Seaford Head School

Achieving Excellence Together

Special Educational Needs Information Report

Approved: December 2024

Date for Review: December 2025

Recommended Review: Annually

Policy Owned By: Standards Committee/Assistant Headteacher i/c Standards

Head Teacher:	Mr Bob Ellis
Special Educational Needs and Disability Co-ordinator:	Mrs Amy Perou
Chair of Governors:	Mrs Margaret Rooms
SEN Governor:	Mrs Margaret Rooms
Designated Lead for looked after children	Miss Jenny Root
Designated Safeguarding Lead	Dr Imogen Wallace

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. The report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities.

For more information on the law and guidance we follow, see www.eastsussex.gov.uk/localoffer

We will keep this report up to date. The Governors will also review this report every year and will involve pupils and parents. If you want to give us feedback about the report, please contact the school office.

1. Who do I contact about my child's special educational needs?

Your first point of contact at school is the Year Team or individual subject teacher.

The SENCO is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education and Health Care Plans. The first point of contact regarding students who are on the SEN Support List is the SENCO. Both provide professional guidance to school staff and work closely with parents and other services that provide for students in the school. For students who are not on the SEN Support List, the first point of contact is the Year Team or individual subject teachers.

Contact details:

Mrs Amy Perou

SEND@seafordhead.org

Tel number: 01323 891623

2. Which children does the school provide for?

We are a Secondary School Trust, with a Sixth Form. We admit students from age 11 to 19. We are an inclusive school.

This means we provide for children with all types of special educational needs. If you want a place for a child with an Educational Health and Care Plan, this can be considered during the annual review/transfer review process at primary school. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered the same way as applications from children without special educational needs.

* Seaford Head School Admissions Policy
* https://new.eastsussex.gov.uk/education-learning/schools/admissions
* Contact information for Families for admissions advice 0300 330 9472

3. Summary of how the school meets the needs of children with SEN and Disabilities

At Seaford Head School, we work closely with all our local schools to promote inclusion and inclusive practice so that all children, whatever their individual needs, are welcome at our school. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students, whatever their needs or abilities. All students are valued, given a sense of worth and helped to develop confidence in their abilities and strengths throughout the full range of their school experience. It is the responsibility of all teachers to meet the needs of all young people in their class, through their classroom organisation, use of resources, teaching style, differentiation and through partnership with specialist staff. We firmly believe that this lies at the heart of good inclusive practice. 'All teachers are teachers of students with special educational needs'.

Seaford Head School provides support and intervention in line with the current Code of Practice (2014). The school aims to follow the principles listed below that underpin the new Code of Practice:

- Ensure that the views, wishes and feelings of the child and their parents are sought when planning for a student with SEND needs and that their parents are participating as fully as possible in decisions; and being provided with the information and support necessary to enable participation in these decisions.

- The need to support the child and their parents in order to facilitate the development of the child/young person.
- Education, health and social care services to work together to support children and their families when needed.
- To provide high quality teaching that is differentiated and personalised for all students.
- To have high aspirations for all SEND students to achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

Our governing body works with the SENCO and Senior Leadership Team in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in school. The governing body also ensures that the school meets its responsibilities under the Children and Families Act 2014, and the Equalities Act 2010.

If the child is looked after by the local health authority, they will have a Care Plan including a Personal Education Plan (PEP) and Health Plan (where appropriate). We will co-ordinate these plans with the SEND support plan where required and will involve the parents and carers as well as foster carers or social workers in discussions.

4. How does the school identify children's special educational needs?

We aim to identify a child's special educational needs/disability (SEND) as early as possible, so that they have the best possible outcomes.

Where a student's learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age, a plan will be in place. For some students, an Educational Health and Care Plan (EHCP) will be in place through the local authority. Children may have one or more of the following broad areas of special educational needs:

- Communication and interaction - including speech and language difficulties and autism.
- Cognition and learning - including developmental delay, and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- Social, emotional and mental health difficulties - including difficulties with behaviour, attention deficit hyperactive disorder, attachment disorder or anxiety.
- Sensory and/or physical needs- including visual and hearing impairment, dyspraxia, Cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

The Inclusion Department works closely with all the local primary schools through an excellent transition programme to make sure we know our vulnerable learners before they join us. Seaford Head has a Transition Coordinator who works in the primary schools on transition to get to know our students and prepare them for secondary school. Student participation in the transition programme is discussed with primary school staff. The SENCO attends Year 6 annual reviews to ensure a student's learning needs are supported from the start of their secondary education. The SENCO liaises with primary school colleagues to discuss any transition programmes to support identified needs. The SENCO and other colleagues in the Inclusion Team are available for parents/carers to speak to at the Year 6 Open Evening.

