



The Hastings Academy

The Hastings Academy Local Offer for Children with Special Educational Needs and Disabilities

How will school staff support my child?

The Hastings Academy is an inclusive school and strives to ensure all students' needs are met. Staff from the SEND and Inclusion team work with all teaching staff, parents and carers to ensure that learning and enrichment activities and clubs are accessible to all students. We provide a range of additional support for students who have been identified as having a specific needs in one of the four primary areas of need, as identified within the [SEND Code of Practice](#). This might include:

- Specialist Speech, Language and Communication Facility support for identified young people
- Targeted Care Curriculum student hub support predicated on; Core Subject Intervention, SLCN Intervention, Resilience Intervention, Social Communication Intervention and Emotional Regulation Intervention including Fine and Gross Motor Skills development
- In-class learning support mentor support across the curriculum;
- Embedded SEND graduated response to support in key areas of need;
- Opportunities for small group work to focus on "sensory and motor skill development"
- Social use of language groups (4-6 students);
- Support for students through bespoke internal, alternative provision.

Special Educational Needs & Disabilities Co-ordinators

Mr J. Dann-Finch – Assistant Principal & KS4 SENDCo

Mr Dann-Finch is our current KS4 SENDCo and provides direct support to year groups from 9 to 11. They have over fifteen extensive years working in specialist education environments and supporting young people with a range of special educational needs and / or disabilities. Most recently, they were a specialist SEND Adviser for the Communication Learning & Autism Support service for East Sussex County Council. In their capacity they provided consultation support to secondary and primary schools across East Sussex, individual pupil consultation and county wide SEND training in partnership with DfE Research groups.



In addition to their expertise within SEND Mr Dann-Finch has extensive experience as a SEND Teacher, a Quality Lead, Provision Manager, SENDCo and Exam Access Arrangement Assessor. These additional areas of expertise will further support all stakeholders of The Hastings Academy and they look forward to working with you and your young person.

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Mr J. Dann-Finch

Assistant Principal & SENDCo KS4

Tel: +44 (0)1273 568220

Email: senco@thehastingsacademy.org.uk

Miss F. Bray – Assistant Principal & KS3 SENDCo

Miss Bray is our current KS3 SENDCo and provides direct support to year groups 7 and 8. They have over 25 extensive years working in specialist education environments in leadership capacities, including 13 years as a Senior Leader in an Outstanding SEND school and supporting young people with a range of special educational needs and / or disabilities. Most recently, they were a Special Educational Needs and/or Disabilities Co-ordinator and Assistant Principal for an East Sussex Primary School. In their capacity they provided strategic leadership in regards to SEND provision and operational support in the implementation of innovative SEND Graduated responses.



In addition to their expertise within SEND Miss Bray has extensive experience as a English / Drama / SEND Teacher, a Curriculum Lead, Assistant Principal and SENDCo. These additional areas of expertise will further support all stakeholders of The Hastings Academy and they look forward to working with you and your young person.

Miss F. Bray

Assistant Principal & SENDCo KS3

Tel: +44 (0)1273 568220

Email: senco@thehastingsacademy.org.uk

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

Staff at the Hastings Academy meet with primary school teachers before your child joins the school to discuss the needs of each child. Your child's progress is monitored throughout their time at school by every teacher, curriculum leader and Head of Year. Additional support is put in place if your child does not make expected progress.

Teachers have opportunities to share any concerns regarding SEND with the Inclusion team, who will carry out further assessments (both formal and informal) and work with other professionals where appropriate, via a graduated response. Similarly, if you have any concerns you should contact the SEND/Inclusion team via Tim Willcocks – SEND Administrator on t.willcocks@thehastingsacademy.org.uk

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

All teachers at the Hastings Academy are responsible for applying evidence-based teaching strategies and using resources to ensure all students enjoy and achieve in their lessons. Classes are set in English and Maths to allow the appropriate level of support and challenge for all learners. In the first two years, all national curriculum subjects are covered and, in Year 9 students are able to select the subjects they wish to pursue from a broad range that includes vocational learning on- or off-site to access specialist courses.

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The Inclusion and SEND staff work closely with a number of external educational support services, including the Child and Adolescent Mental Health Services (CAMHS). Educational Psychology Service; Communication Learning and Autism Support Service; English as an Additional Language Service; Team Around the School Service; Children's Therapy and Equipment Service; and Mental Health Support Teams such as the Targeted Youth Support service to ensure that the curriculum is matched to your child's needs.

What specialist services and expertise are available at or accessed by the Academy?

The Hastings Academy has access to the full range of Local Authority services in education, health and social care.

Both the Academies SENDCo's have extensive experience in their respective fields, one predicated on specialist advice and guidance as part of the Communication Learning and Autism Support Service and the other predicated on high quality leadership in specialist SEMH schools and primary setting.

All teachers and teaching assistants have access to ongoing training programmes including awareness of the needs of students with speech, language and communication difficulties, autistic spectrum condition (ASC) and dyslexia. A number of learning support mentors and SEND Hub Leads have gained higher qualifications in different aspects of SEND, including speech, language and communication and dyslexia, accredited by The University of Brighton.

