



**Bexhill**  
Academy



# SEND Policy 2023-2024

Adopted: September 2023  
Next Review: September 2024

## SEND Policy

**Bexhill Academy values the individuality of all students. We are committed to giving all of our students every opportunity to achieve the highest of standards. We do this by taking account of students' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students matter. This policy helps to ensure that we promote the individuality of all our students, irrespective of ethnicity, attainment, age, disability, sexual orientation, religion, gender or background. Further information is available within our [SEN Information Report](#) and is available on the school website under the SEND Local Offer Link.**

### **Aims:**

Our academy aims to be a fully inclusive school. We actively challenge discrimination and disadvantage. We seek to remove the barriers to learning and participation that can hinder or exclude individual students, or groups of students. Inclusion is a thread that runs through all our activities and ensures that equality of opportunity is a priority for our students. We make this a reality through the attention we pay to the different needs of individual and groups of students within our academy. This includes:-

- male and female
- minority ethnic and faith groups
- students who need support to learn English as an additional language
- students with additional learning needs
- able, gifted and talented students
- students who are at risk of disaffection or exclusion
- travellers
- asylum seekers
- Children Looked After

The National Curriculum is a key part in planning programmes of study that meets the specific needs of individuals and groups of students. We meet these needs through:

- setting suitable learning challenges
- responding to diverse learning needs
- overcoming potential barriers to learning and for individuals and groups of pupils
- other curricular opportunities outside the National Curriculum where appropriate
- commitment to working closely with the Children's Services Team on 'continuum of need' cases

We achieve educational inclusion by continually reviewing what we do, through asking ourselves these key questions:

- do all our students meet or surpass their expected academic targets?
- are there differences in the achievement of different groups of students?
- what are we doing for those students who we know are not achieving their best?
- are our actions effective?

## **Teaching and Learning**

We aim to give all our students every opportunity to succeed and reach their highest level of personal achievement. We analyse the attainment of different groups of students to ensure that they are meeting expectations in terms of progress. We also make ongoing assessments of each young person's progress. Teachers use this information when planning their lessons. It enables them to take into account the abilities of all their students.

When the attainment of a student falls significantly below the expected level, teachers enable the student to succeed by planning work that is in line with their individual needs. Where the attainment of a student significantly exceeds the expected level of attainment, teachers use materials from a later key stage, or extend the breadth of work within the area or areas for which the student shows particular aptitude.

Teachers are familiar with the equal opportunities legislation covering race, gender and disability. Staff are held accountable to these regulatory standards.

All staff members ensure that students:

- feel secure and know that their contributions are valued
- appreciate and value the differences they see in others
- take responsibility for their own actions
- are taught in groupings that allow them all to experience success
- use materials that reflect a range of cultural backgrounds, without stereotyping
- have a common curriculum experience that allows for a range of learning styles
- have challenging targets that enable them to succeed
- participate fully, regardless of disabilities or medical needs

## Students with disabilities

Some students in our school have disabilities. We are committed to meeting the needs of these students, as we are to meeting the needs of all groups of students within our school. The school fully meets the requirements of the amended *the Equality Act 2010*.

The school is committed to providing an environment, within its resources, that allows disabled students full access to all areas of learning. All our classroom entrances are wide enough for wheelchair access and there is lift access for students and staff with disabilities. We use specialist desks, chairs and other furniture/equipment as and when necessary for pupils with specific physical needs. In our languages block we move classes so that students with mobility concerns are taught on the ground floor.

Teachers modify teaching and learning expectations as appropriate for students with disabilities. For example, they may give additional time to complete certain activities, or they may modify teaching materials. In their planning teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum.

Teachers ensure that the work undertaken by young people with disabilities takes account of the following:-

- their pace of learning and the equipment they use;
- the effort and concentration needed, for example, visual aids;
- is adapted or offers alternative tasks in those subjects where a barrier is present.
- allows opportunities for participation in educational visits
- uses assessment techniques that reflect their individual needs and abilities.

## Disapplication and modification

The academy can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our academy policy is to do this only in exceptional circumstances. The academy makes every effort to meet the learning needs of all its students, without recourse to disapplication. We achieve this through greater differentiation of work, or through the provision of additional learning resources. When necessary, we also support learning through appropriate external specialists. In such cases, teachers work closely with these specialists to support the young person. We also ensure that appropriate access arrangements are applied for in public exams. Where exam concessions are granted, students are given the opportunity to practice using these in school based assessments and it forms a normal part of their classroom practice.

## **Inclusion and racism**

The diversity of our society is addressed through our schemes of work, which reflect the programmes of study of the National Curriculum. Teachers are flexible in their planning and offer appropriate challenges to all pupils, regardless of ethnic or social background.