We assess each student's current skills and level of attainment on entry to the school. We make regular assessments of progress for all students. These seek to identify students making less than expected progress given their age and individual circumstances. When progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the student's area of weakness. Subject teachers are continually aware of student's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. The subject teacher, along with the Head of Department, or the Head of Year will carry out a clear analysis of the student's needs, including the individual's development in comparison to their peers and national data. If progress continues to be a concern, they will refer to the SENCO for additional advice and/or assessment.

We are alert to emerging difficulties. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop and the curriculum becomes more complex.

We recognise that parents know their children best and we listen and understand when they express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD, ADD or ADHD or another similar disability.

Seaford Head School also recognises the need to look at the whole child, which will include not just the special educational needs, but may impact on a child's progress and attainment, for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of service personnel

5. How does the school teach and support children with SEND?

A Graduated Response is adopted for students identified as having SEND. A level and type of support is provided to enable the student to achieve adequate progress. Provision is identified and managed by the SENCO, but will be planned and delivered by teaching and support staff. The Assess-Plan-Do-Review cycle is employed here as instructed in the SEND Code of Practice 2014. The SEND needs of students are recorded on a central SEND register. The register is coded to show a graduated response to SEN needs and provision: EHC Plan or SEN Support.

Parents are informed of the support and assessments carried out on their child. A provision map records each additional intervention that is offered.

Monitoring of students identified as having learning needs is through using whole school data and additional specialist testing materials. Progress is reviewed regularly through 1-1 meetings with the student, parent meetings and at parent's evenings. The targets set with the students and their parents are shared with teachers to inform quality first teaching in the classroom to meet the student's learning needs. Progress in reading and spelling for key groups of students are monitored three times a year and support adjusted accordingly. Changes to your child's support is reviewed and adjusted regularly. This information is communicated to you through face-to-face meetings, letters or emails.

Some of the types of additional support that a student may receive, depending on their individual needs and the resources available are:

- In-class support
- Withdrawal lessons for literacy
- Units of Sound, Accelerated reader or other reading programmes
- Additional reading support
- Whole school intervention programmes in a subject
- Modified or reduced timetable and adjustments to lesson times
- Speech and language intervention
- Social communication group
- The Gremlins intervention programs
- Emotional Regulation intervention
- Lunch time social support
- Assessments from outside services (Occupational Therapist/Educational Psychologist)
- Whole school support plans - Pastoral Support Plan/Attendance Plan
- Support from outside services (detailed in question 6)
- Re-engagement/Learning hub support
- Use of a laptop/tablets in lessons
- Assessment for Access Arrangements for formal and informal exams
- A Health Care Plan
- Listening Service
- Support with orientating around the site
- Evolve
- Spelling programme
- Typing support

- Secondary bespoke Sensory Circuits
- The Evolve pathway for additional support within the timetable
- Lunch time or before school support
- Assessments from external agencies
- Re-engagement support
- Use of assistive technology
- Exam Access Arrangements in Year 10 and 11
- Emotional Wellbeing Support
- Therapy Support

6. How will the curriculum and learning environment be matched to my child's/young person's needs?

All students will have access to a broad and balanced curriculum, which is suitable for all our students. We will set high expectations for students, therefore all students start in Year 7 following the full curriculum.

We adjust the curriculum for each child with SEND to make sure that they can access the subjects at their own level, through quality first teaching.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this. We will talk with children and parents as part of the SEND support cycle (Assess-Plan-Do-Review).

The school provides opportunities for students with additional needs to work in a variety of ways that are appropriate to their needs, e.g. independently mixed ability, similar ability groups with peer support, adult supported groups and 1-1 support with an adult.

The SEND Team provide support in tutor time for additional reading practice, support in small group intervention programmes, support pupils at lunch times and provide additional support in tests and formal exams to meet the students' agreed access arrangements.

