# Special Educational Needs (SEN) Information Report 2026-27

## Key Information

**Principal**: Mr Mark Newnham-Reeve
**SENDCo**: Mrs Abi Hennig
**Deputy SENDCo**: Mrs Jackie Cook
**Deputy SENDCo (teaching):** Open position – TLR advertised
**Learning Support and Transition Lead (Y6/7):** Mrs Kate Carver
**Learning Support Lead (Y10/11):** Ms Veronika Kabir
**Learning Support Lead (Y8/9):** Open position – currently advertised
**SEND Governor:** Ms Emma Chaplin
**East Sussex Local Offer:** East Sussex Local Offer

## Vision

Seahaven Academy is committed to becoming a high-performing, fully inclusive school, where students leave each day happy and with a sense of achievement and pride. SEND students are supported through an 'Every Interaction; Every Day' approach, where awareness of individual needs and differences inform every part of the school day, from classroom to character curriculum.

All staff at Seahaven Academy take action to identify, understand, and eradicate barriers to learning, ensuring that students with SEND achieve their full potential in all areas, including gaining the qualifications needed to access their chosen next steps in education, employment and training.

## Context

**Which types of need are supported at Seahaven Academy?**

SEND identification is fluid and not always static, however as of October 2026:
**28%** of the students at Seahaven are identified as SEND Support (K) (this is above the national average)
**2%** have an Education Health and Care Plan (E).
**1%** of students have an EHCP plan in draft form, or are currently going through the EHCP assessment process.

**Glossary:**
SEMH: Social Emotional Mental Health
C&L: Cognition and learning
C&I: Communication and interaction
S&P: Sensory and physical

| | SEMH | C&L | C&I | S&P | EHCP | Boys | Girls |
|---|---|---|---|---|---|---|---|
| Year 7 | 21 | 14 | 26 | 1 | 1 | 26 | 25 |
| Year 8 | 14 | 12 | 27 | 2 | 2 | 23 | 20 |
| Year 9 | 16 | 10 | 31 | 6 | 3 | 31 | 9 |
| Year 10 | 11 | 13 | 16 | 4 | 3 | 18 | 16 |
| Year 11 | 19 | 6 | 18 | 1 | 2 | 16 | 21 |

Currently, **Communication and Interaction** is our highest area of need in the school. Within this bracket, we have 90 students with a diagnosis of Autism currently on roll (as of October 2026), which equates to 13% of our school community.

Several students, at some point during their time at Seahaven, experience **Social, Emotional and Mental Health (SEMH)** concerns. SEMH remains a high area of need, with currently 22% of SEND students identified. This is 7% of our student community.

55 students have identified need in the area of **Cognition and Learning**. This represents 27% of SEND students identified, and 8% of our school community. Several students with this area of need have a significant literacy barrier which impacts access to the curriculum.

**School and National Picture**

| | Seahaven Oct 26 | National |
|---|---|---|
| **Students with an EHCP** | 2% | 6% |
| **SEND Support** | 28% | 14.8% |

## Admissions

**How do students with SEND get a place at Seahaven Academy?** Please also refer to: Seahaven Academy Admissions Policy

**Students with an EHCP**

If your child is in Year 5 or Year 6, your preferred secondary school will be discussed at their annual review. The SENDCo at Seahaven Academy may be invited to attend your child's annual review at Year 5 and/or Year 6 to understand more about your child's needs and how they could be supported.

The SENDCo at your child's primary school will specify your preferred secondary school as part of the annual review process in year 6, this will be sent to East Sussex Local Authority SEND team who confirm your admissions request has been approved via the release of an amended EHCP.

If your child has an EHCP and is already at secondary school, you must discuss any requested change of placement via the statutory annual review process.

