



Joseph Leckie
Academy

Special Educational Needs (SEN) Information Report

Last reviewed on: 12/2025

Next review due by: 12/2026

1. Introduction

At Joseph Leckie Academy (JLA), our vision is to promote inclusion for all students by providing access to a broad and balanced curriculum within an environment that fosters confidence, self-esteem, and independence. The purpose of this information report is to outline how we implement our Special Educational Need (SEND) policy and raise standards across the Academy by making reasonable adjustments to ensure that students with SEND are given the best possible opportunities to achieve and progress in line with their peers.

The Academy SEND Policy can be found at:-

<https://www.josephleckieacademy.co.uk/site/data/files/policies/2025-2026/BF70B383957422BA964A658DE05085F8.pdf>

2. What are special educational needs (SEN) or a disability?

In line with the Special Education Needs Code of Practice ([SEND code of practice: 0 to 25 years - GOV.UK](#)), a student is considered to have special educational needs if they have a learning difficulty that requires special educational provision to be made for them, or if they have a disability that prevents or hinders them from making use of the facilities provided by the Academy. A student is regarded as having a disability if it has a substantial or long-term adverse effect on their ability to carry out normal day-to-day activities. Special educational provision refers to support that is additional to or different from that which is generally made for other students of the same age.

3. What types of SEND does the Academy provide for?

Section 6 of the SEND Code of Practice (2014, pages 97–98) outlines four broad areas of need. Students may have needs that span more than one category, and these needs can change over time. At the Academy, we provide support for students with the following needs:

Cognition and Learning (C&L) – Students with cognition and learning needs typically learn at a slower pace than their peers. At the Academy, we support students with:

- Specific Learning Difficulties (SpLDs), which affect particular aspects of learning, such as:
 - *Dyslexia* – difficulties with reading, writing and spelling
 - *Dyscalculia* – difficulties with number skills and numeracy
 - *Dyspraxia* – difficulties with organisation, coordination, and planning
- Moderate Learning Difficulties (MLD) – Significant, though not severe difficulties in learning that affect a student's ability to acquire basic academic skills and engage socially.

Communication and Interaction (C&I) - Students with needs in this area experience difficulties in communicating with others. They may struggle to understand spoken language, express their thoughts and ideas, or interpret and use the social rules of communication effectively. At the Academy, we support students with:

- Autism Spectrum Disorder (ASD)
- Speech, Language and Communication Needs (SLCN)

Social, Emotional and Mental Health Difficulties (SEMH) - Students with SEMH needs may experience challenges arising from a wide range of underlying factors or conditions. These may include mental health difficulties such as anxiety, depression, eating disorders, or the impact of adverse childhood experiences. At the Academy, we support students with:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactivity Disorder (ADHD)

Physical and /or Sensory needs (P&S) - Students with these needs have a disability that affects their ability to access the educational facilities and opportunities typically available to others. At the Academy, we support students with:

- Hearing impairments
- Visual impairments*
- Multi-sensory impairments*
- Physical impairments*

** All students are considered on an individual basis, taking into account the level of support we can reasonably provide. This includes consideration of the size of the Academy site and the number of buildings across which provision is delivered.*

4. Which staff will support my child?

To ensure that SEND provision within the Academy aligns with the SEND Code of Practice and that students with SEND are appropriately supported, the following staff hold key responsibilities:

The Principal, Vice Principal and Assistant Principal

The Principal is responsible for the day-to-day management of all aspects of the Academy's operations, including provision for children with SEND. The Principal works in close partnership with the Vice Principal and Assistant Principal and ensures the Governing Body is kept fully informed.

Ruth Perry – Academy SENDCo

Rachael Owen – Academy Assistant SENDCo

The SENDCo and Assistant SENDCo work closely with the SEND team, the Leadership Team, and teaching staff to plan the strategic development of SEND provision across the Academy. They are responsible for the day-to-day operation of the Academy's SEND policy and for coordinating support for students with SEND.

Class Teachers

Every teacher at the Academy is a teacher of SEND. Teachers ensure all students have access to high-quality, inclusive teaching (Quality First Teaching) and the full curriculum. Adaptive teaching is embedded to meet individual needs through differentiated learning opportunities and appropriate resources matched to students' abilities, interests, and needs. Teachers receive both in-house and external training and are supported by the SENDCo and Assistant SENDCo to meet the needs of learners with SEND.

