



Leycroft Academy

Annual Special Educational Needs Policy and Information Report 2026-2027 - DRAFT

Date of Approval:	October 2026
Approved by:	Forward Education Trust
Review Date:	October 2027



Policy Information:

<u>Date of last review</u>	<u>Autumn 2026</u>	<u>Review period</u>	<u>Annually</u>
<u>Date approved</u>	<u>October 2026</u>	<u>Approved by</u>	<u>K.Anson</u>
<u>Policy owner</u>	<u>Assistant Headteacher</u>	<u>Date of next review</u>	<u>Autumn 2027</u>

Updates made since the last review:

<u>Review date</u>	<u>Changes made</u>	<u>By whom</u>
<u>Sept 2026</u>	<u>Added the section 'How to we identify and assess pupils' needs'</u>	-

Aims

Leycroft Academy is committed to raising the aspirations of and expectations for all pupils with a range of special education needs including all diagnoses 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.

Leycroft Academy operates in accordance with the Equality Act 2010 and has an Accessibility Plan which outlines how we improve access to the curriculum, physical environment and written information for pupils with disabilities. The school has adapted learning environments, sensory spaces, visual supports, communication systems, accessible toilets and adapted resources. Further details are available in the Accessibility Plan which is available on the school website

Compliance

This policy and information report complies with the statutory requirement laid out in the SEND Code of Practice: 0-25 years (January 2015) 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

Forward Education Trust (FET)

Every Forward Education Trust school has an Academy Community Council, or ACC, with a membership of parents, carers and community stakeholders. ACCs are Committees of the Trust Board, with an advisory role focussed on strengthening community voice and engagement. The council enhances the School Offer Support and adds value to the school's offer, informed by the School Improvement Plan (SIP). They champion Equality, Diversity and Inclusion

and help ensure the school community reflects and serves all children, families and stakeholders effectively. It builds the Community Connections Act as ambassadors for the school and develop meaningful partnerships within the school and wider community. They provide Contextual Insight to the Board Share local intelligence, community perspectives, opportunities and challenges to support Board decision-making. The council also positively contribute to wellbeing, promote the wellbeing of pupils and staff through engagement, discussion and feedback informed by surveys, pupil voice and direct involvement with the school community. Each ACC creates a simple, annual Community Impact Plan, shaped by the school's priorities and the opportunities identified by its members.

The Executive Headteacher/Head of School

Kari Anson (EHT) and Anisa Shafi (HoS) 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

The Special Educational Needs Coordinator (SENCO)

The role of SENCO is undertaken by Zoe Redding, Assistant Head Teacher (NPQ Senco), who has strategic responsibility for SEND and Inclusion. They can be contacted via Leycroft enquiry email enquiry@leycroft.fet.ac. Alternatively, you can call them on 0121 566 6690.

They will:

- Work with the Headteacher and Trust 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 Executive Head Teacher 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 Executive Headteacher/Head of School

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- 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. However, admission to Leycroft Academy is determined through the Birmingham Local Authority consultation process and in accordance with the school's Admissions Policy. The school does not unlawfully discriminate against children with disabilities and makes reasonable adjustments to support access wherever possible.

We have 170 pupils on roll spread across 19 classes with pupils accessing a Seekers, Explorer or Connectors pathway. We have the capacity for an EYFS provision when required. These 19 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 due to Autism
2. Learning difficulties with moderate behaviour working at below age related attributed to Autism.

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

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

- Seekers
- 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
- High number of staff trained in Team Teach
- Health & Safety including Fire Training
- Medical Needs e.g. asthma, epilepsy

Leycroft Academy complies with Section 100 of the Children and Families Act 2014 and has arrangements in place for supporting pupils with medical conditions through Individual Healthcare Plans. 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 have 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

Referrals to outside agencies are made where additional specialist assessment or intervention is required beyond that ordinarily available within school.

