



Leigh Church of England Academy

Aim ever higher



How will my child's special educational needs be supported at Leigh?

All children will have access to the following forms of support

Nurture - space available as a drop in at lunchtime and breaktimes with nurture trained adult available to provide support and discussion.

PSHE – every child has a PSHE lesson once a week through our 'Jigsaw' programme.

Calm corners – calm spaces within academy for children to use if they feel angry, upset, anxious, sad or stressed to regulate, refocus and return to learning. Spaces are in every classroom and other key areas across the academy. All children are taught a range of calming strategies that they can use.

Good to Talk – post boxes in every classroom and other key areas across the academy where children can write a worry or concern. Inclusion team checks these boxes twice a week and speaks to the child about their worry. [Further information about wellbeing at Leigh.](#)

Mental Health in Schools Team – we work closely with this NHS team who regularly offer whole class sessions. Recent sessions have included relaxation and emotional awareness.

Support for families – All families can access support from [SENDIASS](#) and from [Mosaic Family Hub](#). Class teachers, Mrs Tyrell (SENDCO) and other staff are available to talk through concerns.

Skilled staff – We support children within the classroom with adapted learning and small group / adult supported sessions to pre-teach or reinforce new concepts. We use a variety of teaching methods to appeal to all types of learning, e.g. online activities, use of physical resources, individual, paired or small group learning.

Curriculum design – Our curriculum is designed to meet the needs of our children with resources, additional support and opportunities to recall key knowledge. Staff are trained in the cognitive principles of teaching and learning to reduce cognitive load and ensure that children know more and remember more. We have selected a curriculum that has a repetitive structure and routine so that children can focus on the lesson content rather than structure.

Resources for lessons – Resources to support learning are available to all children including a class visual timetable, word banks, prompt sheets, number grids, handwriting reminders.

Some children will have a slightly greater need and may be offered the following forms of support (as appropriate)

Individual Education Plans – A personalised plan stating what specific support is needed and any targets.

Support for families – Parents/carers may be offered specific courses and support through the SENDIASS team or other professional bodies. Meetings with the Class Teacher and SENDCO are available.

Learning interventions – we offer a range of evidence-based learning interventions in order to support children who need it. Children's needs are assessed in order to determine if an intervention is suitable for their needs. Interventions may be delivered to a group or individually. Interventions include: Fast track phonics; Precision teaching of spelling, common exception words or maths facts; Small group key skills interventions; Memory Magic; Phonics parent coaching; SATs Boosters;

Social, emotional and Mental Health Interventions – we offer a range of interventions designed to support children manage their emotions and interactions. See our [SEMH Provision](#) for further information.

Gross and fine motor skills – pencil control and handwriting sessions are available

Sensory needs equipment – ear defenders, chew toys, chair leg bands, wobble cushions, weighted blankets and vests, fidget toys and bands are available for children needing extra support. Movement breaks and the use of the classroom calm corners are also incorporated when needed

Correct posture equipment – writing slopes, pencil grips seat cushions and footrests are available if needed

Observations from external professionals – we have access to members of the Coventry ‘Complex Communication Team’, ‘Social, Emotional, Mental Health and Learning Team’ and the ‘Educational Psychologist Team’. We also work closely with members of the local NHS support teams such as Speech and Language, Occupational Therapist and Physiotherapist.

Mental Health referral – academy and parents may decide to make a referral for additional support from the mental health in schools team or Coventry and Warwickshire Children and Adolescent Mental Health Service.

A few children will have significant or specific special educational needs and will be offered the following forms of support

My Support Plan – a more detailed IEP, covering all areas of a child’s learning, strengths and needs.

Education, Health and Care Plan – applications for an EHCP can be sent to Coventry SEND by the academy or the parents for extra support for a child. Applications need to be supported by IEPs, My Support Plans and evidence or reports from external agencies. [Further information about EHCPs in Coventry.](#)

EHCPs in school – if an Education, Health and Care Plan is written by the Local Authority, the school will put into place both the human and physical resources that are stated in the plan. Support will be requested from external agencies if training or new strategies are needed for the benefit of the child. EHCPs are reviewed once a year.

Please speak to ANY member of staff if you or your child need support with Special Educational Needs. We are here to help.



Mrs Tyrell
Inclusion Manager and
SENCo



Mrs Bickerton-White
Integrated Family
Support and
Safeguarding Leading



Mrs Goddard
Learning Mentor



Miss Cadden
Inclusion Assistant