

East Leake Academy SEND Information Report – 2025/26

At East Leake Academy, we are proud to be an inclusive school. We welcome students of all abilities and are committed to helping every young person achieve their potential. This report explains the support available for students with Special Educational Needs and Disabilities (SEND) and how families can work with us.

We know that the best outcomes happen when we work together with parents and carers. If you would like to discuss anything in this report, please get in touch with:

- **Esther Wilson – Assistant Principal for Inclusion and SENDCo**
(sendsupport@eastleake-ac.org.uk)
- **Sonya Elliott – Deputy SENDCo**
- **Tom Reid – Principal**

Our Commitment

All our staff understand that they are teachers of SEND. This means every teacher takes responsibility for supporting students with additional needs and adapting lessons where required. We work hard to remove barriers to learning and to make sure all students feel part of our school community.

Our values – we empower, we respect, we care – guide everything we do.

What kinds of needs do we support?

We support a wide range of needs in line with the SEND Code of Practice:

- **Cognition and Learning** (e.g. difficulties with reading, writing, memory or understanding new ideas)
- **Communication and Interaction** (e.g. speech, language and social communication needs, including autism)
- **Social, Emotional and Mental Health** (e.g. anxiety, emotional regulation, behaviour support)
- **Physical and Sensory Needs** (e.g. visual/hearing impairment, physical disabilities, medical conditions)

We also make reasonable adjustments and use our “best endeavours” duty to ensure that every child can access learning.

How do we identify if a child needs extra help?

- Teachers regularly monitor progress and raise concerns with the SENDCo if needed.
- We use assessments, classroom observations and tracking systems to identify potential needs.

- We work with parents and outside professionals (such as health services) to gather a full picture.

While schools cannot diagnose a condition, we can spot indicators and refer to relevant services.

If you think your child may have SEND, please contact their Tutor, Head of Year, or the SENDCo.

How do we support learning?

- We use a **graduated approach**: assess → plan → do → review.
 - Lessons are adapted to meet individual needs, with additional interventions where required.
 - Some students have personalised learning programmes or support plans.
 - Students with an Education, Health and Care Plan (EHCP) have tailored provision to meet their outcomes.
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How do we review progress?

- Progress is checked regularly by teachers and the SEND team.
 - Parents are involved in termly review meetings to discuss support and next steps.
 - Reports are sent home each term, and parents can also contact tutors or the SENDCo at any time.
 - We use Provision Maps to track interventions and outcomes.
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How do we listen to students and families?

- Students are asked about what helps them learn best and are involved in setting their own targets and writing their pupil profiles.
 - Their views are shared at review meetings and included in support plans.
 - Parents and carers are fully involved in decisions through meetings, phone calls, and online communication systems.
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How are decisions made about support?

- The type and amount of support is based on each student's needs and is regularly reviewed.
- Support may increase or reduce depending on progress.

- *Decisions involve class teachers, the SENDCo, Heads of Year and, where relevant, external professionals.*
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How are students included in wider school life?

We want every child to feel part of school life:

- *SEND students are encouraged to join enrichment clubs, school trips and residential visits.*
 - *Reasonable adjustments and risk assessments are made to support inclusion.*
 - *We work to ensure SEND pupils have opportunities to learn and play alongside their peers.*
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How do we support wellbeing?

- *Our pastoral team supports students' emotional, social and mental health needs.*
 - *Staff are trained to notice changes in behaviour and wellbeing and respond quickly.*
 - *Students know who they can talk to if worried.*
 - *Counselling and mentoring support are available for identified students.*
 - *Staff meet regularly to review strategies for pupils who need extra pastoral support.*
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How accessible is the school?

- *The site has wheelchair access, lifts, and accessible toilets.*
 - *Health and safety assessments are carried out for new students.*
 - *Adjustments are made where necessary so all students can access learning and school life.*
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What support do we get from outside professionals?

We work with a range of services to support students and families, including:

- *Educational Psychology Service*
- *Speech and Language Therapy*
- *CAMHS (Child and Adolescent Mental Health Services)*
- *Physiotherapy and Occupational Therapy*
- *School Nurse and health professionals*
- *Local Authority Specialist Teachers*

How do we prepare students for transitions?

- *We provide extra support for students moving from primary to secondary school.*
- *Transition between keystages is planned carefully, with handover meetings between staff.*
- *From Year 9, reviews focus on preparing for adulthood, including independence, future education and careers.*
- *We work with colleges, training providers and careers services to support the move beyond school.*

How do we make sure staff are trained?

- *All staff receive training on how to support a wide range of needs.*
- *The SENDCo and Deputy SENDCo attend specialist training and share expertise with colleagues.*

How do we prevent bullying?

- *We take bullying very seriously and act quickly if concerns are raised.*
- *All students are taught about respect and inclusion as part of the curriculum.*
- *Systems are in place for students to report concerns safely.*

How do we support Children Looked After Children (CLA) with SEND?

- *Children in care with SEND are given additional monitoring and support.*
- *Children in care have a Designated Teacher (the SENDCo) in school who attends all review meetings.*
- *We work closely with Virtual School teams and social workers to ensure needs are met.*
- *Plans for looked after children are reviewed in partnership with all agencies involved.*

How do we evaluate SEND provision overall?

- *We regularly review the effectiveness of interventions and support.*
- *The SEND team tracks progress, wellbeing and outcomes.*
- *Governors review SEND provision annually to ensure it meets statutory requirements.*

Exam access arrangements

Where appropriate, students may receive access arrangements for exams. These are decided based on evidence of need and in line with national guidelines.

What if I have a complaint?

If you have any concerns or complaints, please contact the SENDCo, your child's Head of Year, or a member of the Senior Leadership Team. We will listen and work with you to resolve issues.

Policies and further information

This report is written in line with:

- The [SEND Code of Practice \(2015\)](#)
 - The [Equality Act \(2010\)](#)
 - The [Diverse Academies SEND Policy](#)
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Updated September 2025