



SEND Information Report 2025-26

To be reviewed and updated yearly

SEND Information Report 2025-26

At Leigh Academy Hundred of Hoo we value the abilities of all our pupils and strive to provide the best education to all our pupils so they can make good progress and achieve ambitious and appropriate goals.

We strongly believe that it is our duty to provide equal opportunities for every young person in our care, and to also provide a safe and fully equipped learning environment, which caters to the needs of every pupil as an individual. We are committed to providing excellent provision for all pupils with SEND by providing an ambitious and inclusive Academy curriculum offer, delivered by skilled teachers, and a rich co-curriculum. We aim for all pupils to be included in all aspects of Academy life and work proactively to eradicate any barriers to inclusion.

The governing bodies of maintained schools and maintained nursery schools, and the proprietors of academy schools must publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEND. The information published should be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and must include the following:

1) SEND Needs that are provided for at Leigh Academy Hundred of Hoo:

At Leigh Academy Hundred of Hoo we provide for the following main categories of Special Educational Needs:

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

The range of special needs currently being met within our Academy include: ADHD, anxiety, auditory processing disorder, autism, cerebral palsy, cystic fibrosis, Downs syndrome, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, glue ear, hearing impairment, Irlen syndrome, mental health needs, moderate learning difficulties, sensory processing disorder, speech and language needs, social skills difficulties and visual impairment.

2) Identifying pupils with SEND and assessing their needs:

The following Policies and Documents are used to support the identification of SEND need and subsequent support:

SEND Policy

SEND Code of Practice

SEND Department Handbook

Throughout the course of the Academic year all departments complete formative and summative assessments that indicate the progress of pupils in the classroom. When a teacher identifies a pupil who has struggled to make appropriate progress, in line with their academic potential, then they will raise their concern with the SEND department or via the inclusion panel.

Before a referral is completed there is an expectation that teachers liaise with the pupils and their parents to implement strategies to try and support closing the gap. If the strategies do not have a positive impact upon review, then an inclusion referral will be made and the SENCO will consider next steps.

Once the referral has been raised, the pupil will be discussed by all members of the inclusion team and an appropriate plan of support will be decided upon. This will then be shared with parents and pupils to ensure that they are aware of the course of action. Parents and pupils will also be kept informed of any results from screeners and assessments etc.

The impact of these interventions are monitored and reviewed for success, before deciding whether additional support is required. We follow the; assess-plan-do-review process of the graduated approach.

It may be appropriate to place the pupil on the school's SEN Register if they are not making expected progress and more specialist levels of support and assessments are needed to identify the issues causing these difficulties. At this point, a Learning Support Plan (LSP) is created by the SENCO or assistant SENCO to outline their difficulties, concerns, their strengths, the supportive strategies in place and set targets for the pupil to achieve; these are in direct relation to the difficulties and concerns.

A pupil may be placed on the SEND register if they have received a diagnosis from a medical professional and are identified as needing support that is over and above the Quality First Teaching approaches used within the classroom.

It is important to note that some pupils may have needs but they are not on the SEND register; they 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.

Parents/carers are also able to refer pupils to the SEND team for advice and support due to concerns about the wellbeing or progress of their child. If a parent/carer wants to refer their child they can contact the College team who will refer on to the SEND team or they are also able to use the contact information found below, to contact us directly..

2) The name and contact details of the SENDCO:

Communication between parents and the SEND department is a priority and we aim to respond to all communications within 48 hours.

Vice Principal - Inclusion lead -, Mr L Webb: lee.webb@hundredofhoo.latrust.org.uk

Assistant Principal - SENCO - Mrs E Haworth: esther.haworth@hundredofhoo.latrust.org.uk

Head of Special Resource Provision - Mrs K Cadman kate.cadmann@hundredofhoo.latrust.org.uk

Assistant SENCOs - Mrs N Vant: nicola.vant@hundredofhoo.latrust.org.uk , Mrs D King

donna.king@hundredofhoo.latrust.org.uk Mr J Whitlam jack.whitlam@hundredofhoo.latrust.org.uk

We have a new email address available for parents to contact should they have any questions or queries / forms that require school input / general SEND enquiries: send@hundredofhoo.latrust.org.uk

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

The SEND team are available to be contacted, via email or phone, should there be any concerns regarding SEND need / SEND provision required / SEND pupil progress or access etc.

We also hold parent and pupil LSP (Learning Support Plan) consultation 3 x yearly

The first will be to create an appropriate plan which includes details of their strengths/difficulties and strategies that teachers can use to support them in lessons. It also includes reviewing the previous plan to identify successful target completion, update new targets and current needs etc. We also look for the invaluable input from parents/carers to make the document as well rounded and holistic as possible.

