



**WISE**  
**ACADEMIES**  
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# **SEND Information Report**

## **Bexhill Academy**

### **2024/25**

Article 29: Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

<b>Date Agreed</b>	<b>Autumn Term 2023</b>
<b>Date to be reviewed</b>	<b>Autumn Term 2024</b>
<b>Signed</b>	

## What are Special Educational Needs?

The term Special Educational Needs and Disability (SEND) has a legal definition. Children with SEND all have difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children. Special educational needs and provision can be considered as falling under four broad areas: -

- Cognition and Learning – moderate learning difficulties; specific learning difficulties - dyslexia, dyspraxia.
- Sensory, Medical and Physical – hearing impairment, sensory processing difficulties, epilepsy.
- Communication and Interaction – Autistic Spectrum Condition, Asperger's Syndrome, selective mutism, speech and language difficulties.
- Social, Emotional and Mental Health.

### 1. How does the school know if my child has SEND and what should I do if I think my child has SEND?

We place great importance on identifying SEND early, so that we can help children as soon as possible. Teachers are continually observing and grow to know the children in their class, in addition to monitoring their progress, and if they have any concerns they can discuss these with the Inclusion Manager at any time. Pupil Progress meetings are held with the leadership team every half term. We also formally use tracking to identify those not making expected progress. We do not assume just because a child is making slower progress than expected that the child has SEND, but if there are any concerns they will be discussed with the parents as soon as possible.

Sometimes the needs do not focus around academic achievement, but, more about attention and concentration skills, communication skills and social interaction skills, which can manifest themselves as behavioural issues. If you are concerned about how your child is doing at school please talk to either the class teacher or Inclusion Manager.

### 2. How will the school support my child?

The Inclusion Manager is **Laura Hood**, their role is to co-ordinate all the specific provision that is put in place, liaise with the class teachers and, together with all adults involved, monitor a pupil's progress and well-being. They also liaise with a range of external agencies, such as speech therapists who can give us more specialised advice.

The SEND Code of Practice describes how help for children with SEND should be made by a step-by-step or graduated approach.

Teachers will choose the most appropriate way to help each child learn from a range of activities within the classroom, or differentiating the curriculum. Support can also be offered in the form of group work or interventions with teaching assistants. Parents will be made fully aware and engage in the planning of support and interventions where appropriate.

As of September 2019, Sunderland 'Together For Children' provided a core framework for all professionals working with the pupil and will give greater clarity for parents, families and carers in terms of what their child's needs are, and what each child is receiving. These are known as the Ranges. They are based on the best practice covered by the Children and Families Act. The descriptors are based on national best practice in determining the needs of pupils with SEND. They are based on the four areas of the SEND Code of Practice. They are also based on the 'golden thread'; of the graduated approach of; **assess, plan, do, review.**

They have been co-produced between education and SEND colleagues in other Local Authorities incorporating parent, carer and family views. They provide a helpful reference point in relation to identifying level of need, and will support children and young people with additional needs with consistency across schools. Bexhill Academy use the ranges document to ensure children are receiving the right support and to signpost for further support if necessary. We have identified all children who are on the SEND register to a range to ensure they are receiving the right support both internally and externally.

**The SENDCo / Inclusion Manager - Laura Hood (Sam Knox – SENDCo Support)**

Responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating all the support for children with special educational needs or disabilities (SEND)
- Ensuring that parents/carers are
  - i) involved in supporting your child's learning
  - ii) kept informed about the support your child is getting
  - iii) involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible.

**The Headteacher – Gareth Hill**

Responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND.
- The Headteacher will give responsibility to the SENDCo/Inclusion Manager and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Headteacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEND Governor – Eileen Richardson**

Responsible for:

- Making sure that the necessary support is given for any child who attends the school who has SEND.

**3. What are the different types of support available for children with SEND in our school?**

**Class teacher input via excellent targeted classroom teaching is our main offer (Quality First Teaching).**

- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENDCo or outside agencies) are in place to support your child to learn.
- Co-ordinate specific group work/ interventions run in the classroom or outside by a teacher or a Teaching Assistant (TA) or outside agencies such as, Autism Outreach Team, Educational Psychologist, Sensory Impairment Team and Speech and Language Therapy.

### **Specified Individual support**

- This type of support is available for children whose learning needs are, severe, complex and lifelong.
- This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small group teaching.
- This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups ('Including All Children' documentation from LA).
- Your child will also need specialist support in school from a professional outside the school.

### **Support for children with an Education Health Care Plan (EHCP)**

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the 'Panel of Professionals' will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- An EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. If money is allocated with an EHCP, then this will be used to pay for the support your child needs. If the outcomes written can't be met at Bexhill Academy a specialist school will be named in the plan.

