

SEND Information Report



Leigh
Stationers' Academy

2025-26

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Vision: A community where no student is left behind.

We are united by the belief that every young person should feel known, valued, and supported to succeed - academically, socially, and personally.

Mission

At Leigh Stationers' Academy, we develop principled, knowledgeable, and ambitious learners who contribute to their communities and the wider world. Rooted in the values of the International Baccalaureate, we empower students to strive for academic excellence, nurture their wellbeing, and embrace diversity. Through our distinctive college model and inclusive culture, every young person should feel known, valued, and supported to succeed - academically, socially, and personally, ready for life beyond school.

Values – The LSA Way

Our values define who we are and how we work:

1. **Leadership** – We develop confident, principled students who act with integrity, take initiative, and contribute positively to their community.
2. **Scholarship** – We nurture curiosity, independence and a love of learning that lasts a lifetime. Our students develop the habits of lifelong learners who think critically, reflect deeply, and seek to understand the world.
3. **Achievement** – We believe every student can succeed and we support them to realise their personal, academic and future goals.

Aims

At Leigh Stationers' Academy (LSA), we believe that every student should feel known, valued, and supported to succeed - academically, socially, and personally. In line with our vision of creating a community where no student is left behind, we are committed to providing a high-quality education for all pupils, enabling them to make strong progress and achieve ambitious, meaningful goals.

It is our duty to ensure equal opportunities for every child and young person in our care, and to provide a safe, inclusive, and fully equipped learning environment that meets the individual needs of each student. We are committed to delivering excellent provision for all pupils with special educational needs and/or disabilities (SEND) through an ambitious and inclusive curriculum, taught by skilled teachers and enriched by a broad co-curricular offer. We aim for all students to be fully included in every aspect of academy life and work proactively to remove any barriers to participation and success.

The governing bodies of maintained schools and nursery schools, and the proprietors of academies, are required to publish information on their websites about how their policy for pupils with SEND is implemented. This information must be updated annually, with any significant changes published as soon as possible. The details to be published are set out in the Special Educational Needs and Disability Regulations 2014.

The kinds of SEND provided for at Leigh Stationers' Academy

At Leigh Stationers' Academy, we provide for pupils whose needs fall under the following broad categories of Special Educational Needs:

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

The range of needs currently being met at our academy includes, but is not limited to: ADHD, anxiety, auditory processing disorder, autism, Down syndrome, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global developmental delay, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties, and visual impairment.

Identifying Students with SEND and Assessing Their Needs

Leigh Stationers' Academy follows the guidance set out in the SEND Code of Practice 2014, which promotes a single assessment pathway for identifying students with additional needs. These needs fall under one or more of the four broad categories outlined in the Code of Practice:

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

We are committed to early identification and support for students with SEND so that every learner can access a high-quality education and feel known, valued, and supported—in line with our vision of a community where no student is left behind.

How Students with SEND Are Identified

The identification of students with special educational needs may occur through a combination of the following:

- Transition information and recommendations from primary or previous secondary schools
- Key Stage 2 data and baseline assessments
- Referrals from teachers, parents, or carers
- Reports and assessments from external professional agencies

- Ongoing monitoring and progress assessments by Directors of Learning or Coordinators of Learning
- Implementation of the Graduated Approach as outlined in the SEND Code of Practice (2014)

Where appropriate, Leigh Stationers' Academy will apply for High Needs Funding and/or request an Education, Health and Care Plan (EHCP) to ensure the appropriate level of support is in place.

We recognise that some pupils may have additional needs that can be met through quality first teaching and a suitably adapted curriculum. In such cases, a student may not require placement on the SEND register, but their needs will still be closely monitored and supported.

SEND Leadership and Contact Details

For any queries related to SEND, parents and carers are welcome to contact the SEND team directly. For general enquiries, please use the SEND Mailbox. If you are already in contact with a member of the SEND team, you may contact them directly. We aim to respond to all queries within 48 hours.

- SEND Mailbox: sen@stationers.latrust.org.uk
- Deputy Principal: Ms Rachel Dooley – rachel.dooley@stationers.latrust.org.uk
- SENDCo: Ms Emma Bartlett – emma.bartlett@stationers.latrust.org.uk
- Deputy SENDCo (Mainstream): Ms Sophie Draper – sophie.draper@stationers.latrust.org.uk
- Deputy SENDCo (LARP): Ms Lucy Gould – lucy.gould@stationers.latrust.org.uk
- SEND Link Governor: TBC in September 2025

Arrangements for Consulting Parents/Carers of Children with SEND

At Leigh Stationers' Academy, we are committed to working in close partnership with parents and carers, recognising the vital role they play in supporting the progress and wellbeing of students with SEND. We aim to ensure that all families feel informed, involved, and empowered to contribute to their child's education.

