
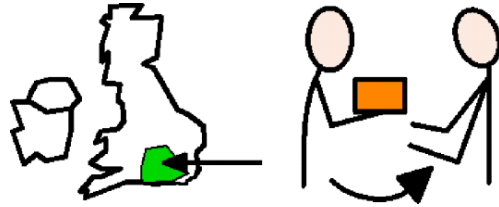




**Bexhill**  
Academy



**Special Educational  
Needs and Disabilities  
(SEND) Information  
Report**



At Bexhill Academy we are committed to offering an inclusive curriculum to ensure the best possible progress for all our students, whatever their needs or abilities.

The purpose of publishing our [Information Report](#) is to ensure that parents and carers have as much information as possible about how students with additional educational needs are supported. This includes students within the specialist [autism](#) provision, The LINK.

### The [Local Authority Offer](#)

**The East Sussex SEND Local Offer can be found here**  
<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/>

- The Children and Families Bill of 2014 requires Local Authorities (LA) and schools to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is the 'SEND Information Report'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource

for parents/carers in understanding the range of services and provision in the local area.

All students at Bexhill Academy 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. Support is provided for any student, who at any time during their school career requires additional or different provision to help them achieve their potential. This includes students from a number of vulnerable groups who are recognised as being at risk of underachievement.

These groups include:-

- Students who have a special educational **need** or disability (**SEND**)
- Children who are looked **after** (**CLA**) by a Local Government Authority
- Students in receipt of free school meals or who have been in receipt of freeschool meals within the last six years
- Students who have acquired **English** as an additional (second) language (**EAL**)
- Students from Gypsy or Roma Traveller groups.

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, materials used, teaching style, and differentiation (adapting tasks to take account of individual learning needs). This includes partnership working with the Inclusion team and The **LINK** team.

This document sets out the offer we make to those children and their families.

## **Partnership**

In caring for and educating your children we recognise the need to work in partnership with you and with other services that can support your child. It is essential that both parents and school staff establish and maintain an effective and transparent dialogue regarding the support and additional provision offered to each pupil. We value the input parents and carers can provide; both as providers of information and advice.

Personalised communication with parents is achieved through mutually agreeable formats, which might include: email, telephone calls, meetings and letters. We actively encourage communication and invite all parents to make contact as needed. There are also opportunities to meet SEND staff during every year group parent/carer evening.

We hold regular year group meetings and following discussion with you we may refer your child to an outside service for further specialist support.

We may also refer a pupil for internal support/intervention/assessment. Parents will be kept fully informed of these referrals and any subsequent work conducted.

We also have close working relationships with:

(Click on the link to visit their website)

[East Sussex County Council Children's Services \(including SEN Children's Services \(including SEN support, the Service for Children with Sensory Needs, the Educational Psychology Service\)](#)

[Child and Adolescent Mental Health Service \(CAMHS\)](#)

[NHS Children's Integrated Therapy Service](#)

[Sussex Police](#)

[Communication, Learning and Autism Support Service \(CLASS\)](#)

[Education Support Behaviour and Attendance Service \(ESBAS\)](#)

[Early Help Mental Health Practitioners](#)

[Young Carers](#)

[Dragonflies](#)

[Fellowship of St Nicholas/My Time Now](#)

[The ESCC Traveller and English as an Additional Language Service](#)

[ESCC Educational Psychology Service](#)



## FREQUENTLY ASKED QUESTIONS

- Who are the best people to talk to at Bexhill Academy about my child's difficulties with regards to learning, special educational needs and/or disabilities?
- How does the school know if students need extra help and what should I do if I think my child may have special educational needs?
- How will Bexhill Academy support my child's learning?
- How will the curriculum be matched to my child's needs?
- How accessible is the school environment?
- How will I know how my child is doing?
- What training has been undertaken by the staff who support children and young people with SEND?
- What types of support may be suitable and available for my child?
- What specialist services and expertise are available to the school?"
- How will Bexhill Academy support my child to reach his/her full potential?
- What is an Education, Health and Care Plan (EHCP)?
- How will Bexhill Academy help me to support my child's learning?
- How is support allocated to pupils and how do they move between the different levels of support in school?
- What support will there be for my child's happiness and well-being at Bexhill Academy?
- How will Bexhill Academy support my child in transition stages?
- Who can I contact if I have a complaint about the SEND provision in place for my child?
- If I have any other questions about my child at Bexhill Academy, who can I ask?
  
- **Who are the best people to talk to at Bexhill Academy about my child's difficulties with regards to learning, special educational needs and/or disabilities?**

If your child is having difficulties with their learning or homework, please contact their subject teacher, form tutor, pastoral manager or head of house in the first instance. Queries relating to special educational needs can be forwarded directly to the SENCO, Lucy Culshaw.

