

SEND Information Report 2025–26

At The Leigh UTC, we are deeply committed to creating a community where every pupil feels a strong sense of belonging. We value the individuality of all learners and recognise that inclusion is not just about access, but about participation, connection and achievement.

We believe that every pupil has the right to learn, grow and succeed within an environment that celebrates diversity and actively removes barriers to learning. Our inclusive approach ensures that every young person, including those with special educational needs and disabilities (SEND), feels respected, valued and supported to reach ambitious and meaningful goals.

We provide an education that nurtures confidence, independence and belonging through an ambitious curriculum, excellent teaching and a rich co-curriculum that values every learner's contribution to the Academy community.

Our approach to teaching students with SEND

The Leigh UTC is an inclusive establishment that offers a broad and balanced curriculum which meets the diverse needs and aspirations of all pupils. Central to our approach is a belief in belonging — that every learner is an integral part of our community and should be enabled to thrive alongside their peers.

We ensure this through:

- a) **Quality First Teaching (QFT)** in all areas of the curriculum, underpinned by adaptive strategies and a strong understanding of each pupil's profile of need. Teachers are supported to create classrooms where all pupils feel included, challenged and successful.
- b) **Bespoke, data-informed intervention** delivered through a *bi-modular assessment cycle* using **GL and NGRT assessments**. These assessments identify pupils' literacy, numeracy and cognitive needs, enabling us to plan and deliver **targeted intervention groups** based on individual profiles. Interventions are reviewed bi-modularly to ensure they remain relevant, effective and responsive to pupil progress.
- c) Offering a range of intervention programmes designed to improve outcomes for pupils with SEND, ensuring they can access all areas of the curriculum and develop a positive sense of belonging and achievement.
- d) Providing enrichment and co-curricular opportunities that promote inclusion, teamwork and confidence, ensuring that pupils with SEND participate fully in Academy life.
- e) Maintaining regular communication with parents, carers and pupils to ensure all voices are heard and individual needs are met collaboratively.
- f) Ensuring that every member of staff receives ongoing professional development in inclusive pedagogy, universal design for learning, and adaptive practice.

Evaluating the effectiveness of the provision made for students with SEND

The Leigh UTC is dedicated to ensuring that our inclusive provision is both impactful and rooted in evidence. We regularly evaluate the effectiveness of our SEND and inclusion strategies through multiple layers of review and reflection.

- a) Analysis of pupil outcomes, attendance, and engagement data, including comparisons with national benchmarks.
- b) **Bi-modular GL and NGRT assessments** used to monitor progress and identify evolving needs. This data informs a cycle of **bespoke, targeted interventions**, ensuring support remains dynamic, individualised and measurable.
- c) Termly reviews of intervention groups, with impact reports shared with senior leaders and governors.
- d) Feedback from pupils and families gathered through surveys, review meetings and informal discussions, ensuring that lived experiences shape future provision.
- e) Continuous professional learning for staff to refine inclusive practice and promote a culture of belonging throughout the Academy.

Through this ongoing cycle of assess, plan, do and review, The Leigh UTC ensures that every pupil not only makes measurable progress but also feels valued, included and supported within our community.