

# Special educational needs (SEN) information report

Leighton Academy



|                     |                              |                                       |
|---------------------|------------------------------|---------------------------------------|
| Approved by:        | Nick Jones                   | Date: 20 <sup>th</sup> September 2025 |
| Last reviewed on:   | October 9 <sup>th</sup> 2025 |                                       |
| Next review due by: | October 9 <sup>th</sup> 2026 |                                       |

## Contents

|                                                                                                                                     |    |
|-------------------------------------------------------------------------------------------------------------------------------------|----|
| Contents .....                                                                                                                      | 2  |
| 1. What types of SEN does the school provide for? .....                                                                             | 2  |
| 2. Which staff will support my child, and what training have they had? .....                                                        | 3  |
| 3. What should I do if I think my child has SEN? .....                                                                              | 4  |
| 4. How will the school know if my child needs SEN support? .....                                                                    | 4  |
| 5. How will the school measure my child's progress? .....                                                                           | 5  |
| 6. How will I be involved in decisions made about my child's education? .....                                                       | 6  |
| 7. How will my child be involved in decisions made about their education? .....                                                     | 6  |
| 8. How will the school adapt its teaching for my child? .....                                                                       | 6  |
| 9. How will the school evaluate whether the support in place is helping my child? .....                                             | 8  |
| 10. How will the school resources be secured for my child? .....                                                                    | 8  |
| 11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? ..                       | 9  |
| 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? .....                         | 9  |
| 13. How does the school support pupils with disabilities? .....                                                                     | 9  |
| 14. How will the school support my child's mental health and emotional and social development? .....                                | 9  |
| 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? ..... | 10 |
| 16. What support is in place for looked-after and previously looked-after children with SEN? .....                                  | 10 |
| 17. What should I do if I have a complaint about my child's SEN support? .....                                                      | 10 |
| 18. What support is available for me and my family? .....                                                                           | 11 |
| 19. Glossary .....                                                                                                                  | 11 |

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://leightonacademy.com/>

You can ask a member of staff to send you the policy if you cannot access this.

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

| AREA OF NEED                  | CONDITION                |
|-------------------------------|--------------------------|
| Communication and interaction | Autism spectrum disorder |

|                                            |                                                                            |
|--------------------------------------------|----------------------------------------------------------------------------|
|                                            | Speech and language difficulties                                           |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia |
|                                            | Moderate learning difficulties                                             |
|                                            | Severe learning difficulties                                               |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactive disorder (ADHD)                              |
|                                            | Attention deficit disorder (ADD)                                           |
| <b>Sensory and/or physical</b>             | Hearing impairments                                                        |
|                                            | Visual impairment                                                          |
|                                            | Multi-sensory impairment                                                   |
|                                            | Physical impairment                                                        |

## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinators, or SENCOs

Our SENCO is Nick Jones, [jonesn@leighton.cheshire.sch.uk](mailto:jonesn@leighton.cheshire.sch.uk) 01270814016

and our Assistant Senco is Lucy Schofield, [schofieldl@leighton.cheshire.sch.uk](mailto:schofieldl@leighton.cheshire.sch.uk)

They have many years of experience in this role and have worked as part of a SEND team for over twenty years. They are qualified teachers.

They achieved the National Award in Special Educational Needs Co-ordination in 2017

They are allocated time to manage SEN provision.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

As a staff we complete regular training to support our pupils including ASC, Speech and Language training, and Trauma informed strategies and support. We complete training which is linked to specific skill development, need or condition and this has included Reading comprehension and fluency training, supporting pupils with medical conditions and managing behaviour including de-escalation training, team teach and emotion coaching,

### Teaching assistants (TAs)

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

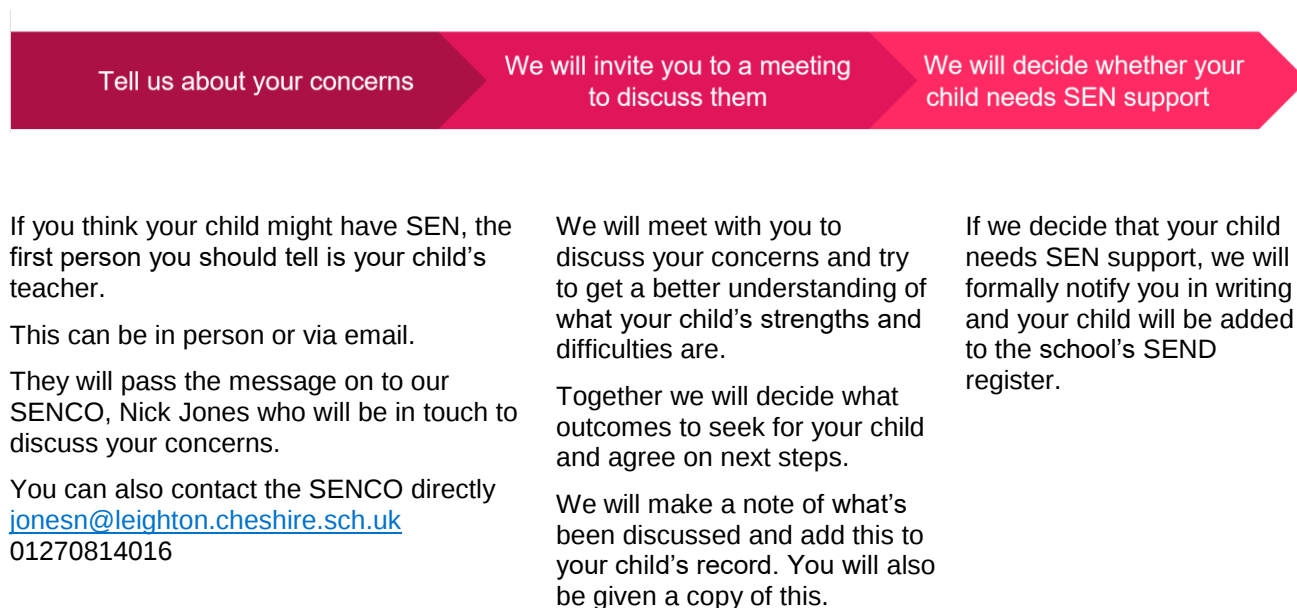
We have teaching assistants who are trained to deliver interventions such as Wellcomm, Talking Partners, Lego Therapy and Cool Kids.

