



**Leycroft Academy**  
**Annual Special Educational Needs Policy and**  
**Information Report 2025-2026**

<b>Date of Approval:</b>	<b>October 2025</b>
<b>Approved by:</b>	<b>Local Academy Council</b>
<b>Review Date:</b>	<b>October 2026</b>

## **Aims**

Leycroft Academy is committed to raising the aspirations of and expectations for all pupils with a range of special education needs including all diagnosis of Autism, Severe Learning Delay and associated conditions. Our school community is culturally diverse and this diversity is valued for the richness it brings. Leycroft Academy aims to be a safe, secure and nurturing environment which provides positive challenge and a focus on outcomes. Pupils make a positive contribution to school, home and the community. Leycroft Academy believes that working in partnership with parents, carers and other professionals who are significant in the pupils' development and well-being helps the pupils achieve their potential. Our school aim is:

**To enable children to understand the world around them and the talents within them, so they can become fulfilled individuals and active compassionate citizens.**

This SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

The over-riding responsibility of the Trust and Local Academy Council is to ensure that appropriate provision is made within Leycroft Academy for pupils with special educational needs. We believe that learning should be an enjoyable, lifelong experience and see parents/carers as our partners in the educative process. We will respect and recognise the contributions and achievements of all pupils as individuals in a safe and caring environment.

## **Compliance**

This policy and information report complies with the statutory requirement laid out in the SEND Code of Practice 2014, and has been written with reference to the following guidance and documents:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.

## **Special Educational Needs in Our School**

Leycroft Academy is for pupils who have a diagnosis of Autistic Spectrum Condition (ASC) and Severe Learning Difficulties (SLD). Some children may also have additional needs which could result in challenging behaviours linked to an undiagnosed condition. It provides continuing day education, on a term time basis.

The aims and objectives of our special needs provision are:

- To ensure that all pupils with SEND are accurately assessed and that their needs are reflected in the objectives of their Education Health and Care Plan (EHCP).
- To create a learning environment that meets the SEND of each pupil.
- To ensure all pupils have equal access to a broad, balanced and differentiated curriculum.

- To promote education in a safe and secure environment within a happy atmosphere where children can learn effectively, improve their confidence, build up their self-esteem and develop their independence as individuals within the community.
- To enable pupils to take an increasing responsibility for their own learning.
- To make clear the expectations of all partners in the process and provision of education for special needs pupils.
- To actively seek ways of helping and involving parents and carers in the care, development, and education of their child.
- To ensure parents and carers are kept fully informed and are engaged in effective communication about their child's SEND.
- To extend and afford our services to mainstream schools, adopting the principle of inclusion as a two-way process.
- To support the professional development aspirations of all staff and Local Academy Council members in relation to SEND training.

### **Roles and responsibilities**

#### **The Special Educational Needs Coordinator (SENCO)**

The role of SENCO is undertaken by the Senior Leadership Team as a whole and can be contacted through the school website via Leycroft enquiry email.

They will:

- Work with the Headteacher and LAC council to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have Education Health and Care Plans (EHCP)
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and council to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **The LAC Council**

The LAC council aims to secure the appropriate provision for any identified pupil with special educational needs. The Trust and Local Academy Members ensure all teachers and support staff are fully aware of their responsibilities towards pupils with SEND. They consult with the Local Authority and other schools when appropriate and report annually to parents. The Local Academy Council through its admissions policy ensures that pupils with SEND are not discriminated against. The Local Academy Council has due regard for the guidance in the

related Special Educational Needs and Disability legislation and Code of Practice in its equal opportunities commitment. The Local Academy Council has an Accessibility Plan in place for improving access to the school and its facilities.

### **The Headteacher**

The headteacher will:

- Work with the SLT team and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

### **What types of SEN do we provide for?**

In accordance with our admissions policy, pupil places are prioritised for pupils with a diagnosis of Autism and hold an Education and Health Care Plan. We have 170 pupils on roll spread across 16 classes with pupils accessing an Explorer or Connectors pathway. We have the capacity for an EYFS provision when required. These 16 classes are organised according to need and key stage age. There are primarily two forms of need within Leycroft -

1. Learning difficulties with profound sensory behaviour working significantly below age related
2. Learning difficulties with moderate behaviour working at below age related.