**Students with special educational needs without an EHCP**

Access East Sussex Council's Website Apply for a School Place - In year applications can be made at any time. The application process for secondary applications for September 2027, opens on 12 September 2026 and closes on 31 October 2026. .
The in-year admissions process for East Sussex information is available here

No student will be refused admission to Seahaven Academy based on his or her special educational needs. In line with the Equality Act 2010, we will not discriminate against disabled children in respect of admissions for a reason related to their disability.

Where East Sussex Local Authority proposes to name Seahaven Academy in an EHCP, made in accordance with section 324 of the Education Act 1996, the school will be sent a consultation and

will outline whether the student's needs can be met and whether a place will be offered or not. If it is deemed that it would be incompatible with the provision of efficient education for other children, this will be outlined in the consultation response to the Local Authority.

Seahaven Academy will admit any child in whose EHCP it has been appropriately named. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, the school will have regard to the relevant guidance issued by the Secretary of State to maintained schools.

Seahaven Academy welcomes any requests to visit our site to ensure we can meet individuals' needs (with advice as necessary from health professionals on suitability).

## Identification

**How are special educational needs identified at Seahaven Academy?**

The SEND Code of Practice (2014) states: 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to that normally available to pupils of the same age**. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.'

Upon entry to Seahaven Academy (or on referral from a parent or staff member), we assess each student's skills, building on information from previous settings and key stages where appropriate. At the same time, Seahaven Academy will consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.
Only medical professionals will make formal diagnosis of any SEN in all areas of need – screening tools, assessments and observations will be used to support referrals where necessary, but staff at school should not indicate traits or offer any potential diagnoses.

**What assessments are used at Seahaven Academy to identify SEN?**

Assessments may include:

- Standardised test results
- MidYIS scores
- Reading and numeracy ages (NGRT)
- Decoding and fluency (FFT Little Wandle / Lexonic)
- Boxall Profile / Strengths and Difficulties Questionnaire (SDQ)

Assessments by class teachers identifying students with:

Significantly slower progress compared to their peers
Failure to match or exceed previous progress
Failure to bridge the attainment gap with peers.

Input from external professionals (e.g. speech and language therapists, CLASS, MHST, CAMHS)

**What would not constitute SEN?**

Drawing on guidance from the SEND Code of Practice (2014):

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a young person has SEN. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported using approaches such as the Early Help Assessment, may be appropriate.
- Low attainment or slow progress do not necessarily mean that a student has SEN. In deciding whether to make special educational provision, the teacher and SENDCO should consider all of the information gathered from within the school about the student's progress, alongside national data and expectations of progress.
- Difficulties related solely to limitations in English as an additional language are not SEN, and will be addressed through appropriate intervention and support from the linked EALs service.
- Professionals should also be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to young people having SEN, but it can have an impact on wellbeing and sometimes this can be severe. Schools should ensure they make appropriate provision for a student's short-term needs to prevent problems escalating.
- The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools: Mental health and behaviour in schools

**What should I do if I am concerned that my child has SEN?**

- Parents know their children best and it is important that we listen and understand when parents express concerns about their child's development.
- In the first instance, parents should email the SEND email address send@seahavenacademy.org.uk requesting a call to discuss their concerns.
- The first response to such concerns should be high-quality teaching targeted at the child's areas of weakness. Where progress continues to be less than expected the subject teacher, working with the SENDCo, will assess whether the child has SEN. While informally gathering evidence (including the views of the pupil and their parents) Seahaven Academy will not delay in putting in place extra teaching or other rigorous interventions designed to secure better progress, when possible and where required.

## East Sussex's Neurodevelopmental Assessment Pathway

Neurodevelopment is a term that refers to the brain's development of systems or networks. It influences an individual's performance or functioning. Our performance or functioning may include our ability to learn something new, our reading skills, our social skills, our memory skills or our attention or focussing skills.

**What does neurodivergent mean?**

Neurodivergent describes differences in learning from what is considered typical patterns of development. It is often used when describing a child, young person or adult who may have a particular way or learning. Often people with a diagnosis such as Autism, Attention Deficit Hyperactive Disorder or Developmental Language Disorder may describes themselves as neurodivergent.

