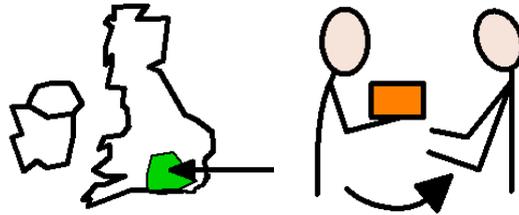


Bexhill Academy

SEND Information Report

Approved by	
Name: Trudy Hillman & Phil Edkins	
Titles: Assistant Principal & SENCO	
Date of next review	December 2019

(SEND) special educational needs and disabilities - Information Report



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

This includes students within the specialist **autism** provision. 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.

The Local Authority Offer

- 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.

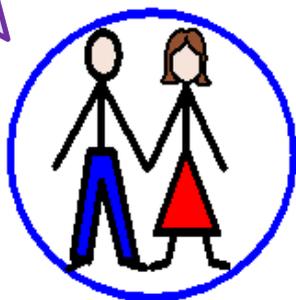
These groups include:-

- Students who have a **s**pecial **e**ducational **n**eed or **d**isability (**SEND**)
- **C**hildren who are **l**ooked **a**fter (**CLA**) by a Local Government Authority
- Students in receipt of free school meals or who have been in receipt of free school meals within the last six years
- Students who have acquired **E**nglish as an **a**dditional (second) **l**anguage (**EAL**)
- Students from Gypsy or Roma Traveller groups.

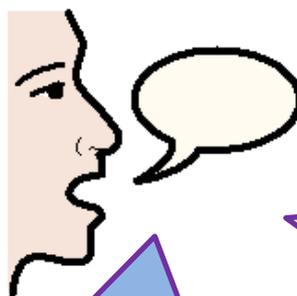
All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all students in their class through their classroom organisation, materials used, teaching style, and differentiation (adapting tasks to take account of individual learning needs). This includes partnership working with the **L**earning **S**upport team and the **ASP**ie (**A**utism **S**upport **P**od) team.

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

"My child has recently had 100% attendance and can now deal with many situations on his own and he enjoys going to school. I could not have asked for more support".

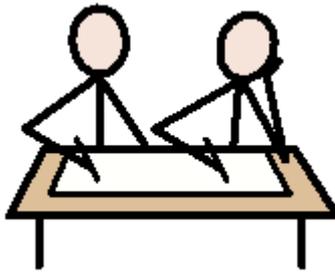


"Excellent communication with staff at all times."



"I am very happy with the school's support. It makes a nice change for my child to go to school and for us to know his needs are taken care of."

"Regular meetings, letters, emails, phone calls - they make good use of all to carry on the support and advice."



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 house 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 \(including SEN support, the Service for Children with Sensory Needs, the Educational Psychology Service\)](#)

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

[Targeted Youth Support \(TYS\)](#)

[NHS speech and language therapists \(SaLT\)](#)

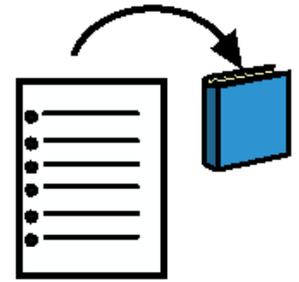
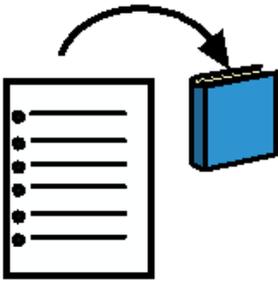
[Traveller and English as an Additional Language \(TEALS\)](#)

[Sussex Police](#)

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

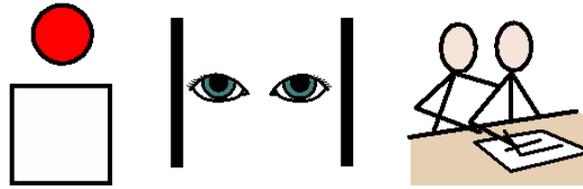
[Education Support Behaviour and Attendance Service \(ESBAS\)](#)





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Overview of provision

Your child's education at our school falls broadly into three phases.