The second meeting will be to review the progress that the pupil is making towards the agreed outcomes/targets

During the third review we will assess the success of the LSP and identify whether there is a need to continue to be recognised on the SEND register or whether the support in place has addressed the individual need/the on going support will be appropriate for the pupil long term and therefore can be removed from the SEND register. At this point, if it is decided to remove the pupils from the SEND register, the pupils' LSP will be left on Bromcom to ensure that teachers have access to additional information should they need it.

It is important to note that should a child be removed from the SEND register, it does not mean that their SEND need no longer exists but more that they are able to manage their difficulties with good Quality First Teaching, Ordinarily Available Provision and self taught strategies.

Throughout the course of the academic year, parents/carers are consulted to identify their thoughts and feelings around the support that their child is receiving. We will offer opportunities for consultation on what SEND looks like at The Hundred of Hoo and work with parents/carers and pupils, to strive to improve our provision and offer a well rounded selection of interventions that meet the needs of our diverse community.

4) Arrangements for assessing and reviewing pupil's progress towards outcomes:

All year groups have an evening where parents/carers are invited into the school, or via virtual appointments, to discuss the progress of their children.

Following data drops for each year group, department head's, SLT and SENCO take the opportunity to review the progress of SEND pupils and analyse where the gaps are. The SENCO will work with Heads of department to not only identify underperforming individuals and groups of individuals but also create a department action plan

Consultation of progress, for EHCP pupils, also takes place during annual reviews and LSP reviews.

5) Arrangements for supporting pupils in moving between phases of education and in preparing for adulthood

Transition phases of education are critical times for all pupils but SEND pupils in particular, and it is key that the right support is offered to develop the correct learning pathways for our pupils.

Feeder primary schools are visited/contacted throughout the year prior to transfer. Any pupil identified as having an underlying need and is on the SEN register or has an EHC Plan is referred to the SENCo. Contact is then made with the primary school.

The LA notifies schools about pupils who are transferring with EHC plans and initial plans are considered of how to support the pupil when they arrive in the Sept. When possible, the SENCo attends their Person Centred Review to ensure a smooth transition is made. At this meeting, the SENCo becomes the Lead Professional for the child with an EHC plan. Relevant information is disseminated to teaching staff before transfer.

We hold an In School Annual Review dedicated to the transition year 6 into 7 to identify the high priority pupils, including those with SEND to ensure that the team are aware of the needs and support mechanisms needed.

Throughout the duration of a pupil's school experience and depending on the needs of the pupils 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 pupils
- 1:1 support identifying and selecting GCSE options
- Yr11 College trips
- KS4 careers interviews
- Travel support and practice opportunities
- Exam anxiety groups

6) The approach to teaching pupils with SEND:

A broad and balanced curriculum is essential for all pupils but particularly those with SEND. Careful consideration is made when designing the curriculum offer, selecting the curriculum content and identifying teachers to groups. These approaches offer a significant opportunity for SEND pupils to not need to be removed from the lessons but instead be fully immersed into the curriculum plan.

The aim, at Leigh Academy Hundred of Hoo, is to keep pupils in the classroom as much as possible and offer the best possible Quality First Teaching (QFT) approaches to support pupils to access the curriculum and make the progress that they deserve. This includes teaching strategies that enable pupils to feel independent and learn how to manage their own learning e.g using adaptive teaching such as scaffolding, the use of TA's, visual representations of new language etc.

Certain interventions require a more 1:1 approach for a specified period of time, when this is the case, the parent and pupil are consulted on the most appropriate lesson to remove them from. Teachers are informed when this is the case and they are encouraged to fully support the reintegration of those pupils following the intervention coming to an end. This

With consistent and effective Quality First Teaching pupils should not need to be removed from lessons for additional interventions and support. Receiving the necessary support in lessons negates the need for anything 'additional to or different from' all of their peers.

7) How adaptations are made to the curriculum and the learning environment of pupils with SEND:

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching and access to the mainstream curriculum. Schools should regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This is inclusive of the learning environment to make sure that is effective. Consideration and staff reflection is continually necessary; the physical space, the displays, the resources available and the use of those resources within the curriculum, the language used, the visual support on offer etc.

At Leigh Academy Hundred of Hoo we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in EHCPs.

Curriculum leaders are continually reflective about the appropriateness of the course content and the eventual implication when pupils reach KS4

8) The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured:

Training all staff within our Academy is a priority for all aspects of learning. Teachers need to be equipped with the appropriate strategies and knowledge to support the pupils and support them in making progress in line with their academic ability, whilst still having aspirational goals for them.