When might a young person need a neurodevelopmental assessment?

Neurodevelopmental needs are common. Figures can vary but it is estimated that around 10% of the population have a neurodevelopmental need. Not all children and young people will however need an assessment. Children and young people do not need a diagnosis to access support. Settings must do all they can to meet the special educational needs of the children and young people who attend the setting.

Referring to a specialist assessment pathway should not be the first step in supporting a child/young person. An initial period of observations, information gathering and support should be put in place in line with a graduated response. Consideration should be given to a child or young person's needs both at home and in their setting.

Please carefully consider why you feel a request for a neurodevelopmental assessment is required. You should be able to clearly explain your reasons for the request, what support your child has accessed and what you (and the school) will continue to do to support your child whilst waiting for an assessment or undergoing the assessment process.

Getting Help

Autism | East Sussex Local Offer

**Who can make a referral?**

A parent, SENDCo, health professional or other Local Authority professional, for example an Early Help Practitioner can make referrals.

**What would not constitute SEN?**

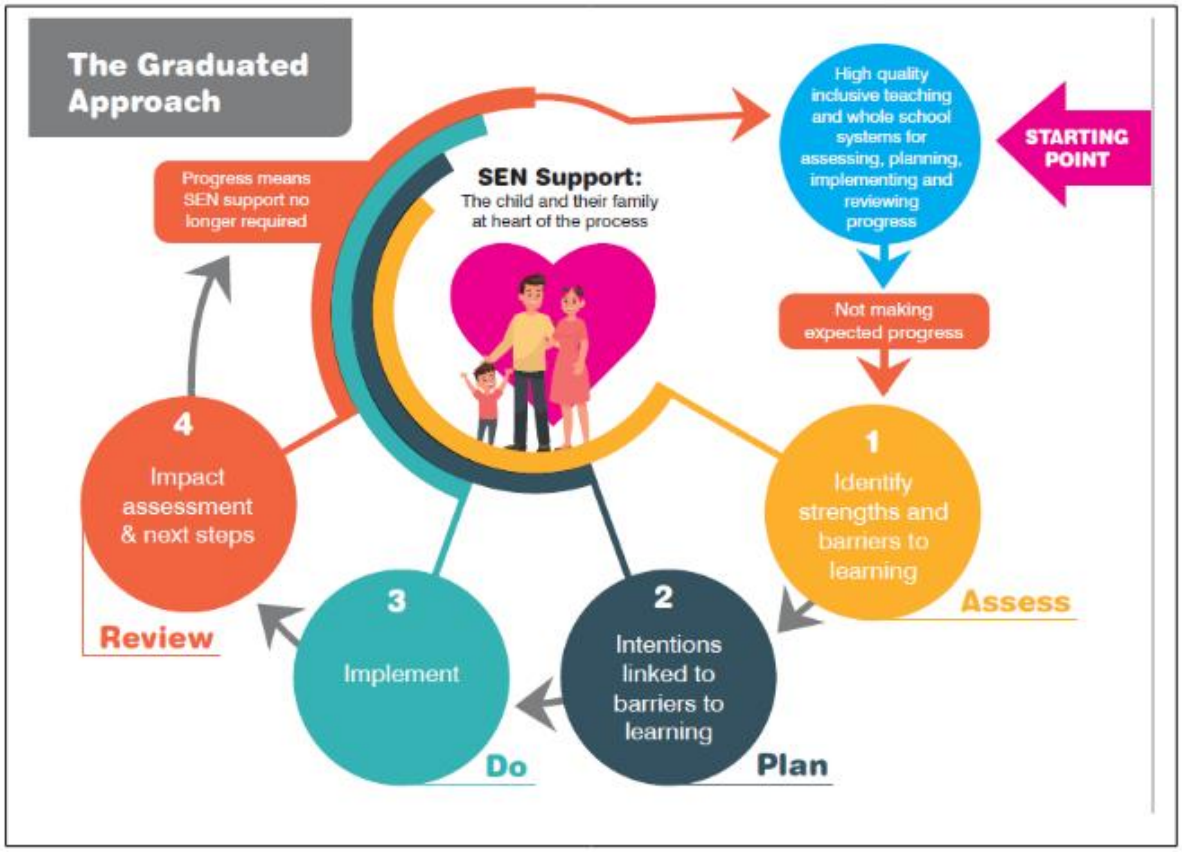
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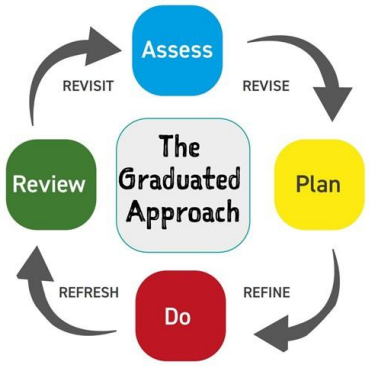
## The Graduated Approac




