



Primary 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 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) The kinds of SEND that are provided for at Hundred of Hoo Academy:

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, dyslexia, emotional dysregulation, epilepsy, fine and gross motor skill delay, global development delay, mental health needs, moderate learning difficulties, sensory processing disorder, hearing loss, Tourette's syndrome, speech and language needs and social skills difficulties.

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

Leigh Academy Hundred of Hoo follows the guidance: The [Code of Practice 2014](#). This recommends a single assessment for students under the description of Additional Needs based on one or more of the four main areas of need as outlined in the Code of Practice 2014.

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENDCos) and the SEN Information Report.

And, part 3 of the Children and Families Act 2014 which sets out schools' responsibilities for pupils with SEN and disabilities [Children and Families Act 2014 - Part 3 - Children and Young People with special educational needs and disabilities](#)

Identifying pupils with SEN, assessing need, and involving pupils and parents.

See the roles and responsibilities of people who support students in our SEND Policy: [here](#)

At Leigh Academy Hundred of Hoo Primary we monitor the progress of all pupils every module to review their academic progress. We use carefully created low-attaining assessment sheets to meticulously identify any gaps in a pupil's learning and accurately assess which key stage and year group they are currently working within. These assessments are used to inform teaching classroom practice, planning and interventions.

Class teachers attend Pupil Progress Meetings, attended by members of the Senior Leadership Team (SLT), including the SENCo, to discuss the progress made by all children in the class; however, children with SEN are explicitly discussed in detail and appropriate actions implemented.

We also use a range of assessments with all the pupils at various points. These include Reception Baseline Assessments, Y1 Phonics Screening, Speech Link, Language Link, spelling age, reading age, Y4 Multiplication Table Test and Y6 SATs. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable the pupil to catch up. Interventions can be used to support their academic progress but also their personal, emotional and social development. Examples of extra support are literacy and numeracy interventions, small group work, speech and language interventions, pre-teaching, Memory Magic, sensory circuits, ELSA, forest school, dog therapy, LEGO-Therapy, social skills, BEAM and fine motor interventions.

As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provisions will be recorded, tracked and evaluated on a year group provision map.

If pupils continue to make inadequate progress or the class teacher still has concerns, they are able to make a SEN referral to the SENCo who will review the referral and decide on the best course of action. Action is dependent on the individual and their need but can include implementing suggested strategies or interventions, observation by the school SENCo or arranging a meeting to discuss concerns further with the parent/carer and class teacher. It may be appropriate at this stage to discuss the pupil during an In-School Review (ISR) meeting. These meetings are an opportunity to have a variety of experts, from outside agencies and within the academy, to discuss the child's needs in detail; these meetings are attended by an educational psychologist and their advice sought. Parents or carers are contacted regarding the meeting and

permission is obtained; their insight into behaviours at home and any concerns they may have are discussed. Minutes from this meeting and suggested actions are shared with the parents and further parent meetings arranged, if appropriate.

At Leigh Academy Hundred of Hoo Primary we are experienced in using the following assessment tools: Speech link, Language Link, Dyslexia screening and a variety of need specific checklists. 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.

At this point, it may be appropriate to place the pupil on the school's SEN Register. If this is the case, a letter is sent to the parents or carers to inform them of this and the process in place. At this point, a Learning Support Plan (LSP) is created by the class teacher to outline their difficulties, teacher's concerns, their strengths, the supportive strategies in place and set targets for the pupil to achieve; these are in direct relation to their difficulties and concerns. LSPs are created with parents and carers; these are shared and their comments included.

Identification of students with special educational needs will be determined in the following ways:

- a) Recommendation from previous secondary school attended before joining Leigh Academy Hundred of Hoo
- b) Academic assessments, data and results
- c) Baseline data from SEN assessments
- d) Teacher/parental/carer referral
- e) Reports and recommendations from professional agencies
- f) Regular assessment of progress by subject leaders /pastoral staff
- g) Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
- h) Where appropriate, Leigh Academy Hundred of Hoo will make applications for High Needs Funding and/or EHCPs to support students with SEND.

Please note some students may have needs 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.