Regular opportunities are provided to review each student's academic, emotional, and social progress through the following:

- The academy's reporting systems
- Parents' and carers' evenings
- SEND consultation days
- Annual reviews for students with an Education, Health and Care Plan (EHCP), in line with the statutory requirements
- Parent/carers forums, where feedback is welcomed and used to shape the development of SEND provision

These arrangements reflect our commitment to building strong, collaborative relationships with families so that every child is supported to thrive.

Assessing and Reviewing Students' Progress Towards Outcomes

Leigh Stationers' Academy follows the guidance set out in the SEND Code of Practice 2014 for assessing and reviewing the progress of students with special educational needs and/or disabilities (SEND). Our approach is rooted in the belief that every student should feel known, valued, and supported to succeed - academically, socially, and personally.

Assessment and Review Procedures

Students with SEND are assessed and reviewed in the following ways:

- The academy uses the Graduated Approach, applying the four-part cycle of assess, plan, do, review to ensure needs are identified, addressed, and reviewed regularly.

- All students are assessed at key points during the academic year using standardised tests for reading, comprehension, spelling, and writing. This helps to identify areas of need, implement appropriate interventions, and monitor progress over time.
- Students identified as having special educational needs will have an Individual Learning Plan created through the Provision Mapping System. This plan outlines:
 - The student's specific area(s) of need
 - Suggested strategies to support those needs
 - Targets and objectives
 - Current academic levels, including reading and spelling ages
 - The plan is developed collaboratively with the student and is accessible to staff, parents/carers, and the student.
- These plans are reviewed at least three times per year through SEND consultation days.
- Students with an Education, Health and Care Plan (EHCP) will have an Annual Review in line with statutory requirements in the SEND Code of Practice 2014.
- Intervention programmes are reviewed regularly to evaluate impact against starting points. Where necessary, interventions are adjusted to ensure they remain effective and responsive.
- All staff have access to individual learning plans via the Provision Mapping System to support lesson planning, progress monitoring, and appropriate differentiation.
- Students and parents/carers receive regular feedback through assessment reports, formative and summative marking, SEND consultation days, parents'/carers' evenings, and annual EHCP reviews.
- Staff are supported through access to inclusion resources, including:
 - The academy's inclusion websites
 - The High-Quality Teaching and SEND Support Toolkit
 - Inclusive teaching strategy booklets
 - SEND CPD and INSET sessions
 - SEND-specific updates and access to current research and evidence-based practice

Supporting Transitions and Preparation for Adulthood

Leigh Stationers' Academy follows the SEND Code of Practice 2014 and has clear procedures to ensure smooth transitions between key stages and into post-16 education. We are committed to supporting students with SEND at every stage of their journey, ensuring they feel known, valued, and prepared for the future.

Primary to Secondary (KS2–KS3)

- The SENDCo attends Year 6 EHCP annual reviews, borough SEND transition events, and ASD transition meetings.
- Additional visits to and from primary schools are arranged for identified students.
- Meetings with parents/carers take place as requested.
- Key information is shared with staff to inform planning.
- All students attend induction days, with targeted transition workshops provided.
- CEIAG and values sessions support early thinking about future pathways.

Post-16 Preparation

- The SENDCo arranges meetings with the academy's careers advisor and Royal Borough of Greenwich careers teams.
- Individual transition plans are reviewed regularly.
- Parents/carers receive information and guidance on options.
- University visits, taster days and careers mentoring are provided.
- Information is shared with post-16 providers to support continuity of provision.

Change of School

- Admissions are handled via the academy's Admissions Team.

- Relevant SEND information is transferred to the new school.
- The SENDCo liaises with families and staff at the new setting to support transition.

Our Approach to Teaching Students with SEND

Leigh Stationers' Academy is an inclusive school that provides a broad, balanced, and ambitious curriculum tailored to meet the individual needs and aspirations of all students, including those with special educational needs and/or disabilities (SEND). We are committed to removing barriers to learning so that every student can thrive.

We ensure this by:

- **Quality First Teaching:** All teaching staff are expected to know the needs of the students they teach and to adapt their lessons accordingly through high-quality, inclusive teaching. This is monitored through regular lesson reviews, learning walks, and pupil work scrutiny by the SENDCo, Academy Leadership Team, and Directors of Learning.
- **Targeted Interventions:** A range of evidence-informed intervention programmes support progress in literacy, numeracy, and social, emotional, and mental health. These are reviewed regularly to ensure impact.
- **Access to Enrichment:** Students with SEND are actively encouraged to take part in co-curricular and extended learning activities to support their wider development.
- **Curriculum Adaptation:** The curriculum is adapted where necessary to meet individual needs and ensure accessibility for all learners.
- **Assessment and Reporting:** All students with SEND are assessed as required. This informs intervention planning and exam access arrangements. Progress is reported to parents/carers three times per year.
- **Provision Mapping:** All staff have access to the academy's provision mapping system, which includes details of students with SEND, those in receipt of pupil premium, higher prior attainers, EAL learners, and looked-after children. This supports strategic planning, intervention tracking, and provision evaluation.
- **In-Class Support and Exam Access:** Identified students receive appropriate classroom support and exam arrangements in line with assessed needs.
- **Staff Training:** SEND-focused CPD equips staff to meet a wide range of additional needs, underpinned by our High-Quality Teaching and SEND Support Toolkit.
- **Parental Engagement:** Ongoing communication with parents/carers takes place via consultation days, annual reviews, assessment reports, emails, phone calls, and events. Parents/carers are informed of any additional provision their child is receiving.
- **External Partnerships:** We work in partnership with external agencies, including the local authority, health professionals, and specialists from the Leigh Academies Trust, to support students with more complex needs.
- **Transparency and Access:** The academy's SEND Information Report and the local authority's Local Offer are published on our website to ensure accessibility for parents, carers, and the wider community.

Adaptations for Students with SEND

Leigh Stationers' Academy is fully accessible, with a modern building design that includes lifts and disabled toilet facilities to support students with physical and sensory needs. We are committed to creating an inclusive environment where all students can thrive academically, socially, and personally.

Curriculum and Environmental Adaptations

To support students with SEND, we provide:

- **In-Class Support:** Learning Support Assistants (LSAs) offer individual or small-group support in lessons to help students access the curriculum effectively.
- **Targeted Interventions:** LSAs develop, deliver, and monitor intervention programmes focused on literacy, numeracy, and social, emotional and mental health (SEMH), tailored to students' specific needs.
- **Assessment and Monitoring:** LSAs administer and mark diagnostic assessments in reading, spelling and comprehension to identify areas of need and track progress through intervention programmes.

- **Parental Communication:** LSAs maintain records of intervention attendance and progress, and liaise regularly with parents and carers.
- **Transition Support:** LSAs support students during key transitions, including from primary to secondary school and from secondary to post-16 destinations, helping ensure continuity of support.
- **Curriculum Access and Participation:** Where necessary, LSAs accompany identified students on educational visits, ensuring full participation in enrichment opportunities.

Expertise and Training of Staff to Support Students with SEND

Leigh Stationers' Academy is committed to the ongoing professional development of all staff to ensure they can effectively meet the needs of students with special educational needs and/or disabilities (SEND). We believe that well-trained staff are key to delivering high-quality, inclusive education and ensuring that no student is left behind.

The following provision supports the development of SEND expertise across the academy:

- The SENDCo and Deputy SENDCos deliver regular CPD sessions for all staff on identified areas of SEND.
- Staff access training delivered by the Local Authority, Health Authority, and Leigh Academies Trust on key SEND topics.
- Inclusion websites and internal platforms provide staff with up-to-date guidance and practical strategies for inclusive teaching and learning.
- External specialists, including Educational Psychologists (EPs), Child and Adolescent Mental Health Services (CAMHS), and Speech and Language Therapists (SaLT), are commissioned to deliver expert training to staff on targeted areas of need.

Evaluating the Effectiveness of Provision for Students with SEND

Leigh Stationers' Academy is committed to delivering the highest standards of support for students with special educational needs and/or disabilities (SEND). We continually evaluate and refine our provision to ensure it meets individual needs and supports every student to succeed - academically, socially, and personally.

To maintain and improve the quality of SEND provision, we implement the following evaluation processes:

- Regular meetings between the SENDCo and the SEND Link Governor to review practice and policy, with updates shared with the full governing body.
- Ongoing discussions with the Principal, Deputy Principal, and Heads of School to evaluate and refine SEND policy and provision.
- Questionnaires and surveys are conducted with parents, carers, students, and staff to gather feedback on SEND practices and experiences.
- The SENDCo and senior leaders complete regular self-evaluation activities, which inform the academy's SEND action plan.
- The SENDCo and Deputy SENDCo participate in Leigh Academies Trust cluster meetings, the Trust's SENCo Forum and Inclusion Drive Team, and local authority SENCo networks to share best practice and keep up to date with developments in the field.
- Intervention programmes are reviewed regularly to assess their impact and ensure resources are used effectively.
- Student progress data is analysed rigorously, including comparisons against national benchmarks, to evaluate the effectiveness of support.

Inclusion in Co-Curricular Activities for Students with SEND

At Leigh Stationers' Academy, we are committed to ensuring that all students, including those with special educational needs and/or disabilities (SEND), have full access to the wide range of co-curricular and enrichment opportunities on offer. We believe that participation in academy life beyond the classroom is essential to developing confidence, character, and a sense of belonging.