**For more information on The Graduated Approach, please see here**

**What are Seahaven Academy's arrangements for assessing and reviewing students' progress towards outcomes?**

Where a student is identified as having SEN, Seahaven Academy will take action to remove barriers to learning and put effective special educational provision in place. This SEN support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. **This is known as the graduated approach.**




**Assess**

- The SEND Team will carry out a clear analysis of the student's needs, in partnership with other staff within the Academy.
- The views of parents, the student and, if relevant, advice from external support services will also be recorded.

**Plan**

- All teachers and support staff will be made aware of the student's needs, the support provided and any teaching strategies that are required. This information will be recorded on a student support plan.
- Parents will receive a copy of their child's student support plan.
- Seahaven Academy ensures that all students have access to a broad and balanced curriculum. Subject Leaders make sure that their schemes of learning are adapted for students with SEN (with guidance from the SENDCo, as required).
- Individual teachers (under the guidance of Subject Leaders, where necessary) will plan lessons to address potential areas of difficulty and to remove barriers to student achievement.

**Do**

- The student's teachers remain responsible for working with the child on a daily basis.
- Where the student has interventions that involve group or one-to-one teaching away from the main class, the SENDCo will monitor the impact of this support and how the learning can be linked to classroom teaching.
- See also our 'Interventions Offer' below.

**Review**

- After approximately 12 weeks (or on an earlier date agreed), the impact of the support will be evaluated against student progress.
- A review will take place through a discussion (either on the phone, online via Teams or in-person) with parents, the student and a member of the Senior Leadership Team, with support and input from the SEND team.
- Progress will be evaluated alongside the views of the student and their parents.
- The Senior Leader will revise the support in light of the student's progress, deciding on any changes to the support in agreement with the parent and student.
- A record of the action and support agreed through the discussion will be shared with all appropriate school staff.
- The student's support plan will be updated, and a copy will be given to the student's parents.
- Where a student continues to make less than expected progress, despite support and interventions, the SENDCo will seek support from the local authority and seek specialist input. The student's parents will always be involved in any decision to involve specialists.
- Where a student has an EHC plan, the local authority must review that plan as a minimum every twelve months.

## Whole school evaluation of SEND provision

- Seahaven Academy provides data on the levels and types of need within the school to the local authority collected through School Census.
- The SENDCO has an important role to play with the headteacher in working with the governing body to determine and evaluate the strategic development of SEN policy and provision in the school.
- Seahaven Academy works closely with the trust's (United Learning) regional SEND Adviser to bi-annually audit provision and access further support and advice as required.