- **How does the school know if students need extra help and what should I do if I think, my child may have special educational needs?**

The identification of vulnerable students and the planning required to meet their needs starts before they leave their primary school. The SENCo and/or a Deputy SENCo as well as representatives of the Pastoral and Safeguarding teams visit primary feeder schools for a planning meeting with the primary SENCo (Special Educational Needs Co-ordinator) and primary school colleagues. We also carry out standardised reading and spelling assessments with all our incoming Year 7 students. In addition, all year 7 pupils are tested using the widely accepted CATs4 assessment and the NGRT (National General Reading Test). We assess incoming students using secondary language link and the GL dyslexia screener as required.

Information about individual needs and disabilities is made available to all our staff who use it for their planning. We use the graduated response approach of the SEN Code of Practice to make informed decisions

Your child's form tutor or class teacher may initially call, text or write to you to outline any initial concerns as they may arise. Your child's form tutor or class teacher may also talk to you about any issues at a parent/teacher consultation meeting. The SENCo may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

We appreciate that the needs of pupils' will change during their journey through school, requiring support to be offered when a need arises. We carry out regular reviews of progress, attendance and behaviour data in order to identify individual students who may be struggling. We also run regular internal referral meetings that allow teachers to raise concerns regarding pupils who might not have previously required additional support.

If your child is at Bexhill Academy and you believe that they have additional educational needs, then you are welcome to contact the following staff members.

Miss Lucy Culshaw, Assistant Principal and designated SENCO who is first point of contact for EHCP students, The LINK, Children Looked After and EAL learners on 01424 730722

Mrs Zoe Ward, Deputy SENCO with responsibility for KS4 and access arrangements on 01424 730722

Mr Mike Walton, Deputy SENCO with responsibility for transition and KS3 on 01424 730722

- **How will Bexhill Academy support my child's learning?**

At Bexhill Academy we believe that your child's learning needs will first be met through high quality teaching delivered by her/his subject specialist staff that take account of individual needs. Where necessary, an individual programme of support and intervention for your child will be drawn up by the school. This plan can include anything previously listed under the provision and may include input from external agencies and services.

- **How will the curriculum be matched to my child's needs?**

We organise teaching groups to suit the ability range of the students. Lessons are pitched appropriately so that students can learn and progress. Teachers differentiate tasks and materials appropriately. Teachers analyse the progress of students following each assessment point and any students requiring additional support in a particular subject area are identified. All teachers pay particular attention to students in their class that are from groups that can be at a disadvantage.

At each assessment point, students' progress is checked against their targets and this may lead to your child being identified for additional help. This may involve them being withdrawn for some small group support, although research shows that for children with special needs, teaching is most effective when delivered in



the classroom by subject specialist teachers. It is for this reason that we aim to withdraw students as little as possible. The exception is where literacy or numeracy intervention is required to make progress.

When required; staff are provided with a detailed explanation of a pupil's learning needs and specific advice on how they will need to adapt their teaching to meet the pupil's needs. This is provided by the use of a Pupil Passport. The Inclusion department also provides staff training and support meetings when more generic advice and strategies are shared. In more complex cases there are also opportunities for parents to meet with their child's teachers - we call these TATC (Team Around the Child meetings).

At Bexhill Academy we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his subject specialist staff and their form tutors. We carefully plan our curriculum to match the age, ability and needs of all pupils. Subject teachers will differentiate lesson planning and teaching to match your child's special educational needs and/or disability. It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. Bexhill Academy regularly reviews its Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and the school site as possible.

- **How accessible is the school environment?**

The school site is fully accessible to all learners, including wheelchair users, and we have two lifts. The Inclusion Areas, The Hub and The LINK are also accessible to students who need to use the facilities on offer. **Please let us know if your child encounters any problems or you feel that your child has educational or educational needs that are not being catered for.**

- **How will I know how my child is doing?**

You will receive interim reports during the year. This will show your child's progress in each area of the curriculum. There are also parent's evenings during the year which offer the opportunity for you to discuss progress with subject specialist staff. We would encourage you to make direct contact with subject specialist staff at any time during the year if you have a concern. You can also contact our Vice Principal for Inclusion, Mrs Trudy Hillman, who will direct you to the relevant personnel if you are unsure.

The school SENCO closely monitors the progress of SEND pupils across the school and ensures that its resources are effectively deployed to enable SEND pupils to make progress.

If a pupil has an EHCP (Education Health Care Plan) or Additional Needs Plan (ANP) then the school will arrange additional meetings during the academic year to discuss progress and ensure that the pupil's individual needs are being met.