All staff have regular training on SEND, including the 4 broad areas of need. They are also able to attend training around interventions to support these areas. Staff have received training on speech and language, ASD, Dyslexia, Graduated Approach and adaptive teaching. Additional CPD is created by the Leigh Academy trust and offered to staff; they can access courses that are relevant to their personal development and the needs of their cohort. The Academy is part of The Chartered College of Teaching, who provide a huge range of CPD training for teachers, and all members of staff have access to all of the CPD offered by the National College.

Staff work closely with speech and language therapists, occupational therapists, the school health team and educational psychologists, among others, and implement plans and next steps that are agreed upon for support. We are able to access expertise from different outreach offers within the local authority and they are able to support staff.

Key staff members have also attended specialist training on emotional literacy and have become qualified Emotional Literacy Support Assistants (ELSAs). There are also members of the senior leadership team who have completed Team Teach training to support de-escalation and positive handling techniques.

9) Evaluating the effectiveness of the provision made for pupils with SEND:

At HoH we use a whole school inclusion approach making use of Provision Map Software that identifies pupils' access to necessary interventions. Within the software we evaluate the effectiveness of each individual intervention, using a range of impact measures.

Progress data reviews take place, within individual departments, to identify underperforming subgroups, including SEND. Key questions are raised about how to tackle underachievement and celebrate successes.

The SEN Code of Practice (2014, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with an Education, Health and Care Plan there will be an annual review by the SENCo or Assistant SENCos which will enable an evaluation of the effectiveness of the provision. A review of provision for SEN Support takes place during parents evenings. We also offer SEN Virtual Drop Ins to parents of those on the SEN register throughout the year. These are 10 minute appointments offered to all pupils on the SEN register so that parents can discuss and review their child's progress, discuss any concerns and or ask for support and guidance.

PfP's and Milestones offer opportunities to review the progress of pupils. Highlight areas of difficulties and build in vital opportunities for review and support using the Blue Review system. It creates a narrative around the individual successes and struggles in all classes for all teachers and pupils to then address any difficulties or misconceptions.

10) How pupils with SEND are enabled to engage in activities available with pupils in Leigh Academy Hundred of Hoo who do not have SEND:

There are a variety of trips and visits that are fully inclusive of SEND pupils. All departments have a range of extra curricular activities to engage pupils.

SEND specific trips are arranged to give pupils a broad option, and access to a range of activities that they may not otherwise be able to engage with or believe they are able to do.

TA's are used to support pupils on trips and visits to ensure that they have known and trusted support staff available.

Risk assessments are carried out on all trips and visits to ensure that the needs of all pupils are fully considered and taken into consideration

12) Support for improving emotional and social development:

The Nurture group and SWC pupils have additional Personal Development lessons to identify and support any vulnerabilities around sensitive topics such as online content, peer relationships etc. All pupils have PSHRE lessons as part of their curriculum time which offers a range of learning opportunities.

The College model offers a range of non-teaching staff who offer a significant amount of pastoral support to pupils across all year groups. They have a drop in service, they are available during all social

times, they are on patrol and they hold/attend frequent parental meetings to ensure they are up to date on all levels of need.

There are wellbeing boards and post boxes, strategically placed around the school to make sure that all pupils have information and knowledge of support that is available. The post boxes offer SEND pupils who are not confident to verbally discuss issues to request help or advice.

The inclusion team meets weekly to discuss individual cases and ensure that a variety of support mechanisms are in place for anyone who is struggling. Some of these interventions are:

- Social skills
- ELSA
- Counselling
- ADHD/ASD/SPLD referral for further investigation
- Early help
- Emotional wellbeing and Resilience
- Dog Mentoring
- Early Intervention Officer family support
- Triple P parenting program
- School nurse referral
- Fit Fix

13) How Leigh Academy Hundred of Hoo involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils's SEND and supporting their families:

At Leigh Academy Hundred of Hoo we involved a variety of outside agencies in our support offers, depending on the needs of the child. We will only ever request support from external agencies, if there is justifiable reason for doing so. As a school we must agree to the needs being identified by others before referrals will be completed.

Some of the agencies that we refer to and consult with are:

Educational Psychology service

Owl Therapy Centre - Speech and Language Therapy

Marlborough Outreach

Fortiss

Strengthening Minds

TOAST

Early help

Youth Service

Young carers

BeYou

School Nurse

Inclusively Down

As mentioned above we have access to external advisors for children who meet the criteria, such as the educational psychologists, speech and language therapists, occupational therapists; further support can be accessed through Medway's Local offer, including expertise from FORTIS and the Marlborough Centre. The school SENCo is in regular contact with the School Health team and pupils can be discussed

and expertise shared to ensure that they are being supported effectively. It may be that referrals to outside agencies are recommended, a diagnosis is being explored or additional support is required; if this is the case, parents and carers are consulted and consent obtained.