## Interventions Offer at Seahaven Academy

**What additional support outside of the main classroom teaching can students and parents access?**

- Quiet room card; early exit pass
- Non-verbal communication aids (bespoke to student's needs)
- Targeted literacy intervention: Lexia / Lexonic /Little Wandle / fluency and comprehension
- Peer reading scheme
- AQA Unit Awards
- Integrate soft start
- Forest school
- Connect intervention for EBSA support
- Landing Spot for regulation and workload management (KS4)
- Zones of Regulation
- Parental support via afternoon and twilight group sessions
- Any other interventions specified in EHC plans as agreed by the SENDCo and Local Authority

## High-Quality Inclusive Teaching

**Ambition for All:** We are ambitious for students from all starting points, ensuring they are well-prepared for further education, employment, or higher-level apprenticeships.

**Accessible Curriculum:** We ensure all learners access a well-sequenced curriculum that builds knowledge and skills effectively. This is delivered through **'The Seahaven Way'** – an evidence-informed strategy for teaching and learning which uses Rosenshine's Principles of learning as its foundation.

**Equity in Assessment:** At Seahaven Academy we ensure that students who require extra support in their exams receive this. This is based on diagnostic testing as well as collating evidence of a history of need and a student's normal way of working.

More information on JCQ guidance for access arrangements can be found here:
Access Arrangements, Reasonable Adjustments and Special Consideration – Joint Council for Qualifications



**Examples of Exam Access Reasonable Adjustments (JCQ March 2026)**

• A candidate with Dyslexia needs to use a word processor and requires 25% extra time. The use of a word processor is a reasonable adjustment since it is his normal means of producing written work within the centre and is appropriate to his needs. The candidate has been assessed by the centre's appointed assessor using current nationally standardised tests. The assessment shows that the candidate has a substantial and long-term impairment, as his working memory and speed of reading are in the below average range. The candidate has standardised scores of 79 and 81.

• A candidate with ADHD (Attention Deficit Hyperactivity Disorder) has persistent difficulty concentrating and poor working memory. Supervised rest breaks and the use of a prompter, who may need to physically show her where on a page she had been working in order to restart her work, would be reasonable adjustments.

• A candidate has ASD which is formally confirmed by a letter from a consultant paediatrician. He has persistent and significant difficulties with his handwriting, which is poor but not illegible. He is unable to complete mock English Language, English Literature, Geography and Religious Studies papers within the time allowed. In other subjects he finishes the mock papers before the end of the test. The SENCo processes an online application for 25% extra time on account of his impairment, which is having a substantial and adverse effect in those GCSE subjects with extended writing. Without the application of 25% extra time in those subjects the candidate would be at a substantial disadvantage.

• A candidate with a severe vision impairment requires 50% extra time to effectively access the modified enlarged papers ordered for her. In examinations involving complex layout and diagrams she also requires the use of a practical assistant and a reader to work under her instruction to locate relevant information. The awarding bodies approve the use of a practical assistant, a reader and 50% extra time, as the candidate has a substantial and long-term impairment.

• A candidate who is deaf uses BSL as his normal way of working within the centre. The candidate will be provided with modified language papers (where the paper has not been modified at source), a live speaker for pre-recorded components and a Sign Language Professional. These are reasonable adjustments for the candidate.

• A candidate with profound Speech, Language and Communication Needs (SLCN) is allocated a reader. An online application for a reader is approved. The candidate has a substantial and long-term impairment and the use of a reader reflects her normal way of working within the centre. The candidate, in light of her substantial difficulties, is presented with several prompt cards – "please repeat the instructions", "please read that again", "please read back my answers". The use of a reader and prompt cards (placed on the candidate's desk and open to scrutiny by a JCQ Centre Inspector) would be reasonable adjustments for this candidate. The candidate also has persistent and significant difficulty with memory of spoken language and needs repetition. 25% extra time is required, as the process of reading will be substantially slower.

## Social, Emotional and Mental Health Provision

Seahaven Academy's Senior Mental Health Lead is Lousie Doyle doylel@seahavenacademy.org.uk

Due to the increasing need for SEMH provision, Seahaven have invested in growing our student support and pastoral teams.