In Year 7 identified students have access to a smaller Maths and English sets to support learning. The Evolve programme has been designed to support some students and ensure that they are able to access a broad and balanced curriculum whilst ensuring that their learning needs are met. Once students are on the Evolve pathway it will carry them through till they leave Seaford Head School in Year 11. Identified Evolve Learners will have a further bespoke pathway with access to the options to study from Year 9 for their GCSE subjects.

Students at Seaford Head School choose their GCSE options in Year 8. Making subject choices is an important step in your child's education. If your child has additional needs, you will be invited to meet with a member of the Senior Leadership Team if a modified curriculum at GCSE level is in your child's best interest. This may include the Evolve provision or placements with other providers as part of their weekly lesson time. We take into account your child's progress as well as their social

and emotional needs to inform decisions on subject choices and how we can best support your child to ensure success at GCSE. The school will make every effort to make reasonable adjustments to ensure that all students can access the full range of opportunities offered within the curriculum opportunities in line with the SEND Code of Practice 2014 section 6 and Equalities Act 2010.

7. How are parents and carers involved in reviewing children's progress and planning support?

We are committed to working in partnership with parents and carers and have regard to the views, wishes and feelings of parents to meet the requirements of the SEND Code of Practice 6.64 to 6.71.

We aim to:

- provide parents with the information and support necessary to enable their full participation in decision-making.
- support parents in order to facilitate the development of their child to help them achieve the best possible.
- educational and personal outcomes, preparing them effectively for adulthood.
- communicate with the parents of children at least three times each year.
- provide an annual report for parents on their child's progress.

The SENCO is available to discuss progress and support for all SEND students by appointment. A record of outcomes, actions and support agreed through discussion are kept and shared with the appropriate school staff. Teachers of a child with SEND can access the SEND information to ensure a joined up approach when discussing progress and support. Access arrangements for tests and exams are put in place from Year 10 and regularly reviewed and monitored. Parents/carers are informed of the Access Arrangements in place for the public at GCSE in writing, this follows a formal assessment at the end of Year 9 or the start of Year 10.

If a child has an Education, Health and Care Plan, additional meetings will be in place to keep you fully informed on your child's progress. Parents are asked to contribute in advance to the annual review meeting and given a report from the school to support them write their contribution.

Communication with parents may differ over time and can vary from a weekly update to a 6 weekly/termly review depending on the needs of the child at the time as part of the graduated response to SEND. It may include email dialogue - weekly updates on behaviour and progress, home school communication book, termly meetings, reports or postcards.

If progress continues to be below expectations, an Asses-Plan-Do-Review (APDR) process may be implemented; this will involve reviewing progress at agreed intervals. A member of the school staff meets with parents/carers to start the plan and to review progress. The plan will be a partnership between home and school to support your child's progress and parent/carer views are captured at the start of this process. The school may request support from outside agencies to contribute to the plan and provide support and information for the school and home. The plan is reviewed regularly with parent/carers. A statutory assessment for an EHCP can be applied for if progress is not made and all parties feel this appropriate. Outside agencies would also need to be involved at this stage.

8. How are children involved in reviewing their progress and planning support?

We are committed to involving children with SEND in decisions about their learning and have regard for the views, wishes and feelings of children to provide information and support to enable full participation in decision making, in order to further their development and help them achieve the best possible educational.

Type of involvement	Who is involved?	How Often?
Self-assessment	Subject Teachers / SEND team	As part of learning in the classroom / needs assessment
Pupil voice Student Target setting Student Target reviews	Mentor	Once per term
ADPR reviews	Appropriate member of staff	Reviewed at least 3 time a year
EHCP Reviews Annual Review	SENCO / Student / Outside Agencies / Parents/Carers	Reviews held once a year with an interim target setting

9. How will the school prepare and support my child to transfer to a new school/college or the next stage of education and life?

We recognise that moving on can be difficult for a child with SEND and we work hard to ensure that any transition is as smooth as possible.