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

The normal arrangements for the treatment of complaints at Leigh Academy Hundred of Hoo are used for complaints about provision made for special educational needs.

We encourage parents to first discuss their concerns with the class teacher, then the SENCO and finally the Vice Principal or Principal to resolve the issue. Should complaints remain unresolved at this stage, make the complaint formal to the Academies Director.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

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 school.

15) The St Werburgh Centre: Specialist Resource Provision (SWC)

The St Werburgh Centre (SWC) is a Local Education Authority (Medway) Specialist Resource Provision (SRP) designed for students aged 11–16. This provision addresses the needs of pupils experiencing difficulties in communication and interaction. The SWC currently supports 58 pupils who hold an Education, Health and Social Care Plan (EHCP) and 18 SEN K pupils awaiting statutory assessment.

Designation and Criteria for Admission:

Primary Designation: The primary Special Educational Need (SEN) designation is Autism Spectrum Condition (ASC), often with associated learning difficulties.

Mandatory Requirements: All students placed at the Centre must possess an EHCP.

Specific Diagnoses: Students must have a clear diagnosis of ASC. They may also have one or more co-occurring conditions, including:

- Attention Deficit Hyperactivity Disorder (ADHD).
- Dyspraxia.
- Hypermobility.
- Dyslexia (literacy).
- Dyscalculia (numeracy).

Suitability for Integration: Admission is based on the assessment of individual needs, ensuring the student has the potential to cope within an environment that is fully integrated with the mainstream academy, provided appropriate support is in place.

Assessment Process: Referrals are managed through Medway SEN. The Head of Centre assesses each student to ensure that their needs can be met without compromising or disrupting the efficient education of other students within the Centre or The Hundred of Hoo Academy.

Refusal of Admission: The Centre does not admit students whose presence would compromise the health and safety of pupils and/or staff or disrupt the education of existing pupils.

Model of Provision and Curriculum:

Integration Model: The SWC operates an integrated model where pupils are expected to aim for **complete integration** into the mainstream secondary school.

Flexibility: The Centre provides a short-term alternative if students encounter difficulties accessing classes within the academy. The general expectation is that integration levels will increase throughout Key Stage 3 and Key Stage 4, working towards independence upon completion of statutory education.

Adapted Curriculum: The provision offers an adapted curriculum, environment, and teaching strategies.

Key Stage 3 Academics: Pupils are taught core subjects—English, Maths, Science, and Personal Development—in very small teaching groups led by specialist staff. Once integrated into the mainstream, students are banded and streamed by ability and may receive Teaching Assistant (TA) support.

Key Stage 4: Students have access to a full range of option choices, guided in line with their academic ability and social/emotional needs.

Focus on Skills Development: The curriculum is specifically designed to accelerate independent living and social and emotional skills. They deliver activities aimed at enhancing confidence, resilience, and independence.

Assessment Support: The SWC regularly liaises with examination boards to implement appropriate access arrangements to maximise attainment in external examinations.

Support Structure and Staffing:

Key Leadership: Mr Lee Webb, Assistant Principal: Director of Inclusion, Mrs Etty Haworth, Assistant Principal, SENCO and Miss Kate Cadman, Head of St Werburgh Centre.

Social/Emotional Support: Social and emotional support is prioritised alongside academic support. Students have access to an enhanced support team, which includes:

- The SENCO and Head of St Werburgh Centre.
- A Social Skills Coordinator.
- The Engagement and Mentoring team.
- School Counsellors, MIND, and the Emotional Wellbeing Team (formerly ELSA).
- Sensory Circuits leads and SEN lunchtime supervisors.

External Links: The Centre liaises closely with specialist external colleagues, including the Medway Educational Psychology Team, the Disability Team, The Owl Company (for Speech and

Language and Occupational Therapy), and Kent Autistic Trust. They also have access to the Leigh Academy Trust Education Psychology team.

Inclusion: The Academy holds the Inclusive Schools Quality Mark (ISQM). Centre pupils are actively included in all mainstream activities and trips, which are individually risk assessed and supported to maximise impact.

Review and Transition:

Provision Review: Individual provision maps are regularly reviewed and updated, and evaluated for impact and value for money. The provision implements Medway's SEND banding system, which is scrutinised by the local authority.

Transition Planning: The SWC aims to ensure positive transitions by implementing a bespoke package for each student. All appropriate agencies are involved to ensure smooth processes.

Pre-Entry: Prior to admission, students are encouraged to visit the Centre and school, and an extensive transition programme is offered during the summer term before entry. Additional visits are arranged for pupils with SEN who require extra time to acclimatise to the new school. The Head of Centre may conduct additional visits to discuss SEN needs and SEND Annual Reviews of all Year 6 pupils.