Both groups have very distinct learning needs and require different approaches to learning and a different pace of learning

There are two different pathways in school for pupils from reception to year six:

- Explorers
- Connectors

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

All staff have access to a programme of Continuing Professional Development which includes mandatory training in:

- Safeguarding & Child Protection
- PREVENT
- Moving and Handling
- Team Teach

- Health & Safety including Fire Training
- Medical Needs e.g. asthma, epilepsy

In addition, all staff have annual Professional Development Reviews / Appraisals which identify bespoke training needs.

Training needs are a key area of the School Improvement Plan and the school is committed to staff development.

The school has several staff who have specialist knowledge in specific areas of learning or needs and these staff share best practice and lead elements of the school's work. Examples of specialist knowledge and training include:

- Attention Autism
- Intensive interaction
- Augmentative and Alternative Communication (AAC) including Picture Exchange Communication (PECS)
- Sensory Circuits
- Medication administration

Staff CPD is continually supported and during staff meetings and whole school briefings we will invite outside agencies to speak and deliver additional training.

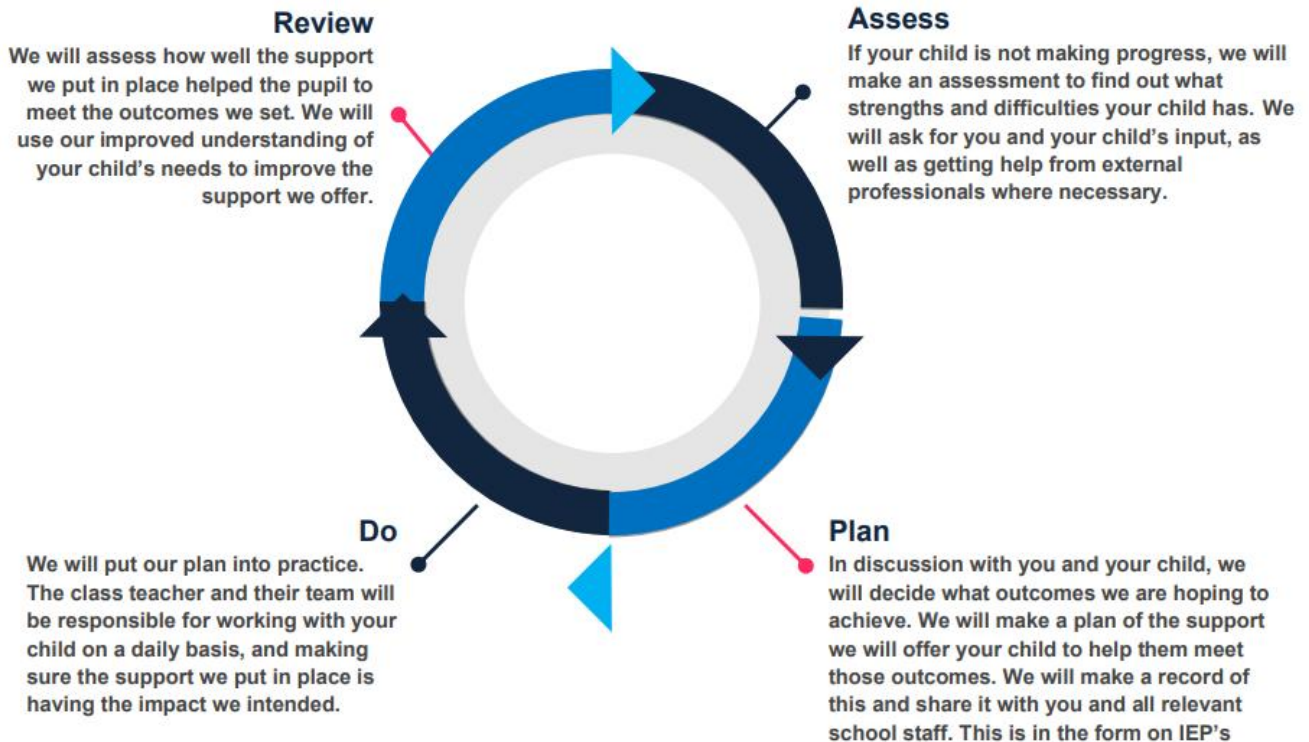
### **External agencies and experts**

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
- Behavioural Specialist
- Occupational therapists
- School nurses
- Child and adolescent mental health services (Forward Thinking)
- Social services and other LA-provided support services including Early Help
- Voluntary sector organisations