## **Special Educational Needs**

### **Values and Principles**

This policy has been developed in line with the SEND Code of Practice 2015 on the Identification and Assessment of Special Educational Needs and East Sussex County Council's **Guidelines on Identifying and Meeting SEN in East Sussex**. It shares the aims and values of the whole academy which seek to enable all students to participate in the life and work of the academy to the best of their abilities, whatever their needs. This includes working towards removing the barriers that some students face in accessing the most appropriate educational provision. Our SEND Information Report, which is available on the school website, provides additional information for parents and carers.

Students with additional educational learning needs are entitled to have their needs identified, whether they arise from learning difficulties, physical or sensory disabilities, medical problems or social and emotional difficulties. Once identified, students are entitled to educational provision alongside their peers, which caters for their individual needs and allows them access to a broad, balanced and relevant curriculum, including the National Curriculum.

It is the responsibility of all teachers to help identify and provide for all students with additional educational learning needs through the use of an appropriate range of teaching and learning methods. It is recognised that there will be a continuum of need and provision, requiring varying types and degrees of intervention.

Agreement on appropriate provision should be reached, as far as possible, with the involvement of the student, the parents or carers, teachers and teaching assistants, external support services and voluntary agencies.

### **Faculty Structure**

Lucy Culshaw is the named SENCo for the academy. She has overall responsibility for the statutory assessment work relating to students with SEND and takes lead responsibility for all SEND pupils.

There are two Deputy SENCOs

Mr Mike Walton who oversees primary transition and KS3

Mrs Z Ward who oversees KS4 and exam access arrangements

Isabelle Meredith is the Manager of the LINK which is our specialist Autistic Spectrum Condition Facility.

### **Admission Arrangements**

The school caters for the full ability range and the presence or absence of SEND is not a factor in the selection of student. In year admission interviews for students with SEND are chaired by a member of the SLT in conjunction with a relevant representative from the Inclusion Department. Parents/carers of pupils with SEND are encouraged to bring all relevant paperwork along to the meeting.

### **The LINK**

The school has a Special Facility for EHCP (Education, Health, Care Plan) students with Autistic Spectrum Condition and this is managed by Miss Meredith. The admissions policy for the Facility differs from that of the school as a whole: the students come from a wider catchment area and are recommended for admission by ESCC. The LINK offers students a tailored support package which includes in class support and withdrawal for additional support. Prospective parents/carers are encouraged to arrange an individual visit to the facility.

### **Allocation of resources**

The allocation of resources takes account of the needs of the individual student as set out on the Special Educational Needs Register.

This is planned according to the formula devised by the ESCC for funding students with or without EHCPs. Resources are allocated in line with the East Sussex SEN Matrix (2018), which sets out expectations for provision for each stage of the Code of Practice and national curriculum key stage.

### **Identification of students**

Students with SEND are currently identified on secondary transfer through close liaison with feeder Primary schools. There is a comprehensive transition plan, which ensures that vulnerable year six students have the maximum support over phase transfer. This involves visiting primary schools and arranging additional supported transition visits to Bexhill Academy. This is managed by the Miss Culshaw and Mr Walton. Attainment data for year 6 students with SEND is discussed and analysed so that appropriate provision can be made on entry.

Students in active intervention from the SEND team are placed on the SEND Register, to which all staff have access. The school employs the graduated response to SEND as laid down by the 2015 Code of Practice.

Where a student is identified as having SEND, the school will intervene at 'School Support level/wave 1' and advise teachers on appropriate interventions via individual student 'passports'.

For some students whose progress continues to give cause for concern, additional action may be taken and a formal Additional Needs Plan (ANP) will be put in place. Advice may be sought from external services. If a student does not make satisfactory progress in response to the ANP then the academy may choose to submit a request for statutory assessment to the Local Authority.

### **Complaints procedure**

The school SENCo will address any concerns related specifically to additional provision. Should this be insufficient, a meeting can be arranged with the Vice Principal, the Co-Headteacher and then if necessary a representative of the Governing Body.

### **External Agencies**

The school has well-established links with various external agencies. This work is undertaken in line with agency service agreements and any relevant traded services arrangements. Visiting specialist professionals offer the following:-

- educational psychologist reports/assessment;
- help with the identification, observation and assessment of individual students;
- direct teaching and counselling of targeted students;
- practical support for class teachers;
- loan of equipment and materials;
- advice for teachers;
- in-service training.

### **Contribution of Parents and Carers**

We recognise the importance of developing a good partnership with parents and carers. SEND staff are available by appointment to discuss concerns. There are regular opportunities to meet with SEND staff during whole school parent/carers evenings and Open Days.

Parents and carers of students with EHCPs are always invited to contribute to the Annual Review, both in the form of providing written advice and attending the meeting.

They also meet throughout the year with members of the SEND team, as well as colleagues from external agencies where relevant.

### **Links with other schools and colleges.**

The SENCO and Deputy attend regular SENCO Cluster meetings; sharing good practice, resources and developing shared strategies.