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# Special Educational Needs Information Report

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