## How will Leycroft measure my child's progress?

At Leycroft we adapt the "graduated response" (see below diagram) to meet the needs of our pupils. This four part cycle underpins how we approach our assessment of progress across Leycroft Academy.



As a part of the planning stage of the graduated approach, we will set outcomes through both EHCP short and long objectives and our milestone assessment framework 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 improve our offer as we learn what your child responds to best. This assessment is logged and monitored for progress through our online Evidence for Learning (EfL) portal and this information is shared with parents at parents evenings and annual EHCP reviews. We hold Phonics Assessments three times a year via our Read, Write, Inc scheme and SALT targets are also set three times a year and assessed for progress – information is again shared at parents evening or when requested.

### Partnership with Parents

The school is in regular contact with parents of all pupils with SEND. Each pupil has a home school diary and Class Dojo is updated weekly with activities within the class for parents to see. One formal EHCP review will be held annually where parents views are actively requested and logged. Evidence for Learning outcomes will be made available as well as progress against previous objectives. Parents are kept fully informed throughout the school's SEND intervention and their wishes considered. During this review the child's objectives are discussed and parents can actively take a role in agreeing the focus for that child over the coming 12 months and for the remainder of their key stage.

Clearly the support of parents and carers is essential if the provision made for their child is to be successful.

Parents are encouraged to make an active contribution to their child's education. Workshops, coffee mornings, and performances are regularly staged to facilitate parents' involvement in the life of the school and to give them training and support to assist their children.

### **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, such as the school council, to discuss their views.
- Present a video, drawing, social story etc of their wants or needs within the school environment.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey/choose symbols from a choice of 2 or more.
- Feature on photographs to represent 'pupil voice'.

### **Access to the Curriculum**

All pupils have an entitlement to a broad and balanced curriculum, which is differentiated to support our aim of enabling children to understand the world around them and the talents within them, so they can become fulfilled individuals and active compassionate citizens.

Teachers use a range of strategies to meet pupils' SEND. Lessons have clear learning objectives and outcomes; differentiated work and use formative assessment to inform the next stage of learning. Assessment framework and PLG Targets which contain a number of specific targets designed to enable the pupil to progress. At Leycroft Academy we provide a needs-led, person centred curriculum which is flexible and creative. For all learners we recognise that it is essential to offer opportunities for progression within all 4 areas of need as defined in the SEND code of practice, this is reflected in bespoke planning of termly outcomes for all pupils in their Individual Learning Plans linked to long term targets in Education Health and Care plans (EHCPs).

Wherever possible pupils are actively encouraged to remain in class. This reflects the schools' inclusive philosophy and acknowledges that all pupils have an entitlement to share the same learning experiences as their peers. There are times however, when, to maximise learning, we ask the pupils to work one to one or in small groups or outside the classroom, for example, for outside learning to support sensory and communication needs. We promote the moral, cultural, spiritual, mental, and physical development of pupils and prepare them for the opportunities and responsibilities of later life. We also acknowledge the importance of developing life skills and that fun and enjoyment is essential to well-being, emotional development, and a passion for learning.

### **Allocation of Resources and Specialist Provision**

The school has a range of specialist resources and facilities designed to cater for the needs of all pupils:

- Staff training in a wide variety of subjects and special needs provision including autism, sensory occupational therapy, and communication.
- Movement rooms and a sensory room.

The Senior Leadership Teams under the leadership of the Head Teacher is responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils. The Head Teacher informs the Local Academy Council on a regular basis as to how funding has been allocated to meet pupil needs.

Requests for additional resources are processed and approved by the Trust. The effectiveness of the school resources for pupils with a range of SEND will be monitored as part of the continual process of school self-evaluation.

