



Leigh Academy
Halley

LAH Graduated Approach

**Our Local Offer
2025-2026**

Graduated Approach (Assess, Plan, Do, Review)

Area of Need	Universal Provision Inclusive strategies for <u>all</u> learners embedded in HQT	Enhanced Provision (In addition to universal provision) Targeted interventions and support for <u>some</u> learners	Personalised Provision (In addition to universal provision and targeted interventions/support) Specialist support for targeted learners
Cognition & Learning	• High quality teaching and graduated approach throughout the academy • Adapted curriculum planning, activities, delivery & outcomes • Learning objectives and success criteria clearly communicated • Use of ICT: whiteboards, laptops, Read&Write, Digital Workbooks • In-class targeted teacher support • In-class learning support assistant support within class teaching (deployed with a priority in English, Maths and Science) • Pre-teaching of vocabulary and concepts • Group/ individual guided reading with class teacher or learning support assistant • Collaborative and self-assessment • Access to independent study club • Access to extended learning activities • Educational trips and residential trips • Whole academy policies: Teaching and Learning, SEND policy	• In-class additional target teacher support • In-class additional learning support assistant provision within class teaching (small group or individual) • Staff trained to support students with SpLD • Opportunities for over learning • Additional interventions discussed in AEN meetings to address lack of progress/barriers to learning, and to identify and monitor interventions • Consultations with DoLs re targeted interventions and outcomes • Targets set for interventions and outcomes agreed and shared with teachers, learning support assistants and small school teams providing intervention • Targets shared with pupils and parents/carers • Additional use of visual and practical resources • Impact of intervention measured	• Pupil placed on the SEND register • Parents/carers informed of continual needs and next steps for SEND support • Assessments, advice and recommendations from outside agencies • Advice and support from the class teacher, the SENCo and learning support assistants • Individual SEND ILPs written with SMART targets (Specific, Measureable, Achievable, Realistic, Time) • Specialist learning support assistant interventions (one-to-one or small group support) for literacy, numeracy, social skills, Lego Therapy, Draw and Talk, ELSA, SaLT • Review of provision with parents/carers, class teacher, SENCo and involved agencies • Additional use of special needs resources • Annual review for pupils with EHCP • Views of families and students reflected in ILPs

	• Reporting to parents/carers at Year 7 Meet the Tutor Event and Parents' Evenings • Assessment reports three times a year		
Communication & Interaction	• Adapted curriculum planning, activities, delivery & outcomes e.g. simplified language, key words on displays and spelling lists • Structured academy and class routines • Use of visuals/ICT to make learning more visual • Peer-support and seating plans • 'No hands up' approach to answering questions • Staff trained to implement strategies and support students on the autism spectrum	• Visual schedules • Visual cues • Support from trained SaLT learning support assistant • Interventions to support social engagement and communication • Breakfast and break clubs	• Intervention groups by trained learning support assistant • Involvement of outside agencies: speech & language therapy (SaLT), Educational Psychologists (EP), Children and Adolescent Mental Health Team (CAMHs)
Social, Emotional and Mental Health	• Consistent, behaviour for learning policy based on the academy's values and encouraging good choices • Whole academy rules, rewards and consequences: sanctions, award cards, certificates, letters home • Clear, consistent whole academy expectations and aspirations • Use of Small School pass to reflect on incidents • Restorative Justice • Safe space areas provided for pupils that require them • Supervised break and lunch • Policies: Behaviour, Anti-Bullying, Safeguarding,	• Small group intervention programmes to support pupils in developing self-regulation/self-management skills • Interventions to support social engagement and communication • Monitoring by form tutor/small school team • Prompt and reminder cards, checklists • Peer mentoring by the Halley's Heroes • School nurse referral/intervention	• Mentoring delivered by learning support assistants and small school teams • Sensory therapy • Educational Psychologist assessment, advice and recommendations • Child and Mental Health Service (CAMHs) assessment, advice and recommendations • Referrals made to Family and Adolescent Support Service (FaASS) • Involvement of external agencies

	e-Safety • Weekly 'Values' sessions • Whole academy CPD programmes including training to support successful social, mental and emotional pupil development • Counselling and pastoral support • Student leadership opportunities • Report cards, including positive report cards		
Sensory/ Physical/ Medical	• Staff are aware of needs/ impairment/ disability/ medication, emergency treatment or procedures. Communication to all key staff and first aiders • Favourable seating plans identified by staff • Key staff training for emergency medical issues e.g. EpiPen use • Appropriately trained staff e.g. First Aiders • Administration of medicines/ procedures e.g. consent forms completed by parents/carers • Risk-assessments completed as appropriate • Accessibility plan • Movement breaks, • Work stations, pencil and pen grips • Daily sensory circuit. • Noise cancelling headphones.	• Training for named staff re administration of medication e.g. insulin • Staff follow recommendations from medical team/community nurse team	• Involvement of outside services for advice and recommendations: school nurse, GP, paediatrician, occupational therapist, hearing visual impairment team etc. • Access arrangements for examinations applied e.g. scribe

Transition from KS2 to KS3	• Open events for prospective parents/carers • Information evening in module 6 for new parents/carers • Transition/induction day in module 6 for all pupils moving to Leigh Academy Halley • Primary visits by academy staff • Exchange of data • Transition workshops in module 6	• Additional visits to the academy on request • SENCo attends the primary SEND transition day to receive additional information	• Additional SENCo visits to primary school for students with EHCPs
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