

Seahaven Academy SEND Report

“All children have a right to a good education and the opportunity to fulfil their potential.”

Aims

Seahaven Academy aims to provide an inclusive, stimulating and safe environment which will enhance the learning of all students and help them achieve, to their full potential, in all areas including their development of knowledge, skills and understanding to equip them for the next phase of their education, employment or training. By doing this we hope to raise the aspirations and expectations of all students, especially those with SEND.

Introduction

Further information about SEND at Seahaven Academy can be found in the [SEND Policy](#) .

For further information about support available through the East Sussex Special Needs and Disability Local Offer, please click [here](#).

Types of SEND

Seahaven provides education for students with a range of SEND in all four categories of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and/or physical

High quality teaching

Staff at Seahaven Academy strive to provide high quality teaching to all of our students. Teachers prepare schemes of work and lessons which support the learning and progress of all students through a variety of methods, including creative and innovative teaching techniques and the use of a wide variety of resources. Individual departments are responsible for their curriculum and teaching staff adapt their teaching and resources to suit the needs of all learners, including those with SEND, in their classrooms.

Students with SEND have a Student Passport which allows the student to express their views and provides teaching and support staff strategies to use and ideas to inform their planning.

Tracking and monitoring progress

All staff are responsible for assessing, monitoring and tracking the progress of students. Each student is regularly assessed in class in all subjects and levels are recorded and reported to parents regularly. At a whole school level, aspirational targets are set for all students, including those with SEND. Staff are responsible for setting each

student achievable yet challenging targets within lessons and having high expectations of progress. Data is tracked by Heads of Department, Key Link Workers and the SENCO at regular intervals so that intervention can be offered if necessary.

Identifying SEND

Despite high quality teaching, some students are unable to make expected progress and this could be for a variety of reasons, one of which is a special educational need. Staff use tracking data and knowledge of students to identify such students and if they have a concern that there might be an undiagnosed special educational need, they will raise that concern with the SENCO. The SENCO will then investigate further by liaising with parents, gaining the views of the student, gathering more information about the student from other staff who teach or support them, carrying out testing as appropriate and referring the student to an outside service (Communication, Learning, Autism Support Service CLASS, Educational Psychologist, Child and Adolescent Mental Health Service CAMHS, East Sussex Behaviour and Attendance ESBAS) if appropriate. Once this information has been gathered, if a special educational need is suspected or diagnosed, a meeting will be arranged, including parents, to discuss the student's needs and subsequent actions.

Students transitioning to Seahaven who have already been diagnosed with a special educational need will have information passed on by their previous school. Such students may or may not be placed on the SEND register depending on the information we receive, but will all be monitored and tracked in terms of their progress and supported as appropriate. If a parent suspects an undiagnosed special educational need in their child, they should initially contact the SENCO to share their concerns. The SENCO will then investigate further, as above.

The definition of a special educational need is where the student *'has a significantly greater difficulty in learning than the majority of others the same age.'*

(Definition taken from the Special Educational Needs and Disability Code of Practice: 0-25 years)

Students with SEND will be placed on the school's SEN register, which is accessible to all staff in school.

Supporting SEND students

All students will have access to a broad and balanced curriculum and we set high expectations for all.

Where a student is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a student's need and strategies to be implemented recorded on a Student Passport and Support Plan, small group targeted intervention, or referrals to outside agencies, or a combination. Interventions may involve bespoke managed packages or a programme developed specifically for that student or group of students.

Interventions follow a monitoring cycle involving: assess-plan-do-review. Where an intervention with a student is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. Interventions are regularly reviewed to ensure effectiveness and to ensure that the school continually strives to improve their intervention programme.

Parents/Carers of students with SEND will have regular meetings with school staff to discuss their child's progress, support needs and any concerns they may have. However, parents/carers are welcome to request an additional meeting or discussion with school staff at any time, including the SENCO, if they have a concern. Parents/Carers are also able to provide their views via the Parent Voice document.

The provision offered to students requiring SEND Support will differ from student to student. They may include:

- An individual learning programme
- Evidence based interventions (Talk Fitness, Reading Wise etc.)
- Additional support from another adult
- Different materials, resources or equipment
- Working within a small group
- Use of alternative technologies
- Peer-to-peer support
- Personal care support

Education, Health and Care plans

Where a student with SEND is failing to make progress, despite high quality teaching and interventions, an application to the Local Authority for an Education, Health and Care Plan (EHCP) may be considered. Parents, the Local Authority and outside agencies will be fully involved in such decisions and meetings will be organised to consider and plan such a referral. More information on the application process and criteria for Education, Health and Care Plans is available on the East Sussex Local Authority website.

Students with SEND who have EHCP's will receive a higher level of support than other students and such support is co-ordinated by the SENCO. Their EHCP will be reviewed regularly with the parent/carer, student and appropriate outside agencies.

Staff training

Seahaven is committed to the Continuing Professional Development of all staff. Learning Walks carried out by the SENCO identify training needs and whole school or individual training is then delivered. The SENCO holds additional accredited qualifications in dyslexia and leading speech and language provision and the Teaching Assistants and Assistant SENCO hold a range of accredited qualifications including dyslexia and nurture provision. All staff complete regular in house and online training and courses.

