



Special Educational Needs Information Report¹

1. About this report

The Children and Families Act 2014 says that all schools and academies must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our academy meets the needs of children with SEN. It will be published on the academy website and as part of East Sussex County Council's 'local offer' (www.eastsussex.gov.uk/localoffer).

In the report, we explain how we meet our duties towards students with special educational needs and disabilities. This report complements the University of Brighton Academies Trust's Special Educational Needs and Disabilities Policy (University of Brighton Academies Trust).

We will keep this report up to date. The academy's Local Board will also review this report every year, and will involve students and parents/carers. If you want to give us feedback about the report, please contact the academy office.

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

Your first point of contact at the academy is the child's form tutor.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and coordinating the support for children with special educational need, including those who have Education, Health and Care (EHC) plans. They also provide professional guidance to academy staff and work closely with parents/carers and other services that provide for children in the academy.

The key contacts at our academy are:

Principal	Mr Stuart Smith
SENCO	Mrs Cate Bance
Chair of Local Board	Mr Alan Matthews
Nominated Member of the Local Board for SEND	Mrs Julie Jones

Designated Safeguarding Lead	Mrs Cate Bance
Designated Person for Looked After Children	Mrs Cate Bance

Contact details: 01424 711950; <http://www.thehastingsacademy.org.uk>

3. Which children does the academy provide for?

We are a secondary academy and we admit students aged 11 to 16 years.

We are an inclusive school. This means we provide for children with all types of special educational needs. The areas of need that are described in the SEND Code of Practice are:

- **Communication and interaction** – this includes children and young people with speech, language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger’s Syndrome.
- **Cognition and learning** – this includes children and young people with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). This also includes children and young people with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Sensory and/or physical needs** – this includes children and young people with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD)

Children and young people with any of these needs can be included within our academy community. Whilst these four categories broadly identify the primary areas of need for children and young people, our academy will consider the needs of the whole child or young person and not just their special educational needs.

If you want a place at our academy for a child with a statement or Education, Health and Care plan, this can be considered during the annual review process and/or during the admissions process. If you want a place for any other child with special educational needs, you should apply as normal, and your application will be considered in the same way as applications from children without special educational needs.

Our Admissions Policy is available on our website. Other useful information is available from:

- [school admissions- East Sussex.gov.uk](http://school.admissions-EastSussex.gov.uk)
- contact Information for Families for admissions advice 0345 60 80 192

4. Summary of how the academy meets the needs of children with SEN and disabilities

The key aim of the University of Brighton Academies Trust and each of its academies is to help all students – including those with SEN and disabilities - to achieve their very best and become successful, well-rounded individuals. We believe that all children should have high quality teaching, adjusted to meet their individual needs, in accordance with our statutory duties under the Children and Families Act 2014 and the Equalities Act 2010. Our academy regularly assesses all of our students so that we can see who has special educational needs as early as possible.

We follow an ‘assess, plan, do, and review’ cycle to ensure that we meet the needs of children with special educational needs.

Where a child makes less than expected progress, the subject teacher, in conjunction with the SENCO, assesses whether the child has SEN. Where a student is identified as having SEN, the academy will plan (in conjunction with the student and parent/carer) the child’s teaching by identifying the outcomes that are being aimed for, and by identifying and planning the provision needed to meet the outcomes. The resulting SEN support plan will then be implemented, and regularly reviewed, at least three times a year.

The ‘assess, plan, do, and review’ cycle helps everyone to work together to continually improve the support so that the child makes good progress.

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

5. How does the academy identify children’s special educational needs

We aim to identify children’s special educational needs (SEN) as early as possible, so that they have the best possible outcomes. A student has SEN where their 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.

Our academy will assess each student’s current skills and level of attainment on entry to the academy. We will make regular assessments of progress for all students. These will seek to identify students making less than expected progress given their age and individual circumstances. This is progress which:

- 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.

In identifying a child as needing SEN support, the subject teacher, working with the SENCO, will carry out a clear analysis of the student’s needs including the individual’s development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEN. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

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

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. Staff also listen and address any concerns raised by the children and young people themselves.

Where it is decided to provide student with SEN support, the decision will be recorded in academy records and we will formally notify parents. We are required to make data on the level and types of SEN in the academy available to the Local Authority. This data, which is collected through the School Census, is also required to produce the national SEN information report.

SEN support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

A school-based SEN support plan is used when, despite the appropriate targeted support, a child or young person continues to make little or no progress or to work at levels considerably below those of their peers. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant or purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person has not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by the academy or by parents.

In considering whether an EHC needs assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the academy to meet the child or young person's SEN. An EHC needs assessment will not always lead to an EHC plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at academy level.

6. How does the academy teach and support children with SEN?

In common with all academies in the University of Brighton Academies Trust, we set high expectations for all students, whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children and young people. Some children and young people need educational provision that is

additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

Teaching and learning strategies include

- Differentiated curriculum, objectives, activities and teaching approaches
- Clarity for students about what they are being asked to do, why they are doing it, how they are supposed to do it and how they will know if they have done well
- Use of supportive techniques such as visual timetables, modelling and demonstration
- Clear instructions and simplified language
- Support with key words and subject terminology
- Access to word processors
- Structured routines and regular reminders of whole-school/class rules
- Reward and sanctions systems that work and take account of students' SEND

The quality of teaching for [pupils/students] with SEN and their progress is a core part of the Trust's performance management arrangements, and our academy's approach to professional development for all teaching and support staff.

We record evidence of student progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEN support provided. We will record details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's or young person's progress, expected outcomes from the support and planned next steps.

SEN support takes the form of a four part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, student and teaching staff will be clear about how they will help the student reach their expected outcomes. The effectiveness of the support and interventions and their impact on the student progress will be reviewed in line with the agreed date.

EHC plans are used to actively monitor children and young people's progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child or young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, an academy representative, a Local Authority SEN Officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child;
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, the academy will endeavour to synchronise EHC plan reviews with social care reviews.

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

All students have access to a broad and balanced curriculum which is suitable for all our students. We will set high expectations for all students.

We adjust the curriculum for each child with SEN to make sure that they can access the subjects at their own level, and make progress. This is called 'differentiation'. Lessons are planned to address potential areas of difficulty and to remove barriers to student achievement.

We do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.

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 SEN support cycle (assess, plan, do, review).

Further information about our academy's curriculum for each year group is available on our website.

8. 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. We will:

- Have regard to the views, wishes and feelings of parents;
- Provide parents with the information and support necessary to enable 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 other outcomes, preparing them effectively for adulthood;
- Meet with the parents of children and young people at least three times each year;
- Provide regular reports for parents on their child's progress;
- Involve parents in the regular reviews of SEN support plans and, where applicable, in the annual review of EHC plans.

We encourage regular communication with parents and carers. Where and when necessary, our Pastoral and SEN staff will communicate with parents and carers as frequently as required. This may be via email, home/school liaison book or telephone conversations. All parents and carers of children with SEND also have the opportunity to meet and discuss individual progress and discuss any queries with staff from the SEN team at these whole school events.

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

We are committed to involving children and young people with SEN in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children and young people;
- Provide children and young people with the information and support necessary to enable full participation in decision making;
- Support children and young people to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

The following table sets out the different opportunities we have for talking to students about their learning:

	<i>Who's involved?</i>	<i>How often?</i>
<i>Academic review days/parent consultation</i>	<i>Student; parents/carers; tutors; subject teachers; Heads of School</i>	<i>At intervals throughout the year</i>
<i>Assessment for learning – including self & peer assessments - Medals & Missions</i>	<i>Student; peers, subject teachers</i>	<i>2 x termly for Core subjects 1x termly for foundation subjects</i>
<i>Pupil Voice</i>	<i>Student, teachers, Teaching Assistants (TA), tutors,</i>	<i>When required.</i>
<i>School Council</i>	<i>Student, School Council lead teacher</i>	
<i>SEN support review meetings</i>	<i>Student, parents, class teacher/form tutor supported by SENCO</i>	<i>At least three times a year</i>
<i>Annual reviews (statements and EHC plans only)</i>	<i>Student, parents, SENCO, class teacher/form tutor, learning support managers, support services, local authority.</i>	<i>Once a year</i>

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

The great majority of children and young people with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. In common with all academies in the University of Brighton Academies Trust, we encourage these ambitions from the start. Our SEN support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and students the information to be shared as part of this process. We support children and young people so that they are included in social groups and develop friendships. This is particularly important when children and young people are transferring from one phase of education to another.

If a child or young person has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15th February in the calendar year of the transfer.

We will ensure that students from Year 8 to Year 11 are provided with independent careers advice. For students with EHC plans, reviews from Year 9 will include a focus on preparing for adulthood and we will co-operate with the Local Authority to support the development of a post 16 study programme tailored to their needs.

The Hastings Academy offers an in depth Post 16 transition course for those with SEND and in year 11 from an independent careers provider. Careers Education Information Advice & Guidance (CEIAG) is offered at a level that is appropriate to students; the course follows the program set out below.

- Know influences on career choices
- List influences on own career choices
- Understand how to make career choices
- Evaluate information about careers and progression opportunities from a variety of sources
- Explain different career options
- Justify choices for career progression
- Be able to prepare for a careers guidance interview
- Create a CV
- Create a personal statement
- Present questions for a guidance interview
- Present a revised individual learning plan which reflects career and progression choices
- Be able to review individual learning plan to reflect career and progression choices
- Know the purpose of career planning
- Define career planning
- Describe how employment trends affect career planning
- Understand how work-related learning can improve career opportunities
- Explain how work related learning can improve career chances
- Be able to explore own career options
- Present a range of objective careers information
- Demonstrate different qualification routes
- Present own career options with identified progression routes
- Review range of options under consideration
- Attend key parent evening events and review days

In addition to the above a personalised transition programme will be set up for each individual to cater for their needs. Students will undertake visits and tours to local colleges and those they may have a special interest in. We will organise taster days for those who wish to try courses before they apply. Transitions teams from the local colleges will be introduced to students in both the school and college setting so that a relationship can be built before the young person starts their college career. Events for parents will also be held in order for the “family” to feel supported in the transition.

11. **What training do academy staff have?**

We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes: identifying particular patterns of need in the

academy, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable students/pupils and their knowledge of the SEN most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for students with SEND, with the progress made by students, is a core part of the University of Brighton Academies Trust's performance management arrangements and its approach to professional development for all teaching and support staff.

All school staff undertake an introduction to SEND as part of their induction. Specific training in Autistic Spectrum Disorder Awareness, Dyslexia and Speech, Language & Communication is regularly updated. Teaching staff are also offered a variety of additional training sessions in dealing with students with SEND.

Learning Support staff receive training in a wide range of areas related to SEND which include: Dyslexia, Speech and Language Difficulties, Sensory & Motor development, Autistic Spectrum Disorder (ASD), dealing with challenging behaviour and mental health difficulties.

A guide is issued to staff providing strategies to support a range of special educational needs.

In addition to this there are regular briefings and meetings regarding strategies for current students and reviews of their progress.

A core team of THRIVE practitioners is being developed to support our inclusion provision.

12. How does the academy measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all students to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference and also their cost effectiveness. We use information systems to monitor the progress and development of all students. This helps us to develop the use of interventions that are effective and to remove those that are less so.

Audit of SEN register against progress following termly progress reports. Intervention is then put into place to support any student under performing against aspirational targets.

13. How accessible is the academy and how does the academy arrange equipment or facilities children need?

The University of Brighton Academies Trust's Equality and Diversity Policy and its Equality Objectives are available on the Trust's website, as is its Policy for Supporting students and pupils with medical conditions.

Our academy's Accessibility Plan is available on our website.

Consideration is also given to the sensory needs of students and reasonable adjustment is made to the College environment where it is needed. This is reflected in the Academy's Accessibility Plan.

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

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Through careful planning and reasonable adjustments, students with SEN engage in the activities of the academy together with those who do not have SEN, and are encouraged to participate fully in the life of the academy and in any wider community activity.

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

All students at THA have access to all activities offered by the school and, where possible, additional adult support will be available to assist your child at after school activities and on school trips. Parents / carers will be asked to meet with school staff to plan appropriate support where necessary.

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

We support the emotional, mental and social development of children and young people with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for students' spiritual, moral, social and cultural development.

We may work with other services to support children, such as the Education Support, Behaviour & Attendance Service (ESBAS) and the Child and Adolescent Mental Health Services (CAHMS).

At THA we are committed to helping all children stay safe and healthy and enjoy their time at school, and to help them to grow into mature and caring young people who make a positive contribution to the school and the wider community. We are an inclusive Academy that welcomes and celebrates diversity. We place an emphasis on the development of the whole child and therefore pastoral care is a focus for the entire staff.

All students at THA have a tutor who they meet with every morning. Every child has access to their Student Support Manager on a daily basis. The pastoral team are joined by a school counsellor, school nurse and advisers from the East Sussex Behaviour and Attendance Team and the Early Help Key Work Service, who come into school on a regular basis. They also refer to other agencies for student and family support.

Young people are encouraged to contribute their views on school life. All students can give their views to the School Council via their mentor representatives.

Prescriptions medicine can be administered in school with signed parental permission. We have a number of nominated First Aiders in school, holding First Day at Work certificates. If your child has a significant medical need, you will need to speak to the medical team to discuss how we can best support your child. This might include drawing up a Health Care Plan.

16. What specialist services does the academy use to support children and their families?

As part of the cycle of SEN 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.

We will always involve a specialist where a child or young person makes little or no progress over a sustained period or where they continue to work at levels substantially below those of students at a similar age despite evidence-based SEN support delivered by appropriately trained staff. The academy may involve specialists at any point to advise on early identification of SEN and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's or young person's progress. Together, the parties agree the needs of the child or young person, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by a Local Authority, we will work closely with the other relevant professionals involved in the child's or young person's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

Further information on the local authority and health services are available from:

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-wellbeing/health-services/>

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

The 'Local offer' is available here: www.eastsussex.gov.uk/localoffer

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers is available here: tel 0345 60 80 192; email informationforfamilies@eastsussex.gov.uk; website: <http://www.eastsussex.gov.uk/sendadvice>

The contact information for the academy is provided in section 2 above.

18. What do I do if I am not happy or if I want to complain?

If there are any disagreements with parents about SEN support for their child person, we will work with them to try to resolve these. If parents have a complaint they can use the Trust's Complaints Policy and Procedure.

19. Other relevant policies

Other policies that include information that may be important for students/pupils with SEND are:

Trust policies²:

- Data protection
- Complaints Policy and Procedure
- Equality and Diversity Policy
- Equality Objectives
- Supporting Students and Pupils with Medical Conditions Policy
- Safeguarding in Education and Child Protection Policy
- Special Educational Needs and Disabilities Policy
- Admissions Policy
- Intimate Care Policy

Academy-specific policies³ (delete as applicable)

- Behaviour to Achieve Policy
- Preventing Bullying
- Accessibility Plan

² Available on the University of Brighton Trust website

³ Available on the academy's website