2a) The name and contact details of the Primary SENDCo:

Mr Harry Paterson- Inclusion Lead and SENDCo

Telephone: 01634 257 519

Email: - [primarysen@hundredofhoo.latrust.org.uk](mailto:pimarysen@hundredofhoo.latrust.org.uk)

We aim to answer all emails within 48 hours.

Miss Emily Murrells - Pastoral Support Manager
Telephone: 01634 257 519
Email: primaryoffice@hundredofhoo.latrust.org.uk

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

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

- Academy reporting systems
- Parents'/Carers' Evenings
- SEND coffee mornings
- 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.

Children that are on the school's SEN register are invited to discuss the progress of their children on three occasions, at least one of these will be with the SENCo, as well as a written report at the end of the year. The SENCo parent consultation days are carefully mapped, by year group, across the whole academic year and parents and carers are offered appointments in person, by phone or by video call so that they are accessible to all. In addition to this, parents of students with an Education, Health and Care Plan will be invited to contribute to and attend an annual review. Information will be made accessible for parents.

As previously mentioned, LSPs are created for all children on the SEN register; these are shared with parents and carers to obtain their thoughts and insights so that LSPs can be edited to reflect this. Plans are updated at least three times a year and current LSPs are added to BromCom so that relevant school staff have access.

Appointments can be made with the Primary SENCo at any point during the school year to discuss their child's needs or any concerns they may have.

If the pupil is a looked after child or they have a social/Early help worker, their progress will also be fed back during relevant meetings, these sessions will stand alone from the previously mentioned review meetings.

4) Arrangements for consulting pupils with SEN and involving them in their education:

Leigh Academy Hundred of Hoo 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:

- a) We will follow the graduated approach and the four-part cycle of assess, plan, do, review.
- b) All students identified as having special educational needs will have an individual learning plan 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.
- c) Students identified as having special educational needs will have regular reviews of their individual learning profile at least twice per year.
- d) 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.
- e) 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.
- f) All staff will have access to individual learning plans via the provision mapping system/SEND 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.
- g) Staff will have access to inclusion websites providing strategies and information on meeting the needs of students with additional needs.
- h) Staff will have access to: Leigh Academy Hundred of Hoo Teaching and Learning data, CPD/SEND, specific insets, SEND toolkit, regular SEND specific updates and access to research and evidence based SEND articles.

5) Arrangements for assessing and reviewing pupils' progress towards outcomes:

Leigh Academy Hundred of Hoo 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:

- a) All students identified as having special educational needs will be tested at the beginning and end of each academic year using tests that provide standardised scores for reading. This will enable Leigh Academy Hundred of Hoo to establish areas of need and provide the necessary intervention programmes, and enable Leigh Academy Hundred of Hoo to monitor progress.
- b) Students and parents/carers will receive regular feedback on progress through assessment reports, formative and summative marking, parents'/carers' evenings and annual reviews of Educational Health and Care Plans.

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

In accordance with the SEND Code of Practice 2014, Leigh Academy Hundred of Hoohas clear procedures to ensure the smooth transition of students between nursery providers and secondary schools.

At Leigh Academy Hundred of Hoo Primary we work closely with the educational settings accessed by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We have a transition programme which includes transition days, taster days, visits to students' nursery placements and transition meetings. The SENDCo will attend or make additional visits to nursery providers for identified students and visits to Leigh Academy Hundred of Hoo may be arranged. If required, meetings with parents/carers will take place with the SENDCo and information will be carefully feedback to staff.

Transitions within the primary years are carefully managed by the class teachers and overseen by the senior leadership team, including the SENCO. Meetings take place between the current and new teacher to handover any important information, both formal and informal, and any key documents. New class teachers are provided with class data, provision maps and updated learning support plans for children on the SEN register. As part of the school transition programme, students spend sessions with their new teacher in the summer terms and, if appropriate, are given social stories to support over the summer break.

We also contribute information to a students' onward destination by providing information to the next setting. We have a transition meeting with all secondary schools our students are transferring to. Our Year 6 team ensures that students are prepared for secondary school and the routines that they may experience. Students explore what they might need to pack in their bags, time management, reading timetables, including bus timetables. There is a focus on transition in Year 6 PSHE lessons in module 5 and 6. As part of our all-through school approach, students are taught by secondary subject specialist teachers for a variety of subjects, including Science, MFL, Geography, PE, drama and music. In Year 5 and 6, students are further supported with their transition to secondary school by attending the secondary site classrooms for some of their lessons. All students are offered at least one transition day at their new school during Term 6 of Year 6 and students with additional needs may be offered more to ease the transition. Children with SEN may have an increased amount of visits to their secondary school to support their transition and additional meetings take place with parents, teachers, and if appropriate, the student. Small group transition interventions are put in place for children that require additional support and focus on associated anxieties and relevant social skills. Children may be provided further support through social stories.