## External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Outreach services

## 3. What should I do if I think my child has SEN?



## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and monitor their class for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading, writing, maths or in other areas of their learning and development.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil target teaching and adaptations to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO or part of the team will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO or part of the team will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

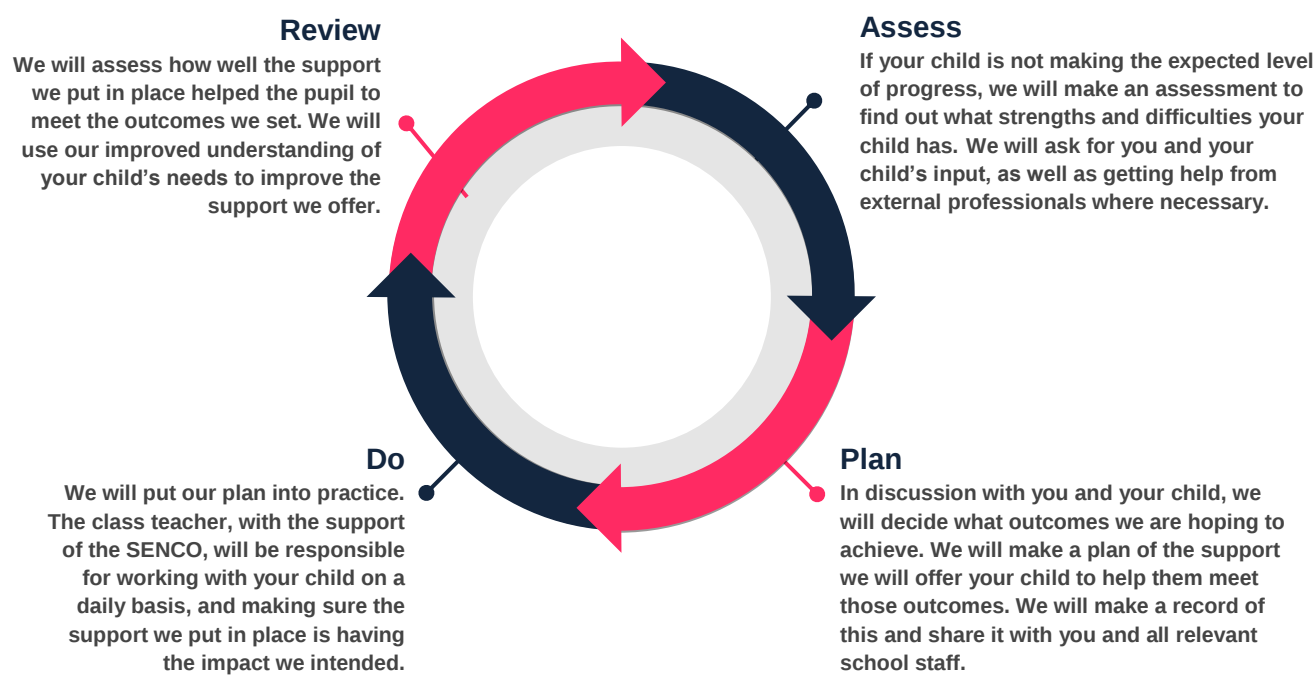
Based on all of this information, the SENCO and the team will decide whether your child needs SEN support. You will be told the outcome of the decision..

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO, class teacher and team will work with you to create a SEN support plan for them. The date of the plan and those who contributed will plan will included on the plan as a record for your child's inclusion on the SEN register.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and adjust our provision where possible as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

We will provide annual reports on your child's progress.