Teaching Assistants

The Academy employs both SEND Teaching Assistants (TAs) and Faculty Teaching Assistants (TAs) who provide in-class support and targeted interventions. They also receive regular in-house and external training to meet the academic, social, and emotional needs of students with SEND.

In-house Expertise

The Academy also draws on the specialist knowledge and support of:

- Jodie Drinkwater – Academy Nurse
- Sally Spencer – Academy Counsellor
- Janet Raju – Assistant Psychologist
- Kerry Preece – Trust SEND Lead (Autism Specialist)

External Agencies and Professionals

Where appropriate, the Academy works closely with external support services to meet the needs of students with SEND and to provide support for their families. These may include:

- Qualified Teacher of the Visually Impaired
- Qualified Teacher of the Deaf
- GPs and paediatricians
- Speech and Language Therapists
- Inclusion support from the rehabilitation team
- Occupational Therapists
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services

Parents and Carers

We recognise that parents and carers play a vital role in helping pupils with SEND reach their full potential. We therefore encourage active engagement in review meetings and in supporting the strategies outlined in each child's SEND Support Plan (SSP).

5. What should I do if I think my child has SEND?

Stage 1 – If you have any concerns about your child's SEND progress or development, please contact the Academy SENDCo by phone (01922 721071) or via email (JLASENDinfo@josephleckieacademy.co.uk).

Stage 2 – The Academy SENDCo will arrange a meeting with you to discuss your concerns and gain a clearer understanding of your child's strengths and areas of difficulty. They will also liaise with your child's class teachers and Head of Year to gather information about what is currently working well and what may be causing difficulties. Together, you will agree on the outcomes you would like for your child, next steps, and a suitable review date.

Stage 3 – Based on evidence gathered—including classroom and social observations, monitoring of performance data, and external professional advice where appropriate—we will inform you if your

child is being added to the SEND Register. Once a student has been identified as having SEND, the Academy will take action to remove any barriers to learning, and put effective special educational provision in place. This will include the SENDCo creating a personalised SSP outlining how teachers will support your child both in lessons and where appropriate, during social times.

6. How will the Academy know if my child needs SEND support?

All students with special educational needs who do not have an Education, Health and Care Plan (EHCP) are admitted to JLA in the same way as any other student. For students identified as having SEND who are transitioning from primary school to JLA, the SENDCo liaises with primary SENDCos to gather relevant information about incoming pupils. This enables early planning and the implementation of appropriate interventions to ensure a smooth and successful transition. Parents are also invited to attend the Year 7 Transition 1:1 Parent Meetings, or can meet by appointment to discuss any concerns. The SENDCo also works with the Head of Sixth Form and parents for students transitioning into the Academy Sixth Form.

JLA recognises that students joining Year 7 may have unidentified special educational needs and/or disabilities, that needs may change over time, and that the transition to a new school can be particularly challenging for students with SEND. To support early identification, the Academy assesses all students' attainment on entry using Cognitive Ability Tests. The results help inform early interventions such as Read Write Inc, Lexia, Paired Reading, numeracy interventions, or targeted support within the Cognition and Learning Room. Additional early interventions—such as mentoring, wellbeing support, and counselling—are also put in place for students with emerging social or emotional needs based on information from primary schools, external agencies, or parental concerns.

Student progress data is analysed at each assessment point, and Heads of Subject, Heads of Year, and the SENDCo meet to review the effectiveness of current support and interventions, ensuring strategies are in place to help narrow gaps in progress. Furthermore, behaviour and attendance data is also analysed to make informed decisions.

All class teachers at the Academy are teachers of SEND and are expected to embed adaptive teaching and make reasonable adjustments to ensure all students have full access to the curriculum. When a subject teacher identifies that a student is falling behind, they implement subject-level interventions to address the difficulty. If progress does not improve, the teacher completes a SEND Cause for Concern Form, which is reviewed by the SENDCo.

The SENDCo will then liaise with the class teacher, carry out observations, review classwork, conduct book scrutiny, analyse assessment results against peers and national benchmarks, and seek external advice where needed. The views of both parents and the student will also be gathered to contribute to planning the next steps.