Seaford Head School offers your child an excellent transition programme into secondary school. We can also provide individualised support for pupils moving on to post 16 courses at Seaford Head or other providers. If your child is moving on to college:

- Students moving on to college have an opportunity to attend a taster day at a college of interest,.
- An Annual Review meeting for students with an EHCP is held in the Autumn term of year 11. It is centred on the child and their aspirations for the future. The support to be provided remains the responsibility of the Local Authority. Reviews are usually attended by a SEND personal advisor to ensure the right level of support at college.
- Careers' guidance is available in school. Career interviews are available for individuals identified as needing some 1-to-1 support. This includes children with identified SEND or who are a looked after child.

https://www.gov.uk/government/publications/careers-guidance-provision for-young-people-in-schools

10. What training do school staff have?

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. Guidance and regular training is provided for all teaching staff and teaching assistants to ensure that all students are integrated into mainstream curricular provision wherever it is appropriate. School regularly and carefully reviews the quality of teaching for all students, including those at risk of underachievement through the whole school classroom observation programme and CPD. This includes reviewing and, where necessary, improving,

teachers' and teaching assistants' understanding of strategies to identify and support vulnerable students and their knowledge of the SEND most frequently encountered.

The school will actively seek additional training to support the needs of students if necessary. On-going training for teachers and TAs is provided via:

- Training for newly qualified staff from Inclusion team members.
- Support and guidance on working with SEND students.
- Safeguarding and child protection training updated yearly.
- Regular input from the SENCO on students' needs at the start of the academic year.
- Training in specific learning difficulties (SpLD) for teachers and teaching assistants.
- Medical training to support pupils with specific medical health care plans.
- Adaptive Learning in the classroom.
- All TAs received training in supporting students with speech and language difficulties.
- Understanding Dyslexia and strategies for the classroom
- Effective questioning in the classroom
- Supporting students with additional needs in the classroom
- Members of the department are trained to deliver Units of Sound programme to support reading development.
- Staff training on ASD and how to support their needs in the classroom
- Sensory Circuits training undertaken by a member of the department.
- Mental Health first aid training
- Training on supporting the needs of looked after children
- Zones of regulation
- ELSA

11. How does the school measure how well it teaches and supports children with SEND?

We regularly and carefully review the quality of teaching for all students. We look at whether our teaching and programmes of support make a difference to student progress. We use information systems to monitor the progress and development for all students. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We complete an annual self-evaluation of our SEND provision and use this to develop an action plan to further improve our SEND provision. We also invite parents to provide feedback at meetings, parents' evenings.

<u>Key Priorities</u>

All departments to focus on SEND and make it a whole school priority. This will include developmental targets for all departments to support the progress of SEND students through high quality adaptation and resources with a specific focus on reading and measuring the progress of reading at different transition points within the school.

To ensure that all students make accelerated progress and secure exceptional outcomes; focus on SEN and vulnerable groups.

12. How accessible is the school and how does the school arrange equipment or facilities to meet children's needs?

Seaford Head School is a split site school. All three sites are wheelchair accessible. There is an accessible changing suite suitable for wheelchair users and additional lifting aids on the Arundel

Road and Steyne Road sites. The Accessible toilets on the Arundel Road site are all fitted with access cards to allow for the privacy of use.

The school is committed to making on-going additional changes to improve access to the sites. The school seeks advice from county on accessibility for individual students and works closely with occupational therapists and physio therapists to meet the needs of an individual student.

The school makes reasonable adjustments for students with long term medical needs as outlined in the schools 'Supporting Pupils with Medical Conditions' Policy. Students and Parents are asked to contribute to the Health Care Plans along with Health Care professional.

13. How will my child / young person be included in the activities with other children, including school trips?

We work with parents and students to listen to their views, feelings and wishes to ensure that SEND students can engage fully in the life of the school and in the wider community activity.

Your child will be encouraged to participate in learning activities outside of the classroom. Reasonable adjustments are made to meet a child's individual needs, where possible. If necessary other professionals are consulted. Please refer to the school's trips policy and Equality and Diversity Policy.

14. What support will there be for my child / young person's overall well-being, and their emotional, mental and social development?

Seaford Head School is an inclusive school and we welcome and celebrate diversity. We recognise the importance of physical and emotional health and are committed to ensuring your child's safety, well-being and academic progress. We have a caring and understanding team who support all of our students. Our school's behaviour and equalities policies reflect the values of the school.