1. Transition phase - end of Year 6 (primary Key Stage 2) to Year 7 (secondary Key Stage 3)
2. Key Stage 3 continues through the remainder of Year 7 and Year 8.
3. Key Stage 4 commences at Year 9 and continues to the end of Year 11.

Support and interventions vary across these phases and are tailored to meet the needs of each student. We offer a range of interventions which are coordinated by the Inclusion Learning Support team. A student may access one or more of the following:

- Full Access to the national curriculum suitably differentiated to take account of each individual's special educational needs and taught in classes by subject specialist teachers.
- Robust transitions programme of support for identified Year 6 students. This includes visits to feeder schools by managers from the AEN team, additional visits to Bexhill Academy and individualised support for parents and carers.
- In class support from teaching assistants with expertise in subjects and individual needs.
- Additional literacy and numeracy intervention.
- Bespoke individual mentoring programmes and nurture groups to support students' social and emotional well-being.
- Small group communication skills intervention through the **Social Use of Language Programme (SULP)**.
- Individual speech therapy programmes delivered by trained teaching assistants.
- Support from the Autism Support team (ASPie).
- Access to key staff with whom trusting relationships can be developed and students can share their concerns.
- Teaching by a dyslexia trained teacher.
- Access to our internal counselling service (Listening Service)



Frequently asked questions

"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?"

All Students

We gather a huge amount of information from your child's primary school. Every feeder school is visited by both the SENCO (Special Educational Needs Co-ordinator) and by representatives of the LS/ASPie team. We 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.

Students with SEND

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 about different levels and types of support.

The identification of vulnerable students and the planning required to meet their needs happens before they leave their primary school. The SENCO visits all primary feeder schools for a planning meeting with the primary **SENCo** (Special Educational Needs Co-ordinator) and primary school colleagues.

If your child is identified as requiring additional support during transition we offer a vulnerable group programme which runs in June prior to the main taster days for the whole year group in July.

Students who have an **E**ducation **H**ealth and **C**are **P**lan (**EHCP**) will also be visited in their primary school and additional support will be offered as agreed with parents and 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 **I**nclusion **L**earning **S**upport department.

We appreciate that the needs of pupils' will change during their school education, requiring support to be offered when a need arises. As previously mentioned we run 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.

[Mr P Edkins, Director of Inclusion \(SENCO\) on 01424 730722 \(Years 8, 9, 10 & 11\)](#)

[Miss Z Willard, Deputy SENCO on 01424 730722 \(Year 7\)](#)

[Mrs E Anderson, Autism Facility Manager on 01424 735456 \(ASC students - all years\)](#)

"How will the school support my child's learning?"

Our students' needs are best met through high quality teaching by 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. The plan can include anything previously listed under the provision and may include input from external agencies and services.

Students with **EHCPs** will have their provision discussed and agreed with parents and carers at annual review meetings.

Information provided to parents includes:

School reports during the academic year; detailing assessments results and level of pupil engagement in class and with homework.

Parents progress evenings - chances to meet teaching staff and either the school SENCO or Deputy SENCOs.

Home / School report book - when required.

Records of meetings held and agreed outcomes/action points.

Provision Map - detailing pupil profile and support in place.

Additional Needs Plan - graduated process (assess, plan, do, review)

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

All students

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.

Students with SEND

At each assessment point, student's 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. Key stage 4 pupils will not be withdrawn from their GCSE lessons.

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 Provision Map. The ILS department also provides staff training and support meetings when more generic advice and strategies are shared.

"How will you and I know how my child is doing?"

