

## SEND Information Report – 2023/2024

Please note this report should be read in conjunction with the School's SEND Policy and Accessibility Plan.

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.

### Key Contacts

Principal: Shevlyn Byroo [byroos@seahavenacademy.org.uk](mailto:byroos@seahavenacademy.org.uk)

SENCO: Clare Macey [maceyc@seahavenacademy.org.uk](mailto:maceyc@seahavenacademy.org.uk)

SEND Governor: TBC and next LGB meeting.

Local Offer: [East Sussex Local Offer](#)

### What are the main additional needs at Seahaven Academy?

At Seahaven Academy, we have a wide range of additional needs, which fit within the 4 broad areas of need, as identified in the DfE Code of Practice (2015):

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

SEND identification is fluid and not always static, however as of September 2023, 23% of the students at Seahaven are identified as SEND Support (K) (this is above the national average) and 1.42% have an Education Health and Care Plan (E).

As per the national trend, 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 34.39% of students identified. This is 8.41% of our student community. Our second highest area of need is Speech, Language and Communication, with 24.34% of students identified which is 5.95% of our student community.

### How are SEND students and disabled students admitted to Seahaven Academy?

Students with additional needs will apply to Seahaven in the usual admissions process, as outlined in our Admissions policy. Those with an EHCP will apply during their Annual Review process and transfer phase during year 6. Consultation with Seahaven will take place based on the paperwork provided by East Sussex Assessment and Planning (ISEND). We welcome discussions with parents, the young person and professionals involved prior to making the decision on which placement parents would request, this is to ensure Seahaven is the most suitable environment and is able to offer the most appropriate provision for the young person to succeed and meet their potential. Seahaven offers a range of existing facilities to support disabled students including, disabled toilets and lift access. This is in addition to the medical room and the Learning Support

Suite. We pride ourselves on being an inclusive setting where students feel safe and thrive to meet their potential, we welcome open and honest dialogue with any parent and student who wishes to potentially attend.

### **How are additional needs identified at Seahaven Academy?**

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 observations and testing as appropriate and referring the student to an outside service if appropriate, for example:

- Communication, Learning, Autism Support Service (CLASS);
- Educational Psychology Service (EPS);
- Child and Adolescent Mental Health Service (CAMHS);
- Team around Student and Setting (TASS)
- East Sussex Children's Integrated Therapy and Equipment Service (CITES)

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.

As part of the identification process, strong communication to classroom teachers is crucial. The SEND team share all key findings whether from internal or specialist external reports to students' classroom teachers via students' electronic records, the SEND Register and email communication.

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.

We follow the statutory guidance and definition from the DfE Code of Practice on whether a student is identified as SEND, based on this if a student has lower than expected progress, this will not automatically identify them as SEND.

### **What provision can Seahaven Academy offer to students with SEND?**

Intervention and provision at Seahaven falls into the three differing waves – universal, group and 1:1. This provision will be determined by the individual need and progress of a student. In most cases students will access universal and group wave interventions before they are placed in 1:1 intervention, as per guidance from the Code of Practice and the Graduated response. Seahaven follows the latest research in effective SEND support from the EEF, which states quality subject specialist teaching is the most effective support strategy. With this research, the majority of SEND students attend all timetabled lessons. Our training and expectations from classroom teachers ensures that all teachers are aware of students' individual needs and have the necessary tools to support students successfully. Our Teaching and Learning policy and values of Rosenshine's Principles and Doug Lemov's Teach like a champion are incredibly well researched and proven pedagogical strategies which work in harmony with supporting students with SEND.

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

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;
- SEND Homework Club

For certain students, reasonable adjustments need to be made for their medical diagnosis, such as uniform or the curriculum. These adaptations will be reviewed regularly, and targets set in order to minimise them.

### **How are students with SEND assessed, with regards to their provision and how is further provision determined?**

The access, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. This is based on a pre-determined time frame to ensure sufficient time to embed new skills or knowledge. Each student is individual in their review period. Formal assessment points are used to measure academic progress and the potential requirement for further testing and support. Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means social interaction, wellbeing, organisation, and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer set period of time and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

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

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. CPD and staff commitment to upskilling is incredibly strong at Seahaven by all staff. Teaching staff are regularly updated on SEND news and research via emails, briefings, and twilight training sessions. All staff complete regular in house and online training and courses.

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 qualifications including dyslexia, autism, ACEs, Mental Health, Bereavement and Loss and nurture provision.

Our SEND staff undertake both internal and external training, as a team and individually in their area of expertise. Sharing of good practice at all levels is promoted.

### **How are students with additional needs encouraged 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. By focusing on Education with Character, 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. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved.

### **What Social, Emotional and Mental Health provision is there at Seahaven Academy?**

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 and Your Space Therapies counselling. 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 Community Leads and there is comprehensive monitoring and information sharing at our fortnightly High Needs/ Student Support Meetings, where we review the provision for vulnerable students.

### **How are students and families included in the decision making?**

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 Assistant SENCO, SENCO, their Tutor, Learning Support Lead, Community Leads, 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 Profile. Parents/Carers are also encouraged to provide their views and share their hopes for their child on our Parent/Carer Voice section of the Student Profile.

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.

### **How are transition periods managed at Seahaven Academy?**

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 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.

### **How is the provision and support of students with SEND evaluated at Seahaven Academy?**

Success for SEND students Seahaven is measured using a range of key performance indicators which are frequently reviewed and acted upon. We do not solely focus on academic success but also the positive experience of students within the school, ensuring they truly are included and happy with their school experience. We aim to reduce any gaps or disparities between students who have SEND and those who do not, this includes reviewing academic progress, attendance, behavioural data, and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contribution is also important to us in reviewing our provision. Our culture of high expectations is introduced in year 7 and embedded throughout KS3, in to KS4.



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