Based on this triangulation of information, the SENDCo will determine whether the student requires SEND support. If so, the student will be added to the Academy SEND Register, and the SENDCo will work with teachers, parents, and the student to create a personalised SSP.

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

All parents receive termly reports outlining their child's performance grades and attitude to learning across all subject areas. Parents are also invited to attend an annual Parent Consultation Evening each academic year.

For students with SEND, parents are invited to review meetings to discuss the provision in place, share any concerns, and set or refine aspirations for their child.

Parents of a child with an EHCP are also invited to attend the Annual Review in-person. The Annual Review is a statutory process that examines the needs, provision, and outcomes specified in the EHCP and determines whether any amendments are required.

Following each meeting, SSP's are updated in line with the agreed actions and shared with all relevant staff.

If your child's needs or aspirations change at any point, please inform as soon as possible so we can ensure that our provision remains appropriate and effective.

8. How will the Academy measure my child's progress

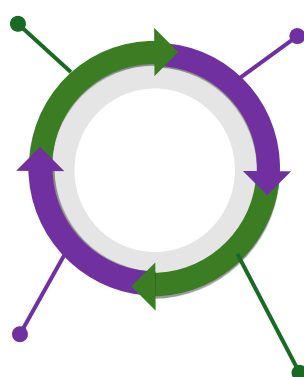
Upon identification of a student with SEND, the Academy will implement measures to remove barriers to learning and ensure appropriate special educational provision is in place. This support is delivered through the graduated approach, a four-part cycle consisting of:

4. Review

The effectiveness of the support and interventions, and their impact on your child's progress, will be reviewed by the agreed date (at least once per term). Support and outcomes will then be refined and adjusted based on current findings to ensure continuous improvement.

3. Do

Class teachers, supported by the SENDCo, retains overall responsibility for your child's progress. Teachers will work with your child to ensure the agreed support is implemented effectively. Any additional interventions will be delivered by class teachers, TAs, or specialist staff to help your child work towards the agreed outcomes.



1. Assess

The class teacher and the SENDCo will carry out a clear and thorough analysis of the student's needs. The views of the student and of you as parents/carers will be fully considered. For students with more complex or higher levels of need, specialised assessments and advice from external professionals or agencies will also be considered.

2. Plan

In consultation with you (parents/carers), your child, the class teacher, and the SENDCo, we will agree on the adjustments, interventions, and support to be put in place, as well as the expected outcomes. All staff working with your child will be informed of their needs through a personalised SSP.

This cycle is ongoing. If a review indicates that a student has made sustained progress, they may no longer require SEN support. For others, the graduated approach will continue, with targets, strategies, and provision revisited and refined to ensure the best possible outcomes.

9. How will my child be involved in decisions made about their education?

Your child will always be given the opportunity to share information and express their views about their SEND needs and the support they receive. They will be encouraged to participate in discussions and decisions regarding their provision, and their views will be considered wherever possible when decisions are made. These discussions may include:

- Explaining their strengths, aspirations and areas of difficulty to update SSP's
- Contributing to the setting of targets or outcomes
- Attending review meetings

10. How will the Academy adapt its teaching for my child?

At the Academy, we work closely with a range of external services and agencies to ensure that the curriculum is accessible to all students wherever possible. Any necessary adaptations to curriculum delivery are agreed on an individual basis, and we regularly review our curriculum to ensure it continues to meet the needs of all learners including those with SEND.

We provide support through three levels of provision, known as *waves*:

Wave 1

High-quality teaching forms the foundation of our support. We ensure every student has access to a broad and balanced curriculum throughout their time at the Academy.

Wave 2

Targeted, time-limited interventions are provided for students who need additional support to accelerate progress and work at or above age-related expectations. These interventions are often delivered to small groups with similar needs.

Wave 3

For a small number of students, highly personalised and specialist support is required. This may involve one-to-one provision or specialist interventions tailored to individual needs.

