

Special Educational Needs (SEN) Information Report 2025-26

Key Information

Principal: Mr Mark Newnham-Reeve
 SENCo: Mrs Clare Macey
 Deputy SENCo: Mrs Jackie Cook and Jodie Hallett
 East Sussex Local Offer: [East Sussex Local Offer](#)



Vision



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.

Context

Which types of need are supported at Seahaven Academy?

Glossary

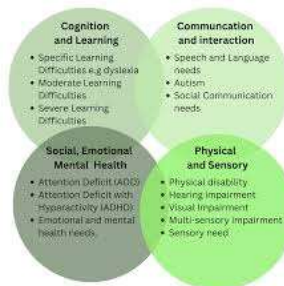
SEMH: Social Emotional Mental Health

C&L: Cognition and learning

C&I: Communication and interaction

S&P: Sensory and physical

SEND identification is fluid and not always static, however as of September 2025, 23% of the students at Seahaven are identified as SEND Support (K) (this is above the national average) and 1.3% have an Education Health and Care Plan (E).



We are noting increasing numbers of students who, at some point during their time at Seahaven are experiencing Social, Emotional and Mental Health (SEMH) concerns. SEMH is our highest level of need, with currently 31% of SEND students identified. This is 8% of our student community. Our second highest area of need is Speech, Language and Communication, with 27% of students identified, which is 7% of our student community.

School and National Picture

	Seahaven Academy September 2025	National Statistics January 2025
Students with an EHCP	1.3%	5.3%
SEND Support	23%	14.2%

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 SENCo 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 SENCo 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.



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- 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 2025, opens on 1 September 2025 and closes on 31 October 2025.

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)
- Reading and comprehension skills (YARC)
- GL Assessments
- Boxall Profile / Strengths and Difficulties Questionnaire (SDQ)
- Input from external professionals (e.g. educational psychologists, speech and language therapists, CAMHS)



- 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.

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 by the use of 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 SENCO 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.
- 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 in order 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 to book a call with the SENCo / Assistant SENCo 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 SENCo, 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.

Behaviour Support

The SEND Code of Practice (2014) states that, '*Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.*'

Reasonable Adjustments

At Seahaven Academy, we make reasonable adjustments for managing behaviour which is related to a students' Special Educational Need (SEN) or disability, in accordance with the Equality Act 2010. These reasonable adjustments are tailored to the individual student and consider the advice of professionals as required. These adjustments may relate to the way that instructions are given, the way that behaviour is managed or the consequences and rewards that are used. Seahaven Academy is committed to providing early intervention to support student behaviour and to ensure that students are supported in improving their behaviour (*for more information please see our Behaviour Policy*).

[Behaviour Policy October 2024.pdf](#)

Seahaven Policy Website Page: [Policies](#) | [About Us](#) | [Seahaven Academy](#)



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 of learning. Often people with a diagnosis such as Autism, Attention Deficit Hyperactive Disorder or Developmental Language Disorder may describe 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

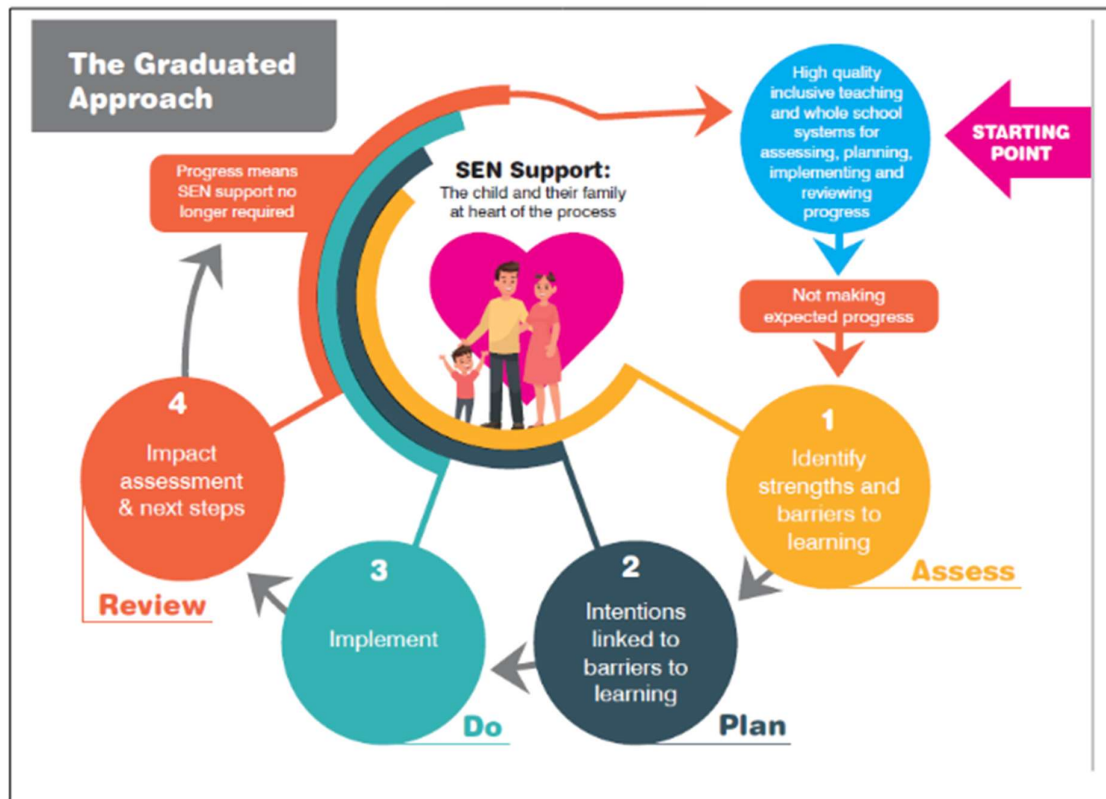
[Autism](#) | [East Sussex Local Offer](#)

