Approach)

Stage	Description	Key Mechanism
Assess	We find out what strengths and difficulties your child has, using their input and help from external professionals if needed.	Regular testing (twice a year) using standardised reading tests to identify areas of need
Plan	We decide on outcomes and make a plan of support to help meet those outcomes. The plan is recorded and shared with all relevant staff	Pupil Passport (part of the Provision Mapping System) clearly outlines the area of need, suggested strategies, and clear targets/objectives. Students are part of creating this plan
Do	The teachers, supported by the SENCO, implements the plan and ensures the support has the intended impact	Regular reviews of intervention programmes monitor progress against starting points. All staff use the SEND OPP to inform planning, monitoring, and adaptation of work
Review	We assess how well the support helped the pupil meet the outcomes set. We use this improved understanding to improve the support we offer	Students on the SEND register have regular reviews of their personalised plans at least twice a year . Students with an EHCP also have an Annual Review every 12 months.

One Page Profiles (OPPs)

Pupil Passports are developed collaboratively with the student & parents, placing their voice, personal goals, and preferences at the heart of their support.

One Page Profile - Leigh Academy Strood

*Date: 11/12/2025
Teacher: Mrs Kerrie Ward*



Date of birth: [REDACTED]
Year group: 11
Tutor group: [REDACTED]
College: Trafalgar

My History

Things I'd like you to know

Strategies of support

How I can support myself

Access Arrangements

My targets

Additional Provision

Empowering Every Learner: Understanding SEN Interventions

SEN (Special Educational Needs) interventions are the **targeted, extra support** provided to pupils who are finding it challenging to access learning in the classroom, or who have specific difficulties related to communication, social and emotional development, or physical health.



Bridge Gaps

Address specific weaknesses, like improving reading or mastering number skills.



Build Independence

Provide strategies and resources so pupils can become more autonomous learners.



Boost Confidence

Help pupils experience success and feel a sense of belonging in the school community.




In short, SEN interventions are about ensuring that **every pupil gets the support they need, tailored to their individual needs**, to achieve their full potential. They are a core part of our commitment to inclusive education.

Additional Provision

Example interventions



Communication & Interaction

-  • Vocabulary pre-teach
-  • Lego therapy
-  • Social skills



Cognition & Learning

-  • Literacy Strategy interventions (Reading)
-  • KS4 Memory Techniques
-  • Maths skills







Social, emotional & mental health

-  • Emotions Programmes
-  • 5 Point Scale
-  • Zones of Regulation
-  • ELSA



Sensory & Physical

-  • Sensory circuits
-  • Fine motor skills
-  • Handwriting
-  • Life skills

How we communicate/support parents



OPP reviews

OPPs sent home
for parent/carer
feedback



SENCOs attend all parents evenings

Drop-in sessions &
bookable
appointments



SEND parent coffee mornings

Themed events
once a term



Dedicated SEND mailbox & admin support

Email the SEND team
directly or speak to
a member of staff
(Miss Ilott)

Questions



Thank you for listening - any questions?

Contact the SENCO Team:



Email: send@strood.latruck.org.uk

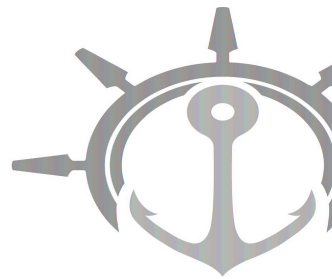


Telephone: 01634 717121 - Option 8

Parent Open Floor



Module 3: Tuesday, 10th February 2026 - Behaviour and Communication 6pm - 7pm



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