7) The approach to teaching pupils with SEND:

Leigh Academy Hundred of Hoo 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:

- a) Quality first teaching will be delivered 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 SENDCo, Academy Leadership Team and Directors of Learning
- b) 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. Students are encouraged to attend the Inclusion homework club to catch up on work missed
- c) Providing a range of co-curricular and extended learning activities that offers enrichment opportunities for all students, including those with special educational needs
- d) Providing a clear reporting system three times a year that outlines targets and current achievements
- e) 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
- f) 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
- g) Ensuring that identified students receive the necessary in class support and exam dispensation
- h) Ensuring that all staff receive regular training on all areas of Special Educational Needs and Disabilities
- i) 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
- j) 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 when planning for interventions and exam dispensation
- k) Providing a range of numeracy, literacy, social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in the relevant areas. These will be reviewed regularly
- l) Providing regular and timely communication with parents/carers via assessment reports, annual reviews, parents'/carers' events, telephone and emails
- m) Supporting with access to outside agencies via the local authority, health authority and Leigh Academies Trust
- n) Informing parents/carers of any additional provision that their child is receiving via the SENDCo or Director of Progress
- o) Ensuring that the local authority local offer and academy offer will be available on Leigh Academy Hundred of Hoo website so that parents/carers, students, staff and the wider community can access its contents.

High quality teaching, adapted 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. Schools should regularly and carefully review the quality of teaching for all

students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.

Within Leigh Academy Hundred of Hoo Primary we monitor the quality of teaching and learning provided by all teachers and teaching assistants on a regular basis. We follow the Core Standards advice developed by Medway Council to ensure that our teaching conforms to best practice. In meeting the core standards, we employ additional teaching approaches, as advised by internal and external assessments e.g. one-to-one support, precision and pre-teaching, small group teaching and use of ICT software learning packages. These are delivered through the funding provided to the school as 'notional SEND funding' and pupils who require additional support that do not have an Educational, Health and Care Plan will be assessed as to whether an application for 'Top Up' Funding is appropriate. If it is agreed with parents that 'Top Up' Funding is the best way forward, then the SENCO will apply on behalf of the school. The provision for these pupils will then be defined by their costed provision plan. These will be reviewed annually.

Leigh Academy Hundred of Hoo Primary follows the IB Primary Years Programme (PYP) and incorporates the five essential elements of the PYP (key concepts, transdisciplinary skills, transdisciplinary themes, attitudes to learning and action) into the learning engagements for all students. This approach to learning provides the foundations for inquiry based learning through which all children are able to develop their skills and knowledge. The PYP framework is adaptive and inclusive, providing the environment for all children to engage through the learner profile attributes and units of inquiry.

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

At Leigh Academy Hundred of Hoo Primary 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. Classwork is personalised for SEN students in order for them to access the curriculum. Examples of this include the use of visual aids, modified learning objectives, outcomes and learning scaffolds. A variety of resources are supplied and used in class to support students to achieve. These include manipulatives, visual prompts, vocabulary lists, to-do-lists, now and next boards, etc

The Primary Accessibility Plan can be accessed [here](#).

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

Leigh Academy Hundred of Hoo 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 pupils with special educational needs:

a) The SENDCo/Deputy SENDCo delivers continuous professional development sessions to all

staff on identified areas of Special Educational Needs and Disability

b) Staff attend training on identified areas of Special Educational Needs and Disability organised by the Local Authority, Health Authority and Leigh Academies Trust

c) Staff have access to inclusion websites providing links and information on Special Educational Needs and Disability, and inclusive teaching and learning strategies

d) Through commissioning, experts (EP, CAMHs, SaLT etc) are invited to Leigh Academy Hundred of Hoo to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

All staff have regular training on SEND, including the 4 broad areas of need. SEND training is timetabled into CPD offering and a SEND CPD session is delivered each term. The focus is carefully selected to meet the current needs of the school and teaching staff. CPD is delivered by the SENCo, a specialist member of staff or an outside agency to ensure what is delivered is of a high quality. A SEN briefing occurs in each module and is delivered to all teaching and support staff. Staff are also able to attend training around interventions to support these areas. Additional SEND 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.