Who can make a referral?

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



The Graduated Approach



For more information on the Graduated Approach, please see the [here](#)

What are the 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 Learning Support 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 who work with the student 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 'pupil passport' (Individual Education Plan).
- Parents will be fully aware of the planned support and will receive a copy of their child's pupil passport.
- 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 SENCo, 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 SENCo 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 12 weeks (or on the 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 the student's Learning Support Lead (or SENCo / Assistant SENCo)
- Progress will be evaluated alongside the views of the student and their parents.
- The Learning Support Lead (or SENCo / Assistant SENCo) 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 pupil passport 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 SENCo will involve specialists (e.g. educational psychologist, speech and language therapist, CAMHS, specialist teachers, occupational therapist). 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 makes data on the levels and types of need within the school available to the local authority collected through School Census.
- The SENCO 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.

Requesting an Education, Health and Care needs assessment

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the young person, the young person has not made expected progress, the school or parents can request an Education, Health and Care needs assessment.

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.

Equity in Assessment: All students are given the exam access arrangements they need to access assessments and demonstrate their abilities fairly.



Interventions Offer at Seahaven Academy

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

- Targeted literacy intervention
- An individual learning programme
- Evidence based interventions
- Different materials, resources or equipment
- Working within a small group
- Use of alternative technologies
- Peer-to-peer support
- Personal care support
- SEND Homework Club
- Access to the SEND area (providing bespoke support and respite for students)
- Parental support via established coffee afternoons
- Any other interventions specified in EHC plans as agreed by the SENCo and Local Authority

Exam Access Arrangements

[Access Arrangements, Reasonable Adjustments and Special Consideration - JCQ Joint Council for Qualifications](#)

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.

Reader/ Computer Reader A reader is an adult who reads the instructions of the question paper and the questions to the student. This may involve reading the whole paper or only some words. A computer reader is software which accurately reads out text; it is allowed in papers that test reading. When might this be needed? If a student has a reading age below 9 years and / or when a student benefits from having the text read aloud to them. Example A student with dyslexia is allowed a laptop with computer reading software (a computer reader) in all subjects, including those testing reading, as this has reflected his normal way of working within the centre since Year 7.	Scribe A scribe is an adult who writes or types a student's dictated answers to the questions. When might this be needed? If a student has an impairment that has a substantial and long-term adverse effect on their writing; or a student cannot write or type independently, or at sufficient speed to record their answers even with extra time allowed. A scribe is <u>not</u> to be given for poor handwriting or poor spelling. Example A student has been diagnosed with an autistic spectrum condition. The pupil has persistent and significant difficulties when concentrating and is totally unable to write in any detail. His verbal recall is very good. He can answer multiple choice questions but has a complete block when writing detailed answers.	Extra Time Up to 25% extra time may be given in addition to the total length of the examination. When might this be needed? Where a student has a current Education, Health and Care Plan or where a student has complex needs which have a substantial and <u>long term</u> adverse effect on his/her speed of working. Example A candidate has Asperger's Syndrome. He has persistent and significant difficulties with his handwriting which is poor but not illegible. He is unable to complete mock English, Geography and Religious Studies papers within the time allowed. This is having a substantial and adverse effect in those GCSE subjects with extended writing.
Supervised rest breaks The timing of the exam can be paused and re-started (as many times as necessary) when the student is ready to continue. During the supervised rest break the student must not have access to the question paper/answer booklet. When might this be needed? If a student has persistent difficulty concentrating (due to social, emotional or mental health needs) and/ or a poor working memory and / or suffers from fatigue due to a Specific Learning Difficulty or medical condition. Example A student with ADHD has persistent difficulty concentrating and poor working memory. Rest breaks and the use of a prompter (who shows him where on a page he has been working) are reasonable adjustments.	Prompter A prompter can keep a student focused on the need to answer a question and then move on to answering the next question. When might this be needed? If a student has a substantial and long-term impairment resulting in persistent distractibility or significant difficulty in concentrating. Example A student with Asperger's syndrome has no sense of time. The prompter sees that the student is doing nothing. She says "Jake, focus on the question, there are 15 minutes left". A student with ADHD works for a few minutes then looks out of the window. As he is taking his examination under separate invigilation, the prompter can call out his name to bring his attention back to the question paper.	Read aloud / reader pen Read aloud is where a student is permitted to read the examination questions and their answer out loud (by themselves). A reader pen can be scanned over text and will read this aloud. When might this be needed? A student who persistently struggles to understand what they have read might benefit from read aloud. A reading pen might help students who wish to work independently who need a reader for accuracy rather than comprehension. Example A student was found to be mildly dyslexic in Year 7. The student has always read aloud in internal school tests.



