Leigh Academy Molehill
SEND Information Report 2026-27

Document title:	**SEND Information Report**
Policy Status	**Approved**
Date of Issue	**September 2026**
Date to be revised	**September 2027**

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

We strongly believe that it is our duty to provide equal opportunities for every child 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 children 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 every aspect 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 Molehill Primary Academy:

At Leigh Academy Molehill 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, 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) Policies for identifying children with SEND and assessing their needs:

At Leigh Academy Molehill we monitor the progress of all children six times a year to review their academic progress. We also use a range of assessments with all the pupils at various points. These include Y1 phonics screening, speech link, language link, spelling age, reading age and SATs.
Where progress is not sufficient, even if special educational needs have not been identified, we put in place extra support to enable the pupil to catch up. Examples of extra support are Reading interventions, Speech and Language interventions, BEAM, LEXIA, Clever Fingers, Memory Magic, Sensory Circuits, LEGO Therapy, Numeracy interventions, Drawing and Talking Therapy and small individual group work.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Leigh Academy Molehill we are experienced in using the following assessment tools BPVS, RENFREW, Boxall profile, COPS, LASS and LUCID rapid. We also have access to external advisors for example Educational Psychologists, Specialist Teaching and The Communities of Schools..

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan and reviewed regularly, and refined/revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. Some pupils may have needs but do 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. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

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

The SENCO at Leigh Academy Molehill is Janine Jones, who is a qualified teacher and has undertaken the National Award for SEN Coordination. The SENCO is supported by Danielle Deering who is the Teacher of the Deaf and has also undertaken a postgraduate certificate in Language and Communication Impairment. Sandra Hammond who is the Pastoral Support Officer is also part of Leigh Academy Molehill's Inclusion Team, both Sandra Hammond and Angela Eades are trained ELSAs.

The Inclusion Team is available on the following telephone number 01622 751729.
The SENCO can be contacted by the same telephone number and by emailing the info@molehill.latrust.org.uk
We aim to get back to you within 48 hours

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

All parents of pupils at Leigh Academy Molehill are invited to discuss the progress of their children on three occasions a year and receive a written report twice a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils 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 provision is recorded, tracked and evaluated on a Provision Map each term, this is discussed with parents three times per year.

If after following a normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs more effectively. From this point onwards the pupil will be identified as having special educational needs because a special educational provision is being provided and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

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

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

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

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc. The assessments we use at Leigh Academy Molehill include: Reception Baseline testing; Y1 and 2 phonics screening; Speech Link; Language Link; spelling age; reading age; and SATs. Using these it will be possible to see if pupils are increasing their level of knowledge and skills in key areas.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.
All parents of children with SEN will have an opportunity to review their children's progress towards outcomes three times a year. Children are also involved in these discussions.

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

At Leigh Academy Molehill we work closely with the educational settings used by the pupils 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, possible visits to pupils' homes, visits to nursery placements and transition meetings between the class teacher, parents, nursery staff and the SEND team.

We also contribute information to a pupils' onward destination by providing information to the next setting. We have a transition meeting with all secondary schools our pupils are transferring to and run a comprehensive transition programme for the children in Year 6 and their parents, this usually starts after Easter but can start earlier if required.

7) The approach to teaching children with SEND:

High quality teaching, differentiated/adapted for individual pupils, is the first step in responding to pupils 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 pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

At Leigh Academy Molehill the quality of teaching is judged to be outstanding. Effective quality first teaching means that some pupils with needs may not require 'additional to and different from' provision. There is no curriculum narrowing for any of our children.

We follow the Mainstream Core Standards, advice developed by Kent County Council to ensure that our teaching conforms to best practice:

Mainstream Core Standards

Special Educational Needs Mainstream Core Standards - KELSI

Parent version

Mainstream Core Standards Guide for parents - KELSI

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring / precision teaching / mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'

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

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

and external, and the strategies described in Education, Health and Care Plans.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have made the following improvements as part of the school's accessibility planning: redesigned entrance hall, new flooring, a new classroom, refurbished toilets, carpets and redecoration of the school building. The National Curriculum is being fully implemented and all staff receive high quality training. Designated staff have been trained in first aid and attachment theory. All children have access to a one to one device, roll out of this scheme was completed December 2021.

Our Nursery provision opened in September 2021. It was recognised that in our school's local area there was a growing need for nursery places. Kent County Council, with support from the school, successfully applied for funding from the Government to enable the expansion of the school's nursery provision from the School Nurseries Capital Fund (SNCF). The SNCF is a Department of Education scheme that aims to create more school-based nursery places for disadvantaged children. We welcomed this expansion to our school, knowing the significantly positive impact that early education will have on children across our community, especially those who are from disadvantaged families.

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

All teachers and teaching assistants have had the following awareness training: first aid, ASD, ADHD, dyslexia, dyspraxia, racism and discipline with dignity.

In addition the following staff have received the following enhanced and specialist training, Peg Feeding : Mrs Jones
BEAM: Mrs Jones and Mrs Deering
Boxall Training: Mrs Jones
ELKLAN Training: All staff
Diabetic Training: All staff
Epilepsy Training: All staff
Anaphylactic Training: All staff
Dyspraxia: Mrs Jones
Dyscalculia: Mrs Jones
Language for Learning: All staff
Nurture approaches: Mrs Jones, Mrs Eades and Mrs Hammond
Sensory Circuits: Mrs Jones and Mrs Marno
Catheterisation: Mrs Jones
Lego Therapy: Mrs Hammond and Mrs Jones
Speech and Language Link Mrs Jones, Mrs Deering, Mrs Palmer, Mrs Winch, Mrs Eades and Miss Holdaway
Attachment: Mrs Jones and Mrs Hammond
Mental Health First Aid: Mrs Jones
ELSA (Emotional Literacy Support Assistant): Mrs Eades and Mrs Hammond
ELKLAN Trainer: Mrs Deering
Balance System For Schools: Mrs Derring & Mrs Jones

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Bower Grove and Five Acre Wood Specialist teachers, Educational Psychologist, Speech and language therapist, occupational therapists and nurture groups. The cost of training is covered by the notional SEN funding.

Mrs Danielle Deering is our teacher in our Specialist Resource Provision and is trained in Hearing Impairment and Language and Communication Impairment. Although children need an EHCP to attend our provision the specialist expertise in these areas benefits all our teaching staff and contributes to the overall inclusive ethos of the Academy.

PYP Curriculum

Subject Specific Curriculum Statements

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

At Leigh Academy Molehill we:

- Review pupils' individual progress towards their goals each term at pupil progress meetings
- Review the impact of interventions. This is a collaborative process between the SENCO, CT and LSA
- Monitoring by the SENCO and Specialist Teacher
- Using provision maps to track progress
- Review the Personalised Plans three times a year
- Holding annual reviews for pupils with statements of SEND or EHC plans

Each review of the SEN personalised plan will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers, which will show whether adequate progress is being made.

The *SEN Code of Practice (2014, 6.17)* describes progress as inadequate if it: ● Is significantly slower than that of the child's peers starting from the same baseline;

- Fails to match or better the child's previous rate of progress;
- Fails to close the gap in attainment between the child's and their peers; or
- Widens the attainment gap.

For pupils with an Education, Health and Care Plan,, there will be an annual review of the provision made for the child, which will facilitate an evaluation of the effectiveness of the special provision.

11) How children with SEND are enabled to engage in activities available with children in Leigh Academy Molehill who do not have SEND:

All clubs, trips and activities offered to pupils at Leigh Academy Molehill are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity

12) Support for improving emotional and social development:

At Leigh Academy Molehill we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct

teaching for instance PSHE, tutor time and assemblies and indirectly with every conversation adults have with pupils throughout the day. We also have the support of the Emotional Wellbeing Team who are part of NELFT, these advisors work with parents to support early identification of behaviour and anxiety needs.

For some pupils with the most need for help in this area we also can provide the following access to ELSA support, positive play, mentor time with member of senior leadership team, external referral to the Front Door, CAHMs, drawing and talking therapy, lunchtime club and time-out space for a pupil to use when upset or agitated. The school has also employed a counsellor who works in the school once a week.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

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

- Free membership of The Communities of Schools for access to specialist advice.
- A service Level agreement with access to KCC resources
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SENCO eg NAS, SENCO forum, NASEN etc

The local authority's local offer can be accessed by this link: Local Offer and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

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 Molehill are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher, SENCO or Principal to resolve the issue before making the complaint formal to the Trust's Academies Director (details can be found on our website).

If the complaint is not resolved after it has been considered by the Academies Director, 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.

IASK is a parent support service that supports families of children and young people (0 to 25 years) with special educational needs or disabilities. They hope to empower children, young people and their parents to make informed choices about their education, outcomes and help to communicate views and opinions confidently. They are a free, confidential and impartial service based in Kent. Staff and volunteers are independently trained in SEND. Their advice and support is confidential and impartial. They are not on anybody's side. IASK is overseen by a steering group, which includes parents, young people,representatives from local voluntary groups, children's services, parent/carer forum, education and social care.

For more information or to get support:

- visit: the IASK website
- call: 03000 41 3000
- email: iask@kent.gov.uk

Information, Advice and Support Kent (IASK)

National Websites:

Contact a Family National Network of families with disabled children: Contact A Family

Carer Forums Carers UK

ACE Centre Advisory Trust - (for communication difficulties)
Phone: 0800 080 3115
Resources | Ace Centre

British Dyslexia Association British Dyslexia

Helpline: 0333 405 4567

Council for Disabled Children

Cystic Fibrosis Trust Cystic Fibrosis Trust

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

Tel: 0800 652 3145

The National Autistic Society
National Autistic Society