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.

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

Leigh Academy Hundred of Hoo is dedicated to ensuring the highest level of provision to students and parents/carers. It is constantly striving to improve this provision including the SEND practices within the Academy. In order to ensure the best possible provision, the following evaluation processes are implemented:

a) Regular meetings with the SEND Link Governor and SENDCo where reviews of practice and policies are discussed and fed back to the Governors as a body

b) Regular meetings with the Principal and Heads of School to discuss and review SEND practices and policies

c) Parents/carers/student/staff questionnaires on SEND practices within the Academy

d) Completion of self evaluation to inform SEND action plans, following regular meetings with the Principal

d) Attendance of SENDCo/Assistant 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

e) Regular and robust reviews of intervention programmes

f) Data analysis, including comparisons to national benchmark data and student progress.

The SENCo carries out formal monitoring on a termly basis and can include, but not restricted to,

learning walks, book scrutiny, intervention observations and pupil panels. The SEND governor also meets with the SENCo, a minimum of three times a year, and completes joint monitoring. Members of the academy's or Leigh Academy Trust's senior leadership team may carry out monitoring and these may have a SEND focus.

A SEND audit tool is used to assess our SEND offering and is reviewed a minimum of three times a year. This is used to ensure we are meeting effectively meeting the needs of all SEND children and all statutory obligations are fulfilled. This is used to inform the SEND action plan for the academic year.

All class provision maps are monitored on a termly basis by the SENCo and feedback is given to the class teacher. Provision maps are evaluated on a termly basis and the data and findings are used to inform next term's provision map. The members of staff carrying out the interventions use tracking sheets to track the impact of the intervention and progress made by individual pupils. These tracking sheets are used by the class teacher to inform classroom practice and future provision maps.

Pupil data is studied in each module during pupil progress meetings; the progress of the students is discussed and the effectiveness of provision and interventions is evaluated.

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

Leigh Academy Hundred of Hoo offers a wide range of co-curricular and enrichment activities for all students, including those students with special educational needs. It achieves this by:

- a) Ensuring that all staff involved in co-curricular and enrichment activities are fully trained in relevant areas of Special Educational Needs and Disability
- b) Offering a range of activities to accommodate all interests, abilities and physical needs.

Pupils with SEND are not taught separately and we take great care in ensuring that pupils with SEND feel part of their class. This is why we endeavour to have interventions within the classroom or as part of the whole class routine, where appropriate. If pupils are taken out of class, we try to stagger these times so that pupils do not miss the same lessons each week. We encourage all pupils to try all activities and will adapt activities so that they are inclusive for all members of our school community. All clubs, trips and activities offered to pupils are available to pupils with SEND, either with or without an EHCP. Where necessary, the academy will use the resources available to provide additional adult support to enable the safe participation of the pupil in the activity.

12) Support for improving emotional and social development:

- a) A range of social, emotional and mental health interventions will be offered to all students who have been identified as having special educational needs in these areas. These will be reviewed regularly
- b) Access to outside agencies via the Local Authority, Health Authority, Leigh Academies Trust and other agencies (CAMHs Tier 2 and support with referral to Tier 3, SaLT, EPs, School Nurse, FaSS)

- c) The SENDCo will liaise with Health and Social Care teams as dictated by the Code of Practice and Education and Health Care Plans
- d) Learning Support Assistants will develop, deliver and monitor social, emotional and mental health intervention programmes in order to address the special educational needs of identified students. This will be delivered on an individual, or small group basis
- e) Identified students will have access to counselling and mentoring. We have a full time counsellor and a Learning Support Assistant is a trained ELSA
- f) Student Leadership and Student Voice opportunities
- g) Supervised and planned breakfast, break, lunch and homework clubs.