- Each year group has a dedicated non-teaching Head of Year, and a teaching Director of Year.
- An additional non-teaching Head of Year is allocated to Year 11 students to support them through exams and transition to next steps
- Two dedicated attendance leads support students who are facing barriers to attending school and their families.
- We have three posts within the SEND department focused on providing support for SEND students and their families within identified year groups.
- The Deputy SENDCo (Non-Teaching) primarily focuses on support for SEND students with identified SEMH which causes barriers to attendance and learning.

In addition:

- We frequently seek advice from specialist professionals regarding interventions and individual students.
- Each student has a tutor, within their year group, whom they meet daily. Tutors monitor well-being and work closely with the Heads and Directors of Year, the Senior Mental health Lead and the SEND team, signposting for additional support as needed.

| Wave 1 | Wave 2 | Wave 3 |
|---|---|---|
| **Every student has access to:**<br>• Daily tutor time<br>• Character curriculum delivered in tutor – based on core values<br>• Dedicated Non-teaching Head of Year for each year group.<br>• Director of Year for each year group<br>• Year group bases to access support – staffed by Year Team during Break 1<br>• DSL, DDSL and team of safeguarding trained staff<br>• Wide range of extra-curricular clubs<br>• PSHE/RSE curriculum<br><br>**Quality first Teaching** | **Targeted / Small group Intervention:**<br>• Integrate soft start tutor time<br>• SEND break/ lunch club<br>• Small group interventions (worry busters / starving the Anxiety gremlin / exam anxiety)<br>• Connect EBSA small group intervention<br>• Landing Spot – KS4 small group support | **Individual/ Personalised provision**<br>• Quiet room card / early exit pass<br>• 1:1 member of staff for check-ins<br>• Bespoke reflect/ recharge time – access to SEND base or interventions<br>• Pro-active alerts for additional support in lesson<br>• Personal support plan |

| | | |
|---|---|---|
| • Adapted curriculum<br>• I-We-You lesson structure<br>• Clear routines (The Seahaven Way)<br>• Do Now- retrieval based<br>• Fidget toys<br>• Sensory / movement breaks through Q-room card use<br>• In -class movement breaks as needed<br>• Blue Folders with student support plans identify individual adaptations.<br>• Seating plan with 'Well-worn path' identifies students in need of additional check ins during independent work<br>• Pre-teaching of key vocabulary | • Small group 'curriculum catch up' sessions<br>• Library as lunch and breaktime safe space<br>• Language link screening for SALT needs<br>• EALs service – Bilingual support officers/ Training, advice and support<br>• Forest school intervention group<br>• CLASS joint project – staff, parents/carers and student evaluation and improvement of school offer for SEND students – working group | • External referrals (e.g. CAMHs / MHST/ CLASS)<br>• Your Space Counselling<br>• Early Help Keywork referral<br>• TASS/ TAF referrals |

## Belonging

**How are students with SEND encouraged to take part in the wider school offer?**

At Seahaven Academy, we foster a culture of developing the 'whole child', providing opportunities, which will inspire, excite and prepare students for the future.

**Extra-Curricular Offer**

Seahaven Academy offers an array of clubs including sports, performing and creative arts, cooking, design and technology. The club timetable undergoes adjustments each term, ensuring students can access a variety of experiences at lunchtime and after school. Recognising the unique needs of students with SEND, our dedicated key workers pro-actively signpost and support students to attend a range of extra-curricular clubs. The Academy is committed to proactively addressing any potential barriers to ensure every student can fully engage and benefit from the diverse opportunities offered.

**Charter and Rewards**

Seahaven's vision is to personally develop all students, to produce responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults. We are proud of our commitment to deliver outstanding Education with Character.