To support inclusive participation, we:

- Ensure that all staff involved in co-curricular and enrichment activities are trained in relevant areas of SEND, enabling them to plan and deliver inclusive sessions.
- Offer a diverse programme of activities that accommodates a wide range of interests, abilities, and physical needs, so that every student can take part meaningfully and confidently.

Support for Improving Emotional and Social Development

Leigh Stationers' Academy is committed to supporting the emotional and social development of all students, including those with special educational needs and/or disabilities (SEND). The following provision is in place to support students with identified social, emotional and mental health (SEMH) needs:

- A wide range of targeted SEMH interventions is delivered by trained Learning Support Assistants, either individually or in small groups. These programmes are reviewed regularly to ensure impact and responsiveness.
- Identified students have access to mentoring and counselling, with trained staff and small school teams supporting emotional regulation through the ELSA model (Emotional Literacy Support Assistants).
- The SENDCo liaises with Health and Social Care teams in line with the SEND Code of Practice and the requirements of Education, Health and Care Plans (EHCPs).
- The academy works closely with external agencies, including CAMHS (Tier 2 and referral to Tier 3), Speech and Language Therapy (SaLT), Educational Psychologists (EPs), the School Nursing Team, Early Help services, and specialists from Leigh Academies Trust.
- Structured and supervised breakfast, break, lunch and homework clubs are offered to provide safe and supportive social environments.
- Students are encouraged to participate in Student Leadership, Student Voice, peer mentoring, and peer tutoring initiatives to build confidence, relationships, and a sense of community.

Involving External Agencies to Support Students with SEND and Their Families

In line with the SEND Code of Practice 2014, Leigh Stationers' Academy recognises that students with SEND often require coordinated support from education, health, and social care services to achieve their full potential. Effective collaboration between agencies ensures better outcomes for students and more efficient use of resources.

The local offer outlines the full range of services available to children and young people with SEND, both within and beyond the local area. The academy's SEND Information Report complements this by detailing the specific support provided at Leigh Stationers' Academy.

To ensure a cohesive and transparent system of support:

- The Academy Board and senior leaders at Leigh Stationers' Academy work in partnership with the local authority, health services, social care, and the Leigh Academies Trust to support a joined-up approach to provision.
- The academy contributes to the joint commissioning of services and adheres to both the local offer and the academy offer, ensuring families can access the help they need.
- Support is secured through clearly defined referral pathways to external services, including but not limited to: Educational Psychologists, CAMHS, SaLT, the School Nursing Service, Early Help teams, and voluntary sector organisations.

Arrangements for Handling Complaints from Parents of Children with SEND

Leigh Stationers' Academy is committed to working in partnership with parents and carers to support the needs of students with SEND. We value open, honest communication and aim to resolve any concerns promptly and effectively.

Complaints regarding SEND provision are handled in line with the Leigh Academies Trust's complaints procedure. Parents and carers are encouraged to raise concerns at the earliest opportunity, following this staged approach:

- **Initial Concern** – Parents/carers should first speak to the class or subject teacher, SENDCo, or Head of School to discuss the issue and seek resolution.
- **Escalation** – If the concern remains unresolved, the matter should be referred to the Principal. The academy will work to resolve the issue informally wherever possible.
- **Formal Complaint** – If concerns are not resolved at academy level, a formal complaint may be submitted to Leigh Academies Trust.

If the complaint is still not resolved after consideration by the Trust:

- Parents may access a disagreement resolution or mediation service.
- If unresolved following mediation, parents can appeal to the First-tier Tribunal (Special Educational Needs and Disability) for matters relating to disability discrimination, or to the Secretary of State for Education for other cases.

Please note: If the complaint concerns a decision made by the local authority regarding a child with a Statement of SEN or an Education, Health and Care Plan (EHCP), there may be a statutory right of appeal. These cases must be directed to the local authority and cannot be investigated by the academy.

Our aim is always to work collaboratively with families to ensure the best possible outcomes for every child.

Support Services for Parents/Carers of Students with SEND

Contact a Family	Disability Alliance Tel: 0330 995 0400
National Network of Parent Carer Forums	Disabled Living Foundation Helpline: 0300 999 0004
ACE Centre Advisory Trust – (for communication difficulties) Free Advice Line: 0800 080 3115	Down's Syndrome Association (DSA) Helpline: 0333 1212 300
British Dyslexia Association Helpline: 0333 405 4567	Parents for Inclusion Tel: 0800 652 3145
Council for Disabled Children Tel: 020 7843 6000	The National Autistic Society Helpline: 0808 800 4104
Cystic Fibrosis Trust Helpline: 0300 373 1000 or 020 3795 2184	Local Offer
Disabled Children Social Work Team	Families Information Service
Special Education Needs and Disability Information, Advice and Support Service (SENDIASS)	