- **What training the staff who support children and young people with SEND have undertaken?**

Whole school staff training takes place regularly with a focus on SEND and vulnerable groups. In addition to this, our Inclusion team have developed specialisms across a range of special educational needs. This includes Miss Culshaw, SENCo and Mrs Ward, Deputy SENCo who both have Level 7 Specialist Assessor status as does Mrs Jolene Deeproose. We have specialist lead tutors for each of the main areas of SEND need and are constantly reviewing our offer to ensure that we are best meeting the needs of our student cohort.

- **What types of support may be suitable and available for my child?**

At Bexhill Academy we follow a graduated response to supporting your child's learning –

**Universal** – this first level of support consists of the high quality teaching your child will receive from her/his subject teachers and their form tutor; this may include some adaptations to match learning needs.

**Targeted** - it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated three-part approach of

- Assessing what your child's specific needs are
- Planning how to meet your child's specific needs
- Doing the most effective interventions to support your child
- Reviewing the impact of the interventions on your child's progress towards individual learning outcomes.

**Specialist** – it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school in order to plan for the best possible learning outcomes for your child. This may include educational psychology, speech and language therapy, occupational therapy, physio-therapy or input from the sensory needs service.

The support your child will receive will depend on your child's needs. However, our education provisions will match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014;

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs

Current interventions delivered by Bexhill Academy include:

### **Communication and interaction**

#### **Secondary Language Link**

Secondary Language Link is a comprehensive SLCN support package. This assessment, targeted interventions and teacher training package enable us to identify and support the **language** and communication needs of Key Stage 3 students aged 11-14 years.

#### **'Talkabout for Teenagers' (SULP - Social Use of Language Programme).**

This is a specific programme available to pupils who find social communication and expression difficult. It covers a range of taught social skills and appropriate social behaviours.

#### **In-house SALT - Stephanie Pearson**

Our in-house speech and language therapist will offer advice and input for our students with a high level of SLCN needs.

### **Cognition and Learning**

#### **Lexonic Leap**

#### **Lexonic Advance**

#### **Toe by Toe**

### **Social, Emotional and Mental Health**

### **The Bridge**

The Hub is a 'safe space' for identified students who hold exit cards that allow them to leave a lesson or other school activity when they are not coping. The Bridge is constantly and consistently staffed and the students are encouraged to re-regulate their emotions and return to lessons when ready.

### **Nurture Group**

Nurture groups are a short-term, focused intervention for children with particular social, emotional and behavioural difficulties, which are creating a barrier to learning within a mainstream class.

### **Individual Pupil Mentoring/Zones of Regulation**

If a pupil is demonstrating particular problems with following the routines, social interactions or organisation, they may be invited to take part in targeted and individual support through our mentoring programme.

The Zones of Regulation is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete coloured zones. The Zones framework provides strategies to teach students to become more aware of and independent in controlling their emotions and impulses, manage their sensory needs, and improve their ability to problem solve conflicts.

### **Listening Service**

Our school counsellor, Angie Nettles, is available for 1:1 and group work for three days per week. Students are referred to her service by the Pastoral and Inclusion teams.

### **Milo's Rom**

Milo is our school therapy dog and, alongside his owner, Miss Ransom who is a Mental Health First Aider, offers support and comfort to students who have been identified as needing short term intervention as well as drop-in, one to one work and classroom visits depending on identified needs.

### **Sensory and/or physical needs**

#### **Jump Ahead**

Jump Ahead focuses on developing motor co-ordination skills. The areas covered include visual perception and visual motor skills, bilateral skills, eye hand coordination and ball skills, balance and pencil skills.

## Sensory Circuits

Sensory circuits is a short and snappy sensory motor skills programme that helps to set children up for a school day. Students participate in a 10-15 minute session of activities designed to improve brain processing efficiency, and they generally find that the circuit is a fun way to start the day.

## English as an additional language intervention

### TEALS

We have bought the full package ESCC Teals Services.

EAL intervention is also delivered in house via small groups or 1:1 and is bespoke depending on the needs of the student.