Discrete provision Students sit their examination away from the classroom / examination hall in a private room. When might this be needed? If a student has specific social, emotional, mental health needs where their performance would be impacted by sitting in the main examination hall. Example A student suffers from acute anxiety and panic attacks. She has a letter from CAMHS supporting the arrangement of discrete provision. A student with ADHD causes a distraction to himself and others when seated in the classroom / examination hall.	Word processor Centres are allowed to provide a word processor with the spelling and grammar check facility/predictive text disabled to any student where this is their normal way of working. When might this be needed? For a student whose quality of language significantly improves as a result of using a word processor due to problems with planning and organisation when writing by hand. Example A student does not have a learning difficulty but is a 'messy' writer. His handwriting is hard to decipher. He requests the use of a word processor.	Bilingual dictionary Available to <u>all</u> students who have English as an additional language. The EAL Co-ordinator should determine the needs of the individual. Not all students for whom English is an additional language will need to use a bilingual translation dictionary. Bilingual dictionary with 10% extra time Where a bilingual dictionary with 10% extra time is to be used, an online application must be processed using Access Arrangements Online. Very few bilingual dictionary users will need to have 10% extra time. The provision of 10% extra time reflects the candidate's usual way of working with the dictionary.	
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Mentally Healthy School

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

Due to the increasing need for SEMH provision due to overstretched NHS services, Seahaven have invested highly in a range of provisions and staff that are trained in positive wellbeing. As per other interventions, we operate a waved approach to wellbeing support, which starts off with increased pastoral support leading up to sessions with the Me and My Mind Mental Health Support Team. CBT and mindfulness are examples of the theories and tools we use to promote self-regulation and self-care. We frequently seek advice from specialist professionals such as Educational Psychologists and CAMHS therapists, on interventions and individual students. Seahaven has a high profile, trained Mental Health Team, who students are signposted to. Each student has a tutor, within their year group, whom they meet daily. Tutors monitor well-being and work closely with the Heads of Year and Key Stage Directors.

Parent and Student Voice

How are students and families included in decision making?

- Annual online United Learning Survey for parents and students
- Termly pupil passport reviews
- SEND coffee afternoons for parents

Transition

Transition is carefully planned at Seahaven, both on entry and exit.

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 takes 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.

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 and Community 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.



Post 16 transition

Students with SEND have the opportunity to meet with our Careers and Community Manager, Erin Lever levere@seahavenacademy.org.uk 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.

Training

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

- Support staff have a range of qualifications in supporting learning and have regular training opportunities.
- Advice and support from the Learning Support and Pastoral teams regarding individual students.
- All teachers have a bank of strategies for each of the SEND categories to meet student needs.
- Whole school training according to need with ongoing CPD opportunities.
- Learning walks identify training needs plus offering support and guidance to teaching staff.
- Specialist INSET sessions by relevant professionals or agencies working with our students with SEND.
- All teachers are expected to identify how they support students with SEND in their planning.
- Specific CPD for target children.

Encouraging students with additional needs to take part in the wider school offer and learning opportunities

Seahaven Academy is an inclusive school and actively seeks to promote the inclusion of students with SEND. As per United Learning's framework for excellence we actively encourage Education with Character, with students experiencing and taking part in events in and with outside their local community. We use our best endeavours to ensure that all students with SEND 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 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. 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.

Accessibility Plan

Seahaven Academy carry out accessibility planning for disabled pupils (as directed in the Equality Act 2010). This plan is reviewed at least every three years.

Seahaven Academy's Accessibility Plan aims to:

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

[Microsoft Word - Accessibility Plan \(2025\).docx](#)

Complaints Process

[Complaints Policy.docx](#)

Impartial Information and Advice

Please click [here](#) for information, advice and guidance from the Local Authority for children and young people aged 0-25 with Special Educational Needs and Disabilities (SEND), and their families.

