

SEND Information Report 2025-26

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

As a multicampus network of academies following the IB PYP framework, we are committed to providing an inclusive learning environment where every student is supported to reach their fullest potential. While our academies share a common vision of inclusion, we recognise the unique needs of each academy and adapt our practices to reflect the specific context of each community. Our inclusion policy ensures that all students, regardless of their learning needs, have access to a challenging and equitable education. By fostering collaboration between campuses and consistently reflecting on our practices, we create an inclusive culture where all students feel valued, respected, and able to fully participate in the learning experience.

We strongly believe that it is our duty to provide equal opportunities for every child in our care, and 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) The kinds of SEND that are provided for at Leigh Academy Tree Tops:

At Leigh Academy Tree Tops 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:

Dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome and learning difficulties. There are other kinds of special educational needs which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

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

Leigh Academy Tree Tops 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](#)

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

1. Recommendation from primary previously attended before joining Leigh Academy Tree Tops
2. Key Stage 1 data and results
3. Baseline data from SEN assessments
4. Teacher/parental/carer referral
5. Reports and recommendations from professional agencies
6. Regular assessment of progress by subject leaders /pastoral staff
7. Use of the 'Graduated Approach' as stated in the SEN Code of Practice (2014)
8. Where appropriate, Leigh Academy Tree Tops 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.

Teachers can raise concerns once they have included intervention/additional provision within their lessons via a referral form.

2a) The name and contact details of the SENDCO:

Mrs Doyle - SENDCo

Telephone: 01622 754 888

Email: contactus@treetops.latrust.org.uk

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

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

- Academy reporting systems
- Parents'/Carers' Evenings
- 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 meeting and phone calls.

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

Leigh Academy Tree Tops 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 Tree Tops Teaching and Learning Tracker, 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 student's progress towards outcomes:

Leigh Academy Tree Tops 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 assessed as part of academy pupil progress systems and procedures. This will enable Leigh Academy Tree Tops to establish areas of need and provide the necessary intervention programmes, and enable Leigh Academy Tree Tops 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 students in moving between phases of education and in preparing for adulthood:

In accordance with the SEND Code of Practice 2014, Leigh Academy Tree Tops has clear procedures to ensure the smooth transition of students between Key Stages.

Key Stage 2 to 3

a) The SENDCo will attend Year 6 annual reviews for students with an Educational Health and Care Plan.

- b) The SENDCo will attend the borough KS2-KS3 SEND transition day and ASD transition meetings to identify and discuss students with special educational needs.
- c) The SENDCo will make additional visits to primary schools for identified students and visits from the primary school to Leigh Academy Tree Tops will be arranged.
- d) Meetings with parents/carers as requested will take place with the SENDCo
- e) The SENDCo will feedback to all staff on identified students
- f) A full induction day and transition workshops will take place for all students.

Change of School Procedures

- a) Parents/carers contact admissions at Leigh Academy Tree Tops
- b) Information is forwarded to the new school
- c) The SENDCo meets with parents/carers and appropriate staff from the new school as

requested.

7) The approach to teaching students with SEND:

Leigh Academy Tree Tops 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
- 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) All students identified as having special educational needs will be assessed as part of academy pupil progress systems and procedures. The results from these assessments will be used to identify areas of need and to inform the SENDCo when planning for interventions.
- 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
- o) Ensuring that the local authority local offer and academy offer will be available on Leigh Academy Tree Tops website so that parents/carers, students, staff and the wider community can access its contents.

8) How adaptations are made to the curriculum and the learning environment of students with SEND: e.g. :

Lessons are adapted to support the needs of all pupils. Quality First Teaching is the first port of call for supporting all pupils. There is a broad and balanced curriculum in place and lessons cater for the needs of all pupils including pupils with SEND.

Learning Support Assistants will be available to provide in class support on an individual or small group basis in order to support the learning of identified students

- Learning Support Assistants will deliver and monitor literacy, numeracy, 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
- Learning Support Assistants will maintain records and monitor progress of students on intervention programmes.
- Learning Support Assistants will support the transition of identified students from primary school to secondary school.
- Learning Support Assistants will accompany identified students on trips etc where necessary.

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

Leigh Academy Tree Tops 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 students with special educational needs:

- a) The 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 Tree Tops to deliver training sessions on identified areas of Special Educational Needs and Disability to all staff.

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

Leigh Academy Tree Tops 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 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 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.

11) How students with SEND are enabled to engage in activities available with students in Leigh Academy Tree Tops who do not have SEND:

Leigh Academy Tree Tops 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.

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 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) Student Leadership and Student Voice opportunities
- f) Supervised and planned breakfast, lunch and after school clubs.

13) How Leigh Academy Tree Tops involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student'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 Tree Tops 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 pupils receive a cohesive, supportive and transparent service. It currently is able to provide services through the Local Authority, Health Authorities and Leigh Academies Trust

though the specified referral routes.

The local offer can be found [here](#):

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 Miss White 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.

The normal arrangements for the treatment of complaints at Tree Tops Primary Academy are

used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, the SENCO Mrs Chinosa, Pastoral Manager or Principal Miss White. to resolve the issue before making a formal complaint following the complaints procedure.

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

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://www.cysticfibrosis.org.uk/>

[Cystic Fibrosis Trust](https://www.cysticfibrosis.org.uk/)

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

Down's Syndrome Association (DSA)

[Downs Syndrome Association](https://www.dsa.org.uk/)

Helpline: 0333 1212300 (10am-4pm)

The National Autistic Society

<https://www.autism.org.uk/>

Local Websites

[Local Offer](#) - Kent County Council