- **What specialist services and expertise are available to the school?"**

We work in partnership with a wide range of specialist services with whom we meet with to discuss appropriate support for individual students. These services include the following:-

[East Sussex County Council Children's Services \(including SEN Children's Services \(including SEN support, the Service for Children with Sensory Needs, the Educational Psychology Service\)](#)

[Child and Adolescent Mental Health Service \(CAMHS\)](#)  
[NHS Children's Integrated Therapy Service](#)

[Sussex Police](#)

[Communication, Learning and Autism Support Service \(CLASS\)](#)

[Education Support Behaviour and Attendance Service \(ESBAS\)](#)

[Early Help Mental Health Practitioners](#)

[Young Carers](#)

[Dragonflies](#)

[Fellowship of St Nicholas/My Time Now](#)

[The ESCC Traveller and English as an Additional Language Service](#)

[ESCC Educational Psychology Service](#)

- **How will Bexhill Academy support my child to reach his/her full potential?**

Bexhill Academy ensures that all its staff have a growth mind-set with regards to your child's progress and will consistently set your child challenging academic targets while at the same time providing the high quality teaching required to support their aspirations. Teaching and learning strategies, progress and academic targets are regularly reviewed. External agencies and specialists may also review your child's progress and support teachers to adapt their planning accordingly.

- **What is an Education, Health and Care Plan (EHCP)?**

The purpose of an EHC Plan is to make special education provision to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and social care and, as he/her gets older, preparing for adulthood.

An EHC Plan will contain;

- the views and aspirations of you and your child,
- a full description of his/her special educational needs and any health and social care needs,
- establish outcomes for your child's progress,
- specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes

You, your child (where appropriate and aged 16 and over) and/or the school can request that the local authority conduct an assessment of your child's needs. This may lead to an EHC Plan.

- **How will Bexhill Academy help me to support my child's learning?**

At Bexhill Academy, we believe it is essential for parents and carers to be involved in all areas of their child's learning and we actively encourage such discussions. We also believe that it is important to listen and understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at meetings with your child's form tutor and subject teachers throughout the year.

If your child has an identified special educational need, you will be invited to regular meetings with the SENCO/Deputy SENCO/member of the Inclusion Department to discuss current progress and any support strategies being used as well as their

expected outcomes. If your child has an Education, Health and Care Plan (EHCP) you and your child will also be able to share your views at an Annual Review Meeting where a member of the Local Authority Assessment and Planning Team may also attend.

There we may share suggested strategies or activities for you to do at home to support your child's learning. We sometimes host parent/carer workshops in school to help you better understand the strategies used in school. In addition, we may be able to offer you individual training in specific support strategies relevant to your child.

We hold termly events for the parents and students on our SEND register by year group where we share the students' achievements and talk through the school offer.

- **How is support allocated to pupils and how do they move between the different levels of support in school?**

The school's SEND budget is determined by the national funding formula. In addition to receiving an annual notional SEND budget, the school received additional targeted funding for some students' EHCPs. The school also receives the Pupil Premium funding to support students in some other vulnerable groups.

The SENCO regularly reviews the effectiveness of the school's current interventions as part of the with the Senior Leadership Team in order to agree provisions and prioritise action plans. The SENCO and/Deputy SENCOs meets with the Learning Leaders and Heads of Departments to discuss the effectiveness of subject specific provisions as well as to prioritise action plans. Based on these discussions additional or alternative interventions may be implemented. The process is reviewed regularly to ensure the most effective interventions are provided to those pupils who require additional support to learn.

The SENCO and other members of the Inclusion team will liaise with the local SEND services (such as Speech and Language/Educational Psychology/Occupational Therapy) and will engage with these services to ensure that pupils with SEND are best supported by specialists if necessary and appropriate.

- **What support will there be for my child's happiness and well-being at Bexhill Academy?**

Bexhill Academy has a strong and well-established pastoral support team. The Inclusion and the pastoral teams work closely together to provide tailored support for student well-being. The relationship that we build with individual students is an important tool in wrapping support around some of our most vulnerable learners

Year Group	Learning Lead	Pastoral Manager	SEND Link
7	Alex Humphrey	Kym Browning	Mike Walton
8	Chris Steward	Nicky Austin	Mike Walton
9	Jolene Deeprise	Cheryl Kemp	Mike Walton
10	Matt Dann	Kim Fuller	Zoe Ward
11	Ben Eldridge	Nicky Humphreys	Zoe Ward

In addition to whole school support, there are students who access other in-school support mechanisms. This could be one or more of the following:-

- [Access to the LINK/The Bridge](#)
- [Nurture group](#)
- [Peer mentoring or adult mentoring](#)
- [School nurse drop-in](#)
- [Confidential Listening Service](#)
- [Restorative meetings](#)
- [Milo's Room](#)
- [Anti-bullying support](#)
- [Anger Management](#)
- [Literacy and Numeracy Intervention](#)
- [Dragonflies\(bereavement support\)](#)
- [Young Carers](#)
- [Social Use of Language Programme](#)
- [SALT \(Speech and Language Therapy\)](#)
- [SEN TA Mentoring](#)
- [My Time Now](#)



- [SAS \(Sexual health and advice\)](#)
- [Extended Year 6 Transition Support Programme](#)
- **How is my child included in all the same activities as his/her peers at BexhillAcademy?**

At Bexhill Academy we strive to ensure that all young people, regardless of their individual needs, have access to the whole range of educational opportunities and activities. We comply with all legislation in respect of accessibility and make reasonable judgements where necessary. We plan for these through individual risk assessments for students. We encourage parents and carers to discuss any concerns with us so that we can plan for full inclusion. Further details can be obtained from our Equality Policy and Accessibility Plan, which are available in reception and/or on our website.