Current good practice includes:

- All staff having access to SSP's and Health Care Plans.
- Using outcomes from EHCPs and SSPs as working documents for students, teachers and TAs, reviewed as part of the graduated approach.
- Allocating SEND TAs to support identified students throughout the school day.
- Reviewing the location and delivery of curriculum subjects to meet individual needs.
- Adapting or supporting PE activities based on individual requirements where possible.
- Providing curriculum materials in large print for students with visual impairments.
- Using recommended aids such as laptops, coloured overlays and visual timetables.
- Ensuring students with physical disabilities can access learning spaces on the ground floor or in areas with lift access and evacuation chairs.
- Implementing Access Arrangements to support students in assessments without altering the assessment demands (see Access Arrangements Policy).

11. How will the Academy evaluate whether the support in place is helping my child?

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

- Tracking and reviewing progress and outcomes through SSPs, led by the SENDCo.
- Assessing the impact of interventions after a six-week period.
- Completing the review stage of the graduated approach during each cycle of SEN support.
- Holding annual reviews for students with an EHCP.

12. How will the Academy resources be secured for my child?

Depending on the level of your child's needs, we may require additional funding to provide:

- Additional TA support
- Specialist equipment or targeted intervention resources
- Expertise from external professionals.

If this is necessary, we will work with external agencies to obtain recommendations on the most effective support to help your child access their learning.

13. How will the Academy make sure my child is included in activities alongside student's who don't have SEN?

All of our extra-curricular activities, school visits and trips are open to all students. We do not exclude any student from participating because of their SEN or disability, and we make all reasonable adjustments to ensure full inclusion. This includes preparing individual or group risk assessments so that all staff are fully informed about how to best support your child. Where possible, students with SEND are supported by SEND TAs during visits and trips.

14. How does the Academy make sure the admission process is fair for a student with SEN or a disability?

The admission arrangements at JLA treat students with special educational needs who do not have an EHCP in the same way as all other students. Admissions are administered in accordance with the guidance set out in the Academy's Admissions Arrangements Policy.

Students with an EHCP are admitted following consultation with the Local Authority SEND Team to determine whether JLA can meet their needs and is the appropriate educational provision. Where the Academy is named in the EHCP, these students will be admitted before any other places are allocated.

15. How does the Academy support students with disabilities?

We are continuously Improving the physical environment of the Academy to enable students with disabilities to take better advantage of education, benefit, facilities and services provided. This includes: -

- Lift access to upper floors in all modern buildings on site: CBB, KWB, and KWB2
- Evacuation chairs installed in CBB, KWB, and KWB2, with staff trained in their use
- External step edgings repainted to enhance visibility
- Internal step edgings replaced to improve visual clarity
- Designated disabled refuge points located in CBB, KWB, and KWB2
- Hearing induction loops installed in several classrooms within KWB, with portable units available on site
- All new facilities designed to meet accessibility requirements

The Academy's Accessibility Policy and Plan can be found here:-

https://www.josephleckieacademy.co.uk/_site/data/files/policies/2025-2026/7B9C10561B18ED4A447A6C1FE1248B32.pdf

16. How will the Academy support my child's mental health and emotional and social development?

The Academy promotes and supports students' emotional wellbeing and social development through a range of targeted and universal strategies, including:

- Form Tutors deliver PSHE content to provide students with the knowledge, understanding, and skills needed to enhance their emotional and social development.
- Pastoral support delivered by TAs, Hub Managers and Pastoral Assistants
- Mentoring and wellbeing interventions provided by the Student Support Team
- A clear and consistently applied zero-tolerance approach to bullying
- Opportunities for students with SEND to participate in the Academy Council and contribute to student voice
- Referrals to the Internal Academy Provision to support emotional regulation and positive behaviour
- Access to additional specialist support through a structured referral process, including the Academy Nurse, Academy Counsellor and Child Psychologist

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

Primary to Secondary

To support effective transition from primary school JLA, the Academy implements a structured transition programme for students with SEND. Parents and carers are offered the opportunity to meet with the SENDCo during Year 7 Transition one-to-one parental meetings or by appointment, ensuring early communication and partnership working.

During the summer term, the SENDCo and Transition Lead liaise with feeder primary schools through visits and professional discussions to gather detailed information on students' needs, prior provision

and effective strategies. This information is used to plan appropriate support and reasonable adjustments prior to entry.

Students with SEND are invited to attend a dedicated SEND Transition Day, during which they meet key staff including the SEND Faculty and Head of Year, visit the SEND Hub, and become familiar with the Academy environment. This supports continuity of provision, reduces transition anxiety and ensures students are well prepared for the start of Year 7.

