

Seahaven Academy SEND Report

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

Mission Statement

Seahaven is an inclusive school where every child is valued and respected. We are committed to the inclusion, progress and independence of all of our students, including those with SEND. We work to support our students to make progress in their learning, their emotional and social development and their independence. We aim to create a learning environment which is of high quality and we actively work to support the learning and needs of all members of our school community.

Introduction

Welcome to our SEND Information Report. Our SEND provision is part of the Havens local offer which can be found here: [Havens Local Offer](#)

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

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 a Support Plan which gives teaching and support staff strategies to use and ideas to inform their planning. Staff have access to regular training opportunities to improve their knowledge and skills, including regular CPD sessions on a wide variety of educational concerns, including SEND issues.

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



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.

Some students receive support through the use of technology, including the use of a laptop.

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.

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.

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 has a contract with the Local Authority Educational Psychology Service (EP Service), Communication, Learning, Autism Support Service (CLASS). Seahaven Academy also works with other external agencies such as Child and Adolescent Mental Health Services (CAMHS), Speech and Language Support Service, East Sussex Behaviour and Attendance Service (ESBAS), English as an Additional Language Service, 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

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 extra-curricular activities.

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. For more information about how our school responds to bullying incidents, please refer to our Safe to Learn (Anti-Bullying) Policy. [Safe to Learn Policy](#)

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 Chris Storey and KS4 Mat Hafernik.
- Assistant SENCO: Jackie Cook
- Pastoral Support Manager: Louise Thomas
- 4 Senior Teaching Assistants
- 2 Teaching Assistants
- 4 Pastoral Support Workers