

Leigh UTC Dartford welcomes you to our SEND Department Information Report 2025–26

At Leigh UTC Dartford, we value every student's strengths and abilities. We aim to give all pupils the support and opportunities they need to make good progress and achieve ambitious, personal goals.

We are committed to:

- Providing a safe, fully equipped learning environment.
- Offering an inclusive and ambitious curriculum alongside a rich co-curriculum.
- Ensuring that every pupil can participate fully in school life.
- Removing barriers to learning and inclusion wherever they arise.

This report explains how we support pupils with Special Educational Needs and Disabilities (SEND), and how you, as parents and carers, can be involved. It is updated annually in line with the SEND Code of Practice 2025–26.

1. Types of SEND We Support

We provide support across the four main areas of need identified in the SEND Code of Practice:

- **Communication and Interaction** – e.g., speech, language, social communication needs, autism.
- **Cognition and Learning** – e.g., dyslexia, moderate learning difficulties.
- **Social, Emotional, and Mental Health** – e.g., anxiety, emotional dysregulation.
- **Sensory and/or Physical Needs** – e.g., hearing or visual impairment, epilepsy.

Some examples of SEND currently supported at Leigh UTC include ADHD, anxiety, auditory processing difficulties, autism, diabetes, dyslexia, emotional dysregulation, epilepsy, hearing or visual impairments, Irlen syndrome, mental health needs, sensory processing difficulties, social skills difficulties, and speech and language difficulties.

2. Identifying and Assessing Needs

We identify SEND early using a variety of methods:

- Information from primary schools or previous schools.
- Key Stage 2 results and baseline assessments.
- Teacher or parent/carers concerns.
- Reports from external agencies (e.g., educational psychologists, speech and language therapists).
- Ongoing monitoring of student progress.

We follow the Graduated Approach: **Assess** → **Plan** → **Do** → **Review**.

This ensures support is tailored to each pupil's needs and reviewed regularly.

Not all pupils with additional needs will be on the SEND Register; many needs can be met with Quality First Teaching and targeted classroom strategies.

SENDCo Contact:

Mrs Lauren Gilbey – SENDCo

01322 626600

lauren.gilbey@utcdartford.latrust.org.uk *We aim to respond to emails within 48 hours.*

3. Working with Parents and Carers

We involve parents/carers in their child's education through:

- Regular reporting on academic, social, and emotional progress.
- Parents'/Carers' Evenings.
- SEND drop-in sessions.
- Annual Reviews for pupils with an Education, Health and Care Plan (EHCP).
- Parent/Carer forums and consultations.

Your input is essential to help us understand your child's needs and ensure the right support is in place.

4. Involving Pupils in Their Learning

Pupils are actively involved in their own support. This includes:

- Contributing to their Individual Learning Plans (ILPs).
- Being part of regular reviews of their progress.
- Having access to interventions and strategies that match their learning needs.

All pupils with SEND have their progress monitored at least twice a year, and EHCPs are reviewed annually. Teachers and support staff use these plans to adjust lessons, scaffolding, and interventions appropriately.

5. Monitoring Progress

We measure progress through:

- Standardised reading and literacy assessments at the start and end of each year.
- Regular feedback to pupils and parents/carers through reports, formative and summative marking, and parents'/carers' evenings.
- Tracking interventions and adapting support based on results.

6. Supporting Transitions

Primary to Secondary (KS2 → KS3):

- SENDCo attends Year 6 EHCP reviews, where possible, and is in contact with primary school SENDCo's to discuss primary needs, ILPs, PPs and transition visits.
- Visits and meetings with primary schools to understand individual needs.
- Transition workshops and full induction days for all pupils.

Post-16 / Further Education:

- Careers advice and guidance tailored to SEND needs.
- Student visits arranged to colleges, universities, and taster days.
- Support from LAT mentors for transition planning.

Changing Schools:

- SENDCo liaises with parents and the new school to ensure a smooth transfer.
- SENDCo liaises with the Local Authority for consultation on EHCP transfer.

7. Teaching and Learning Approach

We are committed to inclusive teaching:

- Quality First Teaching in every lesson.
- Targeted intervention programmes to support literacy, numeracy, social, emotional, and mental health.
- Access to a broad co-curriculum and enrichment activities.
- Clear reporting on targets and achievements.
- Adapted teaching to support access to the national curriculum for SEND pupils.
- Exam access arrangements where appropriate.

Staff receive regular SEND training, and we have a provision mapping system to track support and progress.

8. Curriculum and Environment Adaptations

Support may include:

- Learning Support Assistants in class or small groups.
 - Targeted literacy, numeracy, and SEMH interventions.
 - Monitoring of progress and feedback to parents.
- Assistance on trips and transitions.

9. Staff Expertise

- SENDCo and the SEND Team provide ongoing professional development.
- Staff attend training from local authorities, health services, and the Trust.
- External experts (EPs, CAMHS, SaLT) are invited to provide specialist guidance.

10. Evaluating SEND Provision

We regularly review SEND provision through:

- Meetings with the SEND link governor, school senior leadership team and school agencies; STLS, SENIA, Local Authority; KCC and BCC.
- Surveys of parents, carers, students, and staff.
- Monitoring intervention impact and student progress.
- Using assessment data to inform future provision.

11. Inclusion in Activities

All pupils, including those with SEND, have access to:

- Clubs, enrichment, and extracurricular activities.
- Activities are adapted to meet different needs, abilities, and interests.

12. Supporting Emotional and Social Development

We offer:

- SEMH interventions and mentoring.
- Access to counselling, ELSA-trained staff, and Student Support Managers (SSMs) per college.
- Student voice and leadership opportunities.
- Homework and study support.
- Tiered support through our Waves of Intervention.

13. Working with Other Agencies

We work closely with:

- Local authority services: KCC and BCC
- Health services (CAMHS, NELFT, MHWT, SaLT, EPs)
- Social care teams
- Voluntary sector organisations

This ensures integrated support for children and families, following the local offer.

[KCC Local Offer](#)

[BCC Local Offer](#)

14. Complaints

If you have concerns about SEND provision:

1. Contact the Principal, Mr Kevin Watson.
2. If unresolved, escalate to the Trust's Academies Director.

The full LAT Complaints Policy can be found on the Trust website.

15. Useful National Resources

- [Contact a Family](#)
- [National Network of Parent Carer Forums](#)
- [ACE Centre \(communication difficulties\)](#)
- [British Dyslexia Association](#)
- [Council for Disabled Children](#)
- [Cystic Fibrosis Trust](#)
- [Disability Rights UK](#)
- [Down's Syndrome Association](#)
- [National Autistic Society](#)
- [NHS ADHD Information support services](#)