At Leigh Academy Hundred of Hoo Primary, we recognise the importance of children's emotional and social development. We use a tiered and progressive approach to supporting children with their emotional, social and behavioural development. It affords a framework for clear escalation of support if earlier interventions are unsuccessful. The primary aim and goal of support of this nature is to equip children with the necessary skills to be able to regulate and manage their emotions and behaviour independently therefore leading to positive wellbeing and mental health.

Lego therapy, which is an evidence based approach, aims to develop social communication skills in children, such as sharing, turn-taking, following rules, using names and problem-solving.

The dog mentor programme is built upon the benefits of the human-animal bond by providing children positive experiences with dogs that can help them educationally, developmentally, emotionally and socially.

ELSA programme is a 6 week programme that supports the emotional development of children who are unable to regulate their emotions impacting their social, emotional and academic progress

Play therapy is carried out by a trained counsellor; it uses playtime to observe and gain insights into a child's problems. The therapist can then help the child explore emotions and deal with unresolved trauma. Through play, children can learn new coping mechanisms and how to redirect inappropriate behaviours.

Social skill interventions are also delivered and take place in small groups to support children with their social development. Children are appropriately grouped so that particular skills can be focused on and the students are provided with appropriate tools and strategies to make personal progress with their area of difficulty.

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

According to the Code of Practice 2014, the following must be adhered to:

Children and young people with SEND may need integrated support from education, health and/or social care to help them achieve their ambitions. Working together, these agencies can achieve far more for these children and young people than they can separately, more efficiently

and often at a reduced cost. The local offer must set out the range of services available locally to children with SEND and the support that children, young people and families may access outside the local area.

The Academy Board and Leigh Academy Hundred of Hoo will liaise and consult with the above mentioned agencies to create an effective local and academy offer that jointly commissions all agencies. It will then adhere to the local and academy offer to ensure that parents/carers and students receive a cohesive, supportive and transparent service. It currently is able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust through the specified referral routes.

The local offer can be found here:

[Medway Council Local Offer](#)

Leigh Academy Hundred of Hoo Primary works closely with a range of agencies including health services, specialist teachers, Early help, Social services and the Local Authority. Where necessary, the SENDCO and/or Pastoral Support Manager can make referrals to different agencies, including Early Help or the Triple P parenting programme. Referrals can also be made to the school health team and mental health services. Parents will be informed of these referrals and permission will be requested.

The SENCo works with the school nursing team to discuss pupils and support that families may need. Leigh Academy Hundred of Hoo Primary works with the Medway Educational Psychologist team to support pupils and their teachers to ensure that pupils are able to reach their full potential.

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

Should you have a complaint, please contact the Principal. Mr Mike Etheridge, in the first instance. 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.

Principal: Mr Mike Etheridge

Email: primaryoffice@hundredofhoo.latrust.org.uk

Telephone: 01634 257519

The LAT Complaints policy can be found : [here](#)

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Next review: September 2026

National Websites:

Contact a Family <https://contact.org.uk/>

National Network of Parent Carer Forums
<https://nnpcf.org.uk/>

ACE Centre Advisory Trust - (for communication difficulties)
<https://acecentre.org.uk/>

Free Advice Line: 0800 080 3115

British Dyslexia Association
<https://www.bdadyslexia.org.uk/>

Helpline: 0333 405 4567

Council for Disabled Children
[Council for Disabled Children](#)

Cystic Fibrosis Trust [https:](https://)

[Cystic Fibrosis Trust](#)

Our **confidential Helpline** offers a listening ear and information and support on all aspects of cystic fibrosis, including financial support such as benefits and our welfare grants.
Call 0300 373 1000 or 020 3795 2184, Monday–Friday 10am–4pm

Disability Rights UK : [Disability Rights UK](#)

Disabled Living Foundation
[Disabled Living Foundation \(DLF\) - Information Now](#)

Helpline: 0300 999 0004

Down's Syndrome Association (DSA)
[Downs Syndrome Association](#)

Helpline: 0333 1212300 (10am-4pm)

Parents for Inclusion
[Parents for Inclusive Education NI](#)

Tel: 0800 652 3145

The National Autistic Society
[National Autistic Society](#)

Local Websites

[Medway's Local Offer](#)

[Social care for children and young people with SEND.](#)

[Families Information Service](#)

[Special Education Needs and Disability Information, Advice and Support Service](#)

[\(SENDIASS\)](#)