#### **4. How can I let the school know I am concerned about my child's progress in school?**

- If you have concerns about your child's progress, or any other difficulties you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you can speak to the Special Education Needs / Disabilities Coordinator (SENDCo).

#### **5. How will the school let me know if they have any concerns about my child's learning in school?**

- If your child is identified as not making progress through regular monitoring and assessments by the class teacher and SENDCo, the school will set up a meeting to discuss this with you in more detail and to:-
  - Listen to any concerns you may have
  - Plan any additional support your child may need
  - Discuss any referrals to outside professionals to support your child's learning

**6. How is extra support allocated to children and how do they progress in their learning?**

- The school budget includes money for supporting children with SEND.
- The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Headteacher and the Inclusion manager/ SENDCo discuss all the information they have about SEND in the school, including:
  - The children receiving extra support already
  - The children needing extra support
  - The children who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
- Schools identify the needs of their pupils on a school provision map which for SEND pupils identifies all resources/training and support are reviewed regularly and changes made as needed. As of January 2020, Bexhill Academy will be using the local Authorities Provision Mapping tool to ensure children are receiving their funding entitlement.

**7. Who are the other people providing services to children with SEND in this school?**

**School provision**

- Teaching Assistants
- Child and Family Liaison Officer
- Educational Psychology Service

**Local Authority Provision delivered in school**

- Autism Outreach Service
- Sensory Service for children with visual or hearing needs
- Parent Partnership Service
- Behaviour support Teams
- Language and Learning

**Health Provision delivered in school**

- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs or CYPS
- Behaviour Support Teams

**8. How are the teachers in school helped to work with children with a SEND and what training do they have?**

- The SENDCo's role is to support the class teacher in planning for children with SEND and to track their progress.
- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues such as Autism Spectrum Disorder (ASD) and Speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Outreach Team (AOT) service.
- We have staff with additional training and expertise, known as 'SEND Champions' who offer additional support on an individual basis.

### **9. How will the teaching be adapted for my child with SEND?**

- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups. This could include, to name a few; visual timetables / prompts, symbols, Makaton, coloured overlays, pre-teaching, practical tasks, now and next boards, communication boards, behaviour chart, launchpad games, alternative methods to record answers, dictation tools, timers, paired activities, sensory resources.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Class teachers will produce provision maps to plan the interventions and support for children with a SEND

### **10. How will we measure the progress of your child in school?**

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in reading, writing and numeracy and pupil progress meetings are held.
- The Development Matters tool is used to assess the progress of all children in Foundation Stage.
- All children in Year 1 are assessed using the Phonics Screening Check to show their ability in reading. The results from this assessment are published nationally.
- If your child is in Year 1 or above, a more sensitive assessment tool can be used, which shows their attainment in more detail.
- At the end of Year 6 all children are formally assessed using Standard Assessment Tests (SATs) and the results are published nationally.
- All children will have a support plan and a completed profile. The profile is written with parents, staff and pupils (where possible). It outlines their strengths and difficulties and identifies what works well for them. These will be reviewed and adapted on a termly basis.
- Children with additional needs are assessed breaking levels into smaller steps to help measure progress.
- The progress of children with an EHCP Plan is formally reviewed at an Annual Review, with all adults involved with the child's education.
- The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

### **11. What support do we have for you as a parent of a child with a SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The Inclusion Manager/SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed and in a report form.
- Support plans and pupil profiles will be reviewed with your involvement.
- Homework will be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- The school's Child and Family Liaison Manager may be available to provide additional support and guidance to you if required.

## **12. How is Bexhill Academy accessible to children with SEND?**

- We aim to meet the needs of all our children, with reasonable adjustments.
- We ensure, where ever possible, that equipment used is accessible to all children regardless of their needs.
- After school provision is accessible to all children including those with SEND.
- Extracurricular activities are accessible for children with SEND
- We have nurture groups for all phases available for all pupils who are not able to access a mainstream classroom.

## **13. How will we support your child when they are leaving this school? Or moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **If your child is moving to another school:**

- We will contact, and where possible meet, the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### **When moving classes in school:**

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. SEN profiles and passports will be shared with the new teacher.
- If your child would be helped by a social book to support them understand moving then this can be made for them.
- We will organise transition sessions in the summer term to allow them to meet new practitioners and help towards a smoother transition.

### **In Year 6:**

- A meeting will be arranged for parents, primary staff and secondary staff to discuss your child's needs to help support a smooth transition.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
- Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school.

*All of the above information is based on what we can offer you at Bexhill Academy. There are several support networks in Sunderland which may also help. Please see Sunderland's Local offer to see what is available on the following link:*

<https://www.togetherforchildren.org.uk/professionals/send-local-offer>