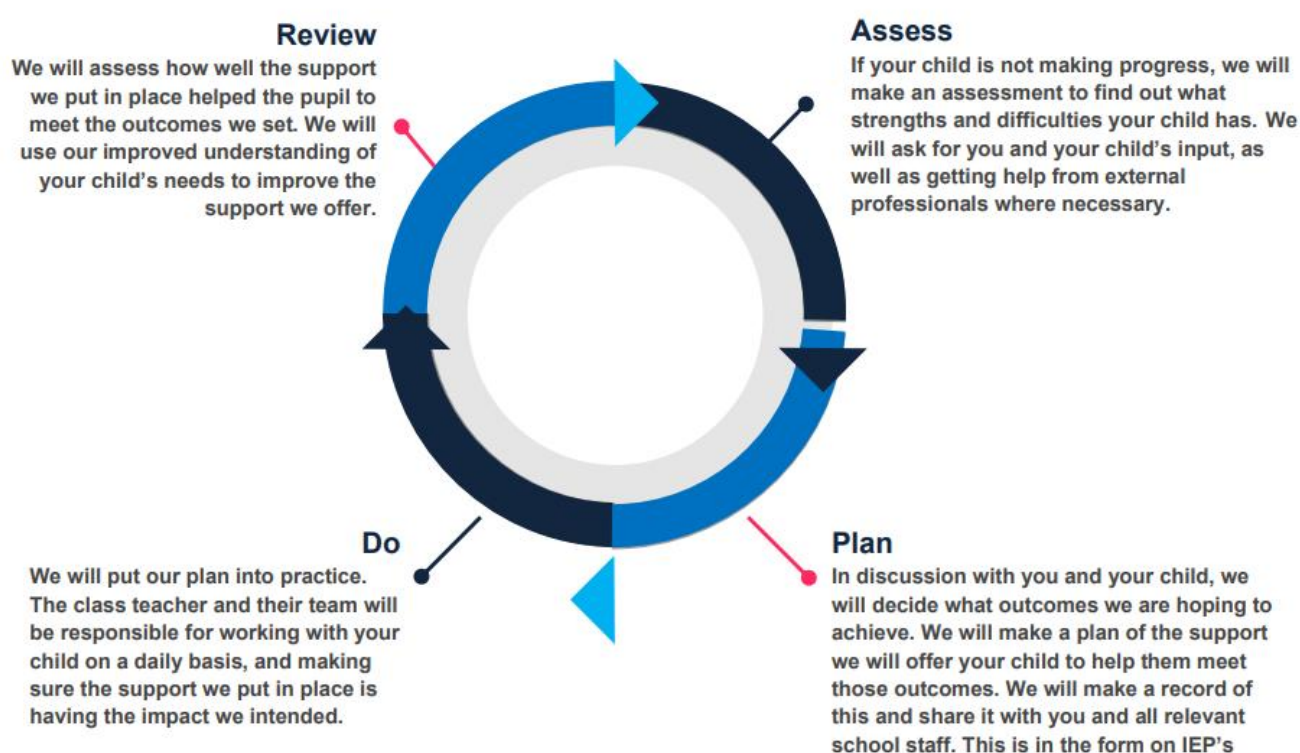
How we identify and assess pupils' needs

All pupils attending Leycroft School have an Education, Health and Care Plan (EHCP). We use the outcomes identified within Sections E and F of the EHCP to identify pupils' needs and inform assessment, provision and curriculum planning. Upon admission to Leycroft, pupils are baselined within their first six weeks. Baseline assessments are tailored to individual needs and are informed by information contained within the EHCP, previous educational records, professional reports and observations made by school staff. Pupils' progress is reviewed

throughout the academic year using our Milestone Assessment Framework, teacher assessment and evidence recorded through our Evidence for Learning platform. Assessment takes place on an ongoing basis, with formal review points each term to monitor progress and identify any emerging or changing needs. In addition, the school undertakes regular audits of Section F provision to ensure that support remains appropriate and effective. These assessments may include advice and recommendations from Speech and Language Therapists (SaLT), Occupational Therapists (OT), sensory assessments and other multidisciplinary professionals where appropriate. Assessment information is used to inform individual provision, target setting and support strategies, ensuring that each pupil receives the interventions and resources required to achieve their EHCP outcomes and make progress from their individual starting points.

How will Leycroft measure my child's progress?

At Leycroft we adopt 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 'Personal Learning Goals' (PLGs) 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. Parents are encouraged to discuss any concerns with class staff and may request a meeting with the class teacher, Phase Leader, or SENDCo at any point during the academic year.