### **Support of our pupil's mental health, emotional and social development?**

This is an integral part of our work. All staff share responsibility for this, and this is reflected in our teaching and in our curriculum. The Head and Deputy Headteacher, Designated Safeguarding Lead coordinates all work with multi-agency teams to ensure the best possible support is offered to your child. This is also reflected in our Anti-bullying policy, capturing pupil voice and the existence of our School Council.

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

- Pupils are encouraged to be part of the school council
- Providing opportunities to express feelings e.g. Using 'communication books' and ALD boards
- PSHE curriculum
- All pupils are supported to develop relationships with their peers and to have a 'voice'
- We have a zero-tolerance approach to bullying.
- Pupils are supported by our Family Support Worker and Safeguarding and Attendance Officer who work 1:1 and in small groups to address areas of concern, such as, friendships, online safety etc.

### **Preparing for Transition**

At Leycroft there is a robust transition systems are important for pupils to ensure that appropriate provision and support is in place when pupils move between different phases of education. We request specific information from the previous setting and all documentation about special educational needs included in a pupil's record is transferred between schools when a pupil moves setting. In order to ensure a smooth transition to and from our school we have the following in place:

#### **Admission into Leycroft:**

- Our Assistant Head works closely with the phase leader/class teacher to ensure that pupil information is disseminated appropriately across the school
- The Assistant Head/Phase Lead attends the previous school/nursery setting for the new intake of pupils who have an education, health and care plan so that they can assess need and ensure correct fit for Leycroft Academy.
- There is close liaison with the previous setting to ensure that the individual pupil's needs are fully understood prior to them arriving in school
- Meetings are held and a transition visit is booked with parents and the pupil: a tour is given, and any concerns/queries addressed and enrolment paper work completed.
- Social stories created for Leycroft Academy to give to parents showing transport, classroom name and photos etc to be read continually before joining.

#### **Transition to Secondary:**

Parents are invited to a year 5 and 6 leavers workshop prior to the preference forms being issued by the local authority. The Assistant Head presents to parents the process of choosing a secondary for their child and advise on filling in and sending of information.

The AHT will liaise with secondary SENDCo to support transition to secondary settings.

An induction day in the summer term enables pupils to meet with staff, including the inclusion team

This rounded approach ensures pupils attend the first day of school with confidence, knowledge of the school site, and an awareness of the school day. Pupils are also familiar with some of the teaching staff and the inclusion team.

All key stakeholders work together to support transition throughout the key stages. There is a strong emphasis on a smooth and stress free admission and transition process and attempt to ensure a comprehensive and holistic approach to support. The school has high aspirations for all pupils and supports them in preparing for the next phase of education or training and beyond into adult life. We provide opportunities for all pupils to practice developmental and transferable skills which will prepare them for adulthood and a productive life as members of their community.

### **Evaluating the Success of the Policy**

Provision will be monitored and evaluated through an extended review system that incorporates statutory yearly reviews and pupils' files.

#### **Qualitative Indicators:**

The following are indicators to be used to measure the success of the Special Educational Needs Policy.

- Relocation of resources in line with the pupil needs as detailed in the policy.
- EHCPs and programmes differentiated to meet needs.
- The attention paid to the process of implementing the individual education plan drawn up to the annual EHCP.
- Parents/carers as partners.
- Proportion of devolved funds spent on specialist support.
- Inclusion of specific targets towards meeting special needs more effectively in appraisal.
- Local Academy Council training.
- Profile of school in the local community.
- External inspections.

#### **Quantitative Indicators:**

- Pupil: Teacher ratios.
- Support Workers ratios
- Inclusion expenditure

### **Complaints**

Concerns will be dealt with under the terms of our Complaints Policy, which is published on our website.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- 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.

**Who are the support services that can help parents with pupils who have special educational needs?**

SENDIAS, a parent support service, is available to help parents through the assessment process and can also help facilitate school visits and offer advice. SENAR are the department within the LA who manage the assessment process.

**How can parents find the Birmingham local authorities local offer?**

Birmingham's Local offer can be found at <https://www.birmingham.gov.uk/localoffer>