Supporting the emotional well-being of students

- Each student has a tutor, within their year group, whom they meet daily
- Head of Year/Key Stage Directors monitor well-being and work closely with the Pastoral Leads for each year group
- Access to range of specialist staff, including Key Link workers, the school counsellor and school nurse
- Graduated response to supporting behaviour
- Referrals to and close working with the Child and Adolescent Mental Health Service (CAMHS),
- Signposting to additional local support
- Fortnightly Student Support Meeting to review the provision for vulnerable students

Supporting students between phases of education

Year 6 to 7 transition

The transfer from primary to secondary school is crucial time for all students, but may hold a particular challenge for a student with SEND. In recognition of the importance of this move, Seahaven Academy has initiated the following transition programme to assist and ease the transfer process from primary to secondary school:

- Parent/carer meetings
- The opportunity for parents/carers to complete the Parent/Carer Voice sheet
- Transition Coffee Afternoon
- Detailed handover between the primary and secondary SENCOs, where all students with SEND are discussed individually
- Attendance at review meetings held at the primary school
- In addition to the whole year transition week which take place towards the end of the summer term, some students may be invited to visit the school for additional support and to meet key staff who will be supporting them in year 7.

Transitions within and between Key stage

Meeting student need is central to all decisions made regarding class changes at the start of a new academic year. The SENCO, Key Stage Director and Pastoral Support Manger are all involved in the decision making.

The SENCO and Key Stage Directors ensure there is an appropriate pathway for all our students with SEND when deciding on which subjects to study at KS4. There is additional support offered to students and parent/carers to ensure they make an informed decision.

Post 16 transition

Students with SEND have the opportunity to meet with our careers advisor and this meeting is often supported by a Teaching Assistant. Our year 11 SEND students receive additional support to ensure they have completed their college applications on time and accurately and there is continued liaison with the college and parents/carers to ensure a successful interview and transition.

Working with outside agencies

Where a student with SEND is not making appropriate progress and Seahaven Academy feel that they need advice and support from external professionals, we will discuss such a need with parents/carers. If it is felt appropriate, we will then refer a student to an external agency and/or professionals for diagnosis, support or advice. Following a successful referral, we will work with the external agency to support students, using their support and advice. Seahaven Academy works with external agencies such as Child and Adolescent Mental Health Services (CAMHS), East Sussex Behaviour and Attendance Service (ESBAS), English as an Additional Language Service, the Local Authority Educational Psychology Service (EP Service), Communication, Learning, Autism Support Service (CLASS), Physiotherapy and Occupational Therapy Services.

Parent and child involvement

Seahaven Academy puts working with parents/carers and students at the centre of its work. Students are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Students with SEND are encouraged to express any concerns they may have to the SENCO, their

Tutor, Key Link Worker, Key Stage Director or any other member of staff with whom they feel comfortable to talk about their concerns. Student voice is important and this is recorded and shared via the Student Passport. Parents/Carers are also able to provide their views and share their hopes for their child on our Parent/Carer Voice form.

Parents/carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child.

Equality and accessibility

Seahaven Academy is an inclusive school and actively seeks to promote the inclusion of students with SEND and disabilities. We use our best endeavours to ensure that all students with SEND and disabilities are able to fully participate in the life of the school, both in their learning and in the wider provision and life of the school. Adaptations and provisions are made for SEND and disabled students to enable them to participate in all school trips and other out of class activities.

Students with SEND are actively encouraged, supported and given opportunities to become involved with extracurricular activities.

The Accessibility Plan which sets out the proposals of the Proprietor/Governing Body of the school to increase access to education for students with SEND can be found [here](#).

Anti-bullying

Seahaven is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured within a community. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved.

Complaints

In the first instance, parent complaints about the provision or organisation of SEND are dealt with through the procedures outlined in the School's Complaints Policy. If there continues to be disagreement with regard to SEND provision the Local Authority should make arrangements that include the appointment of independent persons with a view to avoiding or resolving disagreements between the parents/carers and the school. This includes access to mediation before tribunal. Parents/carers have a right to appeal to a SEND tribunal at any stage. Seahaven Academy's Complaints Policy can be found [here](#).

Key Staff

Assistant Head, Johnie Davies line manages the area and is a member of the Senior Leadership Team.

Jayne Lewis, Assistant Head Teacher is directly responsible for Safeguarding issues.

The SENCO, Clare Macey is responsible for co-ordinating the day-to-day educational provision for students with SEND. maceyc@seahavenacademy.org.uk . She is supported by:

- Administration Assistant: Christine Smith
- Directors of Key Stage: KS3 (Years 8 and 9) Chris Storey and KS4 Years 10 and 11) Mat Hafernik.

- Head of year 7 and Transition: Sabrina Giles
- Assistant SENCO: Jackie Cook
- Pastoral Support Manager: Louise Thomas
- 6 Senior Teaching Assistants
- 2 Teaching Assistants
- 4 Pastoral Support Workers