- **How will Bexhill Academy support Looked After Children who also have SEND?**

At Bexhill Academy we have a Looked After Children's Keyworker, Denni Holdsworth. This role ensures that the needs of our Looked After Children are promoted and acted on pro-actively. The Looked After Children's Keyworker works closely with children in school to mentor them and support their independence and resilience. They work closely with subject teachers to ensure that adjustments are implemented and best communication practices are followed. They also work with external agencies to ensure their prompt and appropriate intervention when required.

- **How will Bexhill Academy support my child in transition stages?**

### **Primary Transition**

If your child is identified as requiring additional support during transition, we offer a vulnerable group programme which runs in June/July prior to the main taster days for the whole year group, which take place in July. Students who have an Education Health and Care Plan (EHCP) will also be visited in their primary school and additional support will be offered as agreed with parents/carers and primary colleagues. We strongly encourage parents and carers to arrange informal visits to our school as early as Year 5 so that they have the time to carefully consider the provision offered and to begin to build up relationships with key staff in the Inclusion department. We liaise closely with the school your child is transferring from, as well as meeting with parents/carers beforehand. We can discuss with the relevant teachers any individual needs and how best to support your child in school.

During the transition programme in Year 6, the primary SENCo will meet with the Year 7 SENCo to discuss each student on the SEN register and will recommend what level of support a student may require. They will also highlight other students whose needs they recommend we monitor as they may become vulnerable during the transition process. Careful consideration is given to class groupings and the Year 7 SENCo works closely with the Year 7 Learning Leader and Pastoral Manager to achieve this

All Year 7 students complete baseline assessments which allows us to make informed decision about the level of support each student requires. These assessments include language and communication, maths, reading, spelling and a screen for dyslexia and dyscalculia. Year 7 students sit CATs which completes our rounded profile of the whole child. This assessment reveals hidden potential by assessing the main types of reasoning ability known to make a difference to learning and achievement.

### **Mid-year admissions/transitions**

While at Bexhill Academy we take care to ensure that during transition points (late entry, between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Home may be carried out by staff. We carry out targeted educational testing for all mid-year admissions to ensure that we are best placed to identify and meet any learning needs.

### **College Transition**

There is a strong focus in all year groups on the development of resilience and independent learning. This allows students to develop secure communication skills and personal skills which help prepare them for transition to post 16 education, training or employment.

All students follow a programme of personal, health and social education which involves age appropriate careers education, information advice and guidance (CEIAG). This includes working closely in partnership with local FE providers and YES (Youth Employability Service). All Year 11 students are supported in by their tutors in the completion of their UCAS application for post-16 destinations. Y11 SEND pupils might be offered an additional academic mentor to support revision and exam preparation.

The Inclusion staff work closely with parents and carers, colleges and employers during Year 11, so that transition is as smooth as possible at the end of the year. We work with specialist careers advisors and we hold early annual reviews for Year 11 students with EHCPs. We offer supported visits and taster days to post 16 placement choices and ensure that the Additional Needs teams at our local FE colleges are aware of the additional support needs of individual students

- **Who can I contact if I have a complaint about the SEND provision in place for my child?**

Initially please speak with the SENCO, Lucy Culshaw. We hope that she will be able to address your concerns; if you the SENCO is unable to resolve the concern then Trudy Hillman, Vice Principal will be available to meet you to discuss them. If you then need to speak to either or both of our Co-Principals, full details of the complaints procedure are available on the website or by request.

- **If I have any other questions about my child at Bexhill Academy, who can I ask?**

If you still have a question, want to look around, or would like an in-depth discussion, then please contact:

Lucy Culshaw, SENCO – [Lucy.Culshaw@bexhillacademy.org](mailto:Lucy.Culshaw@bexhillacademy.org)

Zoe Ward, Deputy SENCO – [Zoe.Ward@bexhillacademy.org](mailto:Zoe.Ward@bexhillacademy.org)

Mike Walton, Deputy SENCO – [Mike.Walton@bexhillacademy.org](mailto:Mike.Walton@bexhillacademy.org)