One formal EHCP Annual Review is held each year where parents' views are actively sought and recorded. Evidence for Learning outcomes and progress towards EHCP outcomes and school targets are shared and discussed. Parents are fully involved in reviewing their child's progress, evaluating the effectiveness of interventions, and setting priorities and targets for the coming year.

During the review process, parents play an active role in agreeing outcomes and identifying the support and provision required to meet their child's needs. Their views and aspirations for their child are considered when planning future provision.

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 organised to facilitate parents' involvement in the life of the school and provide training and support to help them support their child at home.

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.

At Leycroft Academy, we provide a needs-led, person-centred curriculum which is flexible, creative and responsive to individual needs. For all learners, we recognise that it is essential to offer opportunities for progression within all four areas of need as defined in the SEND Code of Practice. This is reflected in the bespoke planning of termly outcomes for all pupils through Personal Learning Goals (PLGs), which are linked directly to long-term outcomes within Education, Health and Care Plans (EHCPs).

Teachers use a wide range of strategies to meet pupils' SEND. Lessons have clear learning objectives and outcomes, and teaching is adapted to meet individual needs through differentiated activities, personalised learning pathways, adapted pacing, repetition, overlearning, structured routines, and the use of formative assessment to inform the next stage of learning. Assessment frameworks and Personal Learning Goal (PLG) targets contain specific, measurable outcomes designed to support progress and achievement.

To support access to learning, staff utilise a range of specialist teaching approaches and resources, including TEACCH-based strategies, individual workstations, visual timetables, Widgit symbols, objects of reference and communication boards, including communication aids. These approaches promote independence, understanding, communication, and engagement in learning.

Communication is embedded throughout the curriculum and learning environment. Staff use total communication approaches tailored to individual need, including spoken language, signing, symbols, photographs, objects of reference, low-tech communication systems and AAC devices. This ensures pupils can access learning, express their preferences, make choices and develop meaningful communication skills.

The physical environment is adapted to support learning, communication, sensory processing and emotional regulation. This may include low-arousal classrooms, sensory regulation spaces, quiet work areas, individual workstations, adapted lighting, visual supports and carefully structured environments designed to minimise anxiety and maximise engagement. Opportunities for outdoor learning and sensory-based activities are also utilised where these support communication, regulation and learning outcomes.

Wherever possible, pupils are actively encouraged to remain in class. This reflects the school's inclusive philosophy and acknowledges that all pupils have an entitlement to share learning experiences with their peers. There are times, however, when individual or small-group teaching is required to maximise learning, communication development, sensory regulation or therapeutic outcomes. This may take place within dedicated learning spaces, sensory environments or outdoor learning areas.

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 recognise the importance of developing independence, communication, functional life skills and positive relationships. Fun, enjoyment and meaningful engagement are viewed as essential components of wellbeing, emotional development and a lifelong passion for learning.

Overall, the curriculum works towards promoting communication, independence, self-care, social development and community participation to all in a bid to support pupils in preparing for future transitions and adulthood.

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 centered practice, sensory occupational therapy, and communication.
- Movement rooms and a sensory room.

The Senior Leadership Teams under the leadership of the Executive Head Teacher is responsible for the timetabling and management of resources including staffing and facilities to meet the needs of all pupils. The Executive Head Teacher informs the Trust 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 Executive Head, Head of School and 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. Pupils are involved in decisions regarding their education and support through a range of communication methods appropriate to their needs.

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 Safeguarding and Attendance Officers 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 Executive Head Teacher and SLT work closely with the class teacher to ensure that pupil information is disseminated appropriately across the school
- Admission is via the Birmingham Local Authority (SENAR) consultation process where pupil's EHCPs are sent to us for review.
- If a positive consultation is given by us the offer goes to panel at SENAR to agree the placement and once agreed we can begin the transfer process.
- SLT 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. SLT presents to parents the process of choosing a secondary for their child and advise on filling in and sending information.

SLT 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 worker 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?

Information regarding Birmingham's SEND Local Offer, including education, health and social care services available across the city, can be accessed at:

<https://www.birmingham.gov.uk/localoffer>