To support this vision, the Academy pledges to provide leadership, careers, social and cultural opportunities for all our students. The 'Character Curriculum', delivered through tutor time, is based on our core values of kindness, confidence and ambition. Students also get an opportunity to be rewarded and recognised by showcasing their best work to senior leaders at our weekly 'Brilliant Blue Zone' table. The SENCo and key workers endeavour to ensure that students with SEND are always

represented and included in all aspects of leadership, as well as being recognised for their fantastic contributions to our Seahaven community.

## Parent/carer and Student Voice

How are students and families included in decision making?

- Annual online United Learning Survey for parents/carers and students
- Termly pupil passport reviews
- SEND events for parents and carers
- Collaborative project with CLASS / East Sussex Parent Carer Forum – staff survey
- Parent/Carer working group

## Transition

**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
- Dedicated Learning support lead for Transition and Year 7
- Transition Coffee Afternoon and Twilight
- Detailed handover between the primary and secondary SENDCOs, where all students with SEND are discussed individually
- Attendance at review meetings held at the primary school
- Head of Year / SEND team school visits
- 'Light the Way' transition programme
- Targeted invitation to school events and learning opportunities (e.g. World Book Day)
- 'Night Before' event – meeting key staff and checking timetables before first day
- Soft start – only Y7 and Y11 in school
- Meet the Tutor event early in first term

**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 SENDCO and Pastoral Leads are all involved in the decision making.
Staff 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.

**Transition to further education:**

Students are supported towards next steps with a comprehensive tutor programme, and dedicated support from the Careers Lead. The Learning Support Lead for Y10/11, along with the SENDCo, work closely with the Careers Lead (Erin Lever levere@seahavenacademy.org.uk ) and external colleges to support transition planning for Y11 students, ensuring they enter the next phase of their education with confidence.

Assemblies and Twilight sessions are provided for parents, carers and students to support college applications and provide advice for next steps.
For students with EHC plans, discussions about post-16 options will be part of the preparing for adulthood focus of EHC plan reviews, which must be included as part of the review from Year 9 (age 13-14)

## Training

**What training do staff undertake at Seahaven Academy to support students with SEND?**

Available to all staff:

- September INSET: whole school SEND systems, student transition & access arrangements
- De-escalation and disruption free learning: supporting students with SEND
- Weekly briefing updating on key students
- Tailored SEND briefings (as needed in response to key themes or challenges)
- SEND-dedicated training focus in all twilight Teaching and Learning / Pastoral sessions (3-weekly)
- January INSET – Sensory 'Roadshow' – drop in (CLASS)

Pastoral & SEND Teams:

- Boxall Profile and Zones of Regulation
- EBSA pathway
- Educational Psychologist supervision
- Varied specialist training sessions as provided by Local Authority Teams
- Dedicated CPD session with full SEND team fortnightly (Review and preview)

Subject Leaders:

- Subject specific curriculum adaptations for students with SEND (scheduled departmental/ Middle Leader / Teaching and Learning sessions with SENDCo for collaborative planning).
- SENDCo and Subject Leaders joint learning walks, book looks and SEND student voice.

## Impartial Information and Advice

**Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)**
SENDIASS offers detailed online information, regular free workshops and an advice line for one to one advice. SENDIASS advice service - Amaze Sussex

**How to contact SENDIASS**

- Use our online registration form (see the box below)
- Email **sendiass@amazesussex.org.uk**
- Leave a voice message on **01273 772289**

Advisers respond to enquiries Monday to Friday, 9am to 5pm.

**East Sussex Parent Carer Forum:**
We are the new forum for parent carers of children and young people with special educational needs and disabilities (SEND) in East Sussex. Home - East Sussex Parents Carers Forum

**Complaints Process**

Complaints Policy.docx

**Accessibility Plan**

Schools need to carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan must be reviewed at least every three years.

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improving the availability of accessible information to disabled pupils.

Accessibility plan

**Useful Policies**

Parents may find it helpful to read further information about how Seahaven Academy supports students with SEND in the following policies:

- SEND Policy
- Accessibility Plan
- Safeguarding Policy
- Behaviour Policy

All policies are available on the academy website: Home