Medicines and personal care support are provided through the school's pastoral team structure. There are key members of the team linked to each year group. If your child has a significant medical need, you will be invited to speak to the SENCO or the Head of Year together and an additional needs or Health plan will be created. We provide additional support for your child's emotional, social and behavioural needs. This support may include one or more of the following:

- Lunchtime support
- Transition support in Years 6 into 7/Years 8 into 9 or Year 11 into college.
- Social skills groups
- Circle of friends
- Outside counselling through TYCP and MHST
- 1-to-1 mentoring
- Supported starts to the school day
- Support with anxiety
- Exam support

Please also see 'Supporting Wellbeing' on our website.

Whether your child requires on-going or short-term support we are keen to maintain communication with you to support and review your child's progress and social emotional well-being.

The school may seek advice and support from outside agencies. You will be consulted if a referral is made and be expected to support the process. Outside agencies the school has access to are as follows:

- East Sussex Behaviour and Attendance Service (TASS), provide support around a child's behaviour and attendance. The service often work with a child who is at risk of non-attendance or behaviour difficulties that is causing the child to be at risk of exclusion.
- Early Help Key Workers (EHKW), will work with an individual in school and provide supportaround social and emotional issues that may be impacting on the child in school and at home.
- East Sussex Education Teaching and Learning Provision (TLP), provide learning support for a child who is mentally or physically unwell and is finding attendance at school difficult. The aim is always to support the child to be able to attend school.
- Time to Talk; this service provides emotional support where there may be conflict issues around family relationships.
- Child and Adolescent Mental Health Service (CAMHS) provide emotional support and therapy for a child at risk of mental health difficulties. The service also provides assessments and support for a child with ASD and ADHD/ADD difficulties. Referrals to CAMHS can also be made by parents through their GP.
- School Health Service, will be requested to support the implementation of a Health Plan.
- Communication Language Autism Support Service (CLASS), work with students who have a diagnosis of ASD and may be involved in transition to secondary school and CLASS + supports parents or carers of young people with ASD.
- The Youth counselling project (TYCP).

15. What specialist services does the school use to support children and their families?

As part of the cycle of SEND support (Assess-Plan-Do-Review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists. Seaford Head School is able to access East Sussex support services for your child. They offer support, guidance and training for staff and students. Many of the services become involved with individual pupils at the request of the school. As parents, you would be consulted and invited to meet with the professionals to discuss the support your child receives from their service.

Some of the services the school is supported by are already listed above, other services include:

- Educational psychologists - The role of this professional links primary and secondary education. Individual reports assess learning difficulties and offer new strategies. They also carry out assessments as part of an Education Health and Care Needs Assessment.
- Children's Integrated Services support students on EHCPs for; Speech and Language Service - provides assessments and on-going support packs and progress reports for those students identified as having a specific speech and language difficulty/statement of special educational needs or EHC Plans. Referrals are made through the school for one-off assessments if there is an on-going concern from school and parents regarding progress. Occupational therapy (O.T.) - provides advice and support to the school to meet the needs of an identified individual student.
- Physiotherapist - provides advice and support to the school to meet the needs of an identified individual student.
- Communication Learning Autism Support Service (CLASS) work with students who have a diagnosis of ASD.
- English as an Additional Language Service (EALs) - offer support for students with English as an additional language. The service offers practical advice for teachers and TAs and supports identification of any additional learning needs a student may have. The school receives support from this service on weekly basis for identified EAL and those who arrive during the school year.
- Virtual School provides support for the learning and wellbeing of looked after children.

https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/

https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/

16. Where can I get information, advice and support?

The 'local offer' on the internet www.eastsussex.gov.uk/localoffer
The school's local offer can also be found on the school website www.seafordhead.org

Parent information Contact.
https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/ https://amazesussex.org.uk/parent-carers/
https://www.eastsussex.gov.uk/.../learning-difficulties/spectrum

Seaford Head is an inclusive school and welcomes you if you want to discuss any concerns or worries, as well as to celebrate successes.

The following staff can be contacted to discuss your child's needs:
Headteacher
Assistant Headteachers
Head of Year and Assistant Head of Year for your child's year group.
Assistant Headteacher for Inclusion
SENCO
Transition Coordinator
Mentor

School Address:
Seaford Head School, Arundel Road, Seaford, East Sussex BN25 4LX

SEND information, advice and support service:
Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers.
0345 60 80 192
informationforfamilies@eastsussex.gov.uk
www.eastsussex.go.uk/sendadvice