Your child's class/form teacher will meet you during parent/carer meetings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

We will make a record of any outcomes, actions and support that have been agreed following reviews. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher verbally or via their email address.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

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

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using additional breaks to support movement needs including fatigue.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants may be assigned to support individuals when they have identified specific needs and programmes to complete. For example a physio programme of exercises.
- Teaching assistants will support pupils in small groups when specific tasks are set to achieve. This may include specific intervention programmes, for example Lego Therapy.

We may also provide the following interventions:

Talking Partners, Lego Therapy, Wellcomm, Counselling, Guided reading, Reading support programmes, Cool Kids plus other interventions.

| AREA OF NEED                         | CONDITION                                                                     | HOW WE SUPPORT THESE PUPILS                                                           |
|--------------------------------------|-------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <b>Communication and interaction</b> | Autism spectrum disorder                                                      | Visual timetables<br>Social stories<br>Comic strips<br>Visual prompts                 |
|                                      | Speech and language difficulties                                              | Speech and language therapy<br>Use of sequencing prompts<br>Visuals                   |
| <b>Cognition and learning</b>        | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope<br>Pencil grips<br>Alternate methods of recording<br>Specific scaffolds |

|                                            |                                                           |                                                                                                           |
|--------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
|                                            | Moderate learning difficulties                            | Tasks adapted including smaller steps, sequencing of activities,<br>Additional scaffolds and support aids |
|                                            | Severe learning difficulties                              |                                                                                                           |
| <b>Social, emotional and mental health</b> | ADHD, ADD                                                 | Quiet workstation<br>Movement breaks<br>Proprioceptive exercises<br>Visual aids and sequenced tasks       |
|                                            | Adverse childhood experiences and/or mental health issues | Social skills groups<br>Counselling<br>Consultation and support from MHST                                 |
| <b>Sensory and/or physical</b>             | Hearing impairment                                        |                                                                                                           |
|                                            | Visual impairment                                         |                                                                                                           |
|                                            | Multi-sensory impairment                                  |                                                                                                           |
|                                            | Physical impairment                                       | Physio (liaison with physiotherapy service).                                                              |

These interventions are part of our contribution to Cheshire East's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## 10. How will the school resources be secured for my child?

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

- Extra equipment or facilities

- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

We work collaboratively with our pupils to ensure we can offer activities and clubs that are appropriate and of interest. Our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. We will liaise with parents and carers to ensure that there is the appropriate level of support to ensure we support everyone's well-being.

Our pupils are encouraged to go on our school trips, including our residential trips.

Our pupils are encouraged to take part in sports days, school plays and events.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

- We will endeavour to meet with parents/ carers before admission to school to ensure you feel confident about our ability to cater for and meet the needs of all children.
- We will visit pupils with EHCPs in their current setting and arrange where possible for parents/carers to visit our setting and discuss the needs of their child with the SENCO prior to admission.
- We adhere to the Cheshire East guidance where pupils transferring from Nursery to Reception with an EHCP receive first allocation. This is after consultation and agreement between parents and school that we can meet the needs of the child.

## **13. How does the school support pupils with disabilities?**

- Our accessibility plan shares the adjustments to ensure fair access for all. We liaise with various agencies to ensure that we can support pupils including Occupational Therapy, Physiotherapists, Speech Therapists and always attempt to ensure any adjustments can be successfully be implemented to support pupils. The facilities you provide to help disabled pupils access your school, including the provision of auxiliary aids and services

You will find our Accessibility plan on our school's website <https://leightonacademy.com/>

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEN by representation in the school pupil leadership groups.
- We have a 'zero tolerance' approach to bullying. We are a KiVa school.
- We work collaboratively with the Mental Health Support Team (MHST) to support pupils and their families.
- We have a counsellor who supports some of our pupils.

## 15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

### Between years

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule additional transition sessions with the incoming teacher towards the end of the summer term
- Each class has transition booklets with photos of staff, the environment and other information.

### Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

A member of the SEND or pastoral team of the secondary school will come into our school for a meeting with our SENCO and other staff. They will discuss the needs of all the children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Philly Lockett (Pastoral and Welfare Lead) is the designated member of staff for looked after and previously looked after children will work with Nick Jones and Lucy Schofield our SENCOs, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

## 17. What should I do if I have a question or complaint about my child's SEN support?

Please see complaints procedure on the school website.

Questions or complaints about SEN provision in our school should be made to the class teacher in the first instance and they may seek additional advice from the SENCOs and /or the Principal. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please contact the SEND team at Cheshire East in this instance.

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Cheshire East's offer. Cheshire East publishes information about the local offer on their website:

<https://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/what-is-the-local-offer/local-offer.aspx>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Cheshire East \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk) Cheshire East Information, Advice and Support provider  
Cheshire East Information, Advice, and Support

Local charities that offer information and support to families of children with SEND are:

Autism Inclusive <https://www.aicrewewe.org.uk/>

Ruby's Fund <https://www.rubysfund.co.uk/>

National charities that offer information and support to families of children with SEND are:

- [CEIAS](#)
- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adapted / adaptive practice** – when teaching is adjusted to meet the needs of the learner.
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **Early Identification of Needs Pathway** – the steps the school takes to decide what support a child needs.
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