All students

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 Parent Communication officer, Mrs. Tracey Holden, 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 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 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:-

- Education Support, Behaviour and Attendance Service (ESBAS)
- Family support keyworkers
- Speech and language therapy
- Educational Psychology Service
- School Nurse Team
- Targeted Youth Support
- Youth Support Team
- Child and Adolescent Mental Health Service (CAMHS)
- Communication, Learning and Autism Support Service (CLASS)

"What support will there be for my child's overall well-being?"

All Students

Bexhill Academy is formed of five 'Houses' (Yale, Oxford, Cambridge, Harvard and Imperial)

House	Name of Progress Leader	Name of pastoral manager
Cambridge	Ms B Andrews-Dawson	Mr E Brazier
Harvard	Mr M Wilkinson	Mrs A Gallastegui
Imperial	Mr S Whiteman	Mrs D Holter
Oxford	Mr B Eldridge	Mrs D Bradbury
Yale	Mr K Anstey	Mrs C Kemp

Students with SEN/targeted students

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 ASPie/LS at break and lunchtime](#)
- [Nurture group](#)
- [Peer mentoring or adult mentoring](#)
- [School nurse drop-in](#)
- [Confidential Listening Service](#)
- [Access to quiet room on ASPie/LS](#)
- [Restorative meetings](#)
- [Anti-bullying support](#)
- [Anger Management](#)
- [Literacy and Numeracy Intervention](#)
- [Dragonflies\(bereavement support\)](#)
- [Young Carers](#)
- [Social Use of Language Programme](#)
- [SALT \(Speech and Language Therapy\)](#)
- [Mentoring \(Peer, pastoral or academic\)](#)
- [My Time](#)
- [SAS \(Sexual health and advice\)](#)
- [Target Youth Service Drop In](#)
- [Anti-Bullying workshop](#)
- [Extended Year 6 Transition Support Programme](#)

The AEN 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.

"What training have the staff had who support children and young people with SEND?"

Whole school staff training takes place regularly with a focus on SEND and vulnerable groups.

In addition to this, our AEN team have developed specialisms across a range of special educational needs. This includes our Deputy SENCO teacher with Level 7 Specialist Assessor status, our SENCO who has a Post Graduate Certificate in Autism, Autism Diagnostic (3Di) Qualification - Great Ormond Street Hospital and a PGCiPP (NASENCO - Level 7) and the ASC Facility Manager is qualified in ADOS(Autism Diagnostic Observation Schedule - Great Ormond Street Hospital)

"How accessible is the school environment?"

The school site is fully accessible to all learners, including wheelchair users, and we have two lifts. The AEN pods 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 my child be included in activities outside the classroom, including school trips?"

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 which is available in reception or can be found on our website.

"How will the school prepare and support my child to transfer to college or the next stage of education and life?"

All students

There is a strong focus in all year groups on the development of personal, learning and thinking skills (PLTS). This allows students to develop secure communication skills and personal resilience 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. 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.

SEN/targeted students

The AEN staff work closely with parents and carers 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.

"How are the school's resources allocated and matched to the special education needs of students?"

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

"How is the decision made about levels and types of additional support?"

During the transition programme in Year 6, the primary SENCo will recommend what level of support a student may require. We also complete our own literacy testing in September with all new Year 7 students. This allows us to make informed decision about the level of support each student requires. If a student has a EHCP then the provision that a student is entitled to is clearly specified within this document. The school monitors the impact of support and interventions to ensure that your child makes good progress towards achieving their targets.

"How can I be involved?"

If your child has SEND and you wish to become more involved in their learning with us, do not hesitate to contact the SENCO or Deputy SENCO. We are more than happy to discuss any ideas that you may have.

"Who can I contact for further information?"

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

Mr P Edkins (Years 8, 9, 10 and 11)

Miss Z Willard (Year 7)

Mrs E Anderson (Autism Facility)

01424 730722

Email: phil.edkins@bexhillacademy.org,

Zoe.Willard@bexhillacademy.org,

ellie.anderson@bexhillacademy.org

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

You are welcome to offer feedback relating to this local offer by contacting Mr Edkins the school SENCO using his contact details above.