Moving to adulthood

All students receive personalised careers guidance from the Academy's in-house Careers Advisor. This includes small-group activities focused on preparation for adulthood from Year 9, with students with SEND prioritised for careers interviews at the start of Year 11.

All students are offered work experience opportunities during Year 10. In Year 11, students with SEND also take part in visits to colleges and training providers, supported by Academy staff, to help inform post-16 decision-making and ensure appropriate next steps.

Depending on the curriculum pathway followed, students may also complete the Certificate of Personal Effectiveness (CoPE). This nationally recognised qualification supports the development of personal, key and employability skills through practical activities and challenge-based learning.

18. What support is in place for looked-after (Children in Care) and previously looked-after children with SEN?

Nafisa Ravat is the Designated Teacher for looked-after children at the Academy. The Designated Teacher will work closely with the SENDCo to ensure that all class teachers understand how a looked-after or previously looked-after pupil's circumstances may interact with their SEND, and the implications this has for teaching and learning.

Children who are looked-after or previously looked-after are supported in the same way as any other child with SEND. In addition, looked-after pupils will have a Personal Education Plan (PEP) each term. The Academy ensures that the PEP, any SSP's and EHCPs are consistent and complement one another. Furthermore, the Academy collaborates with the Local Authority's Virtual School to ensure the most effective provision is in place for each child. Where possible, the Academy coordinates the PEP and the annual EHCP review to take place at the same time. This ensures that all stakeholders' views, targets, and next steps are fully aligned, supporting coherent and effective provision for the child.

19. What should I do if I have a complaint about my child's SEN support?

We welcome any feedback about the support for students with SEND. If you have a compliment or concern, please contact the SENDCo by phone (01922 721071), email (JLASENDinfo@josephleckieacademy.co.uk), or to arrange a meeting.

If your concern is not resolved, you can speak with the Assistant Principal for Inclusion or put your concerns in writing. The Academy's Complaints Policy, which outlines the formal procedures, is available on the website.

20. What support is available for me and my family?

If you have any questions about SEN, please get in touch and let us know. We want to support you, your child and your family.

To see what support is available to you locally, please refer to your Local Authorities SEND Local Offer

Walsall's SEND Local Offer

<https://send.walsall.gov.uk>

Sandwell SEND Local Offer

<https://fis.sandwell.gov.uk/kb5/sandwell/directory/localoffer.page>

Wolverhampton Local Offer

<https://www.localofferwolves.co.uk>

Birmingham Local Offer

<https://www.localofferbirmingham.co.uk>

21. Glossary

Differentiation – When teachers adapt teaching methods, resources or outcomes to meet individual student's needs.

EHCP (Education, Health and Care Plan) – A legally binding document that outlines a child or young person's needs and the provision required to support them across education, health and care.

Graduated approach – A cycle of SEN support involving assess, plan, do and review to identify needs, provide support and evaluate its impact.

Intervention – A short-term, targeted programme designed to support a student with specific, measurable outcomes.

Local offer – Information published by the local authority explaining the services and support available for children and young people with SEN in the local area.

Outcome – A target set for a child with SEN, focusing on progress or improvement, not solely academic attainment.

Reasonable adjustments – Changes that the Academy must make to reduce disadvantages experienced by a child due to a disability.

SENDCo (Special Educational Needs and Disabilities Co-ordinator) – The member of staff responsible for overseeing SEN provision and coordinating support.

SEN (Special Educational Needs) – A learning difficulty or disability that requires special educational provision.

SEND (Special Educational Needs and Disabilities) – A term covering children and young people with special educational needs and/or disabilities.

SEND Code of Practice – Statutory guidance that schools and local authorities must follow when supporting children with SEND.

SEN information report – A report published on the Academy’s website explaining how it supports pupils with SEN.

SEND Register – A record of pupils identified as having SEN and receiving SEN support within the Academy.

SEN support – Special educational provision put in place to meet the needs of pupils with SEN who do not have an EHCP.

Transition – The process of a pupil moving between year groups, phases, schools, settings or life stages.

Quality First Teaching – High-quality classroom teaching that meets the needs of all students through effective planning, differentiation and inclusive practice.