How accessible is the Academy?

The Hastings Academy is a purpose-built building, opened in February 2012. The building is fully wheelchair accessible. It has disabled changing and toilet facilities and a lift to allow access to all levels. There is a level pathway from the school to the sports facilities and disabled parking bays for staff and/or visitors.

How will I know how my child is doing?

At the Hastings Academy we track your child's progress throughout the year and action is taken when students are not making the expected progress.

As a parent/carer you will receive regular reports and are invited to parents' evenings to discuss your child's progress. Staff from the SEND/Inclusion team are available to meet with you on these occasions. Students with a Student Information Passport, Additional Needs Plan or Education Health and Care Plan will also have at least an annual review to discuss progress and outcomes. Additional meetings are always available by request (email or telephone) and for students with a high level of need, regular contact is available.

The support your child receives will be outlined in a letter, providing details about the focus and aim of the support, frequency and desired outcomes when a specific support programme is considered necessary.

What support will there be for my child's overall wellbeing?

The organisation of the Academy into five year groups of up to 180 students provides security through a sense of belonging to a community. Within a year group, each student is a member of a tutor group. The tutor groups contain 25-30 students of similar ages. This size and structure enables staff to form a positive relationship with their tutees and opportunities to interact with students, in a smaller environment, in the same year group. The Hastings Academy implements a peer support system which allows for the identification of peers who can support students who are new to the school or encountering peer difficulties.

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Each year group is led by a Head of Year and wider pastoral team, who monitor attendance and punctuality, behaviour and readiness to learn. The school's Head of Year, a non-teaching member of staff, is available throughout the day to support students and families. These staff, with the Tutors, work with our students to enable them to make best possible progress. A further key strength of this small school model is the support it offers to students when they move from primary school.

The Academy's work with other services is well co-ordinated and leads to improved attendance and progress of students. Students are able to access the support of a mentoring service through a school referral system, and the school nurse operates a fortnightly health drop-in service. Students are also able to access the services of the Team around the Student Service. Students are encouraged to contribute their views on school life, and do this through student council meetings linked to each school within the Academy.

The Hastings Academy is committed to helping all students stay safe and enjoy their time at school, and to help develop their confidence and self-esteem so they are able to take their place as valued individuals in their community. All heads of year have responsibility for student safeguarding, alongside the safeguarding team and monitor the progress and wellbeing of children in their care

How will I be involved in discussions about, and planning for, my child's education?

The Academy presents opportunities throughout the year for parents/carers to meet with their child's teachers to discuss educational progress. 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 SEND/Inclusion team at these whole school events. Parental involvement is important and welcomed, so that there is a collaborative approach to meeting the needs of our young people.

How will you help me to support my child's learning?

There is regular communication between school and home to ensure any concerns or queries are dealt with as swiftly as possible. Students are able to attend after school subject support sessions to gain further advice and guidance on topics explored in class. Any specific concerns about your child's learning are addressed by specialist staff within the SEND/Inclusion team.

How will my child be included in activities outside the classroom, including school trips?

All students at the Hastings Academy have access to all activities offered by the school and, where necessary, additional adult support will be available to assist your child on school trips. It is expected that parents/carers will meet with school staff to plan appropriate levels of support prior to the trip taking place.

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

The Academy has a well-established transition programme to provide support to students transferring from our local primaries. Staff from the SEND/Inclusion team visit the primary schools in Terms 5 and 6 to gather important information about how best to support your child when they arrive in Year 7. The Academy offers an opportunity for Year 6 students to engage in their learning and socialise with one another through our summer school programme. Both a Year 6 induction evening for parents and an induction programme for students are held in July. Additional transition visits are arranged for students with high level needs. The Academy uses the skills of a personal intensive adviser to help plan for post-16 provision for your child, and staff at the school will accompany children with high level needs on college taster days and support at college interviews if necessary.

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Your child's needs and any successful support strategies will be shared with their new college.

How are the school's resources allocated and matched to children's special educational needs?

Students will be allocated resources based on their individual need, assessed in collaboration with other educational and health care professionals.

How will the school decide how much money is spent on my child?

The Academy's budget is used to provide a wide range of support for your child. This support is accessed according to their individual needs using the academy's graduated response. Support for students with the highest level of need will be outlined in Education Health and Care Plans and, for those with the lowest levels of need, information from parents, other professionals and school staff will be used to plan support, which will be paid for by the school.

Who can I contact for further information?

Your child's Head of Year is your main contact. If you have any specific questions or concern relating to SEND, you can contact Tim Willcocks – SEND Administrator (01424) 711950 or email t.willcocks@thehastingsacademy.org.uk who will answer your queries, or pass them on to the relevant member of staff.

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.

An invite for feedback

This offer is intended to give you clear, accurate and accessible information.

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email j.dann-finch@thehastingsacademy.org.uk and f.bray@thehastingsacademy.org.uk

If you require further information, more in-depth information is contained within the THA SEND Information Report 2023/24 available via the following link:

- [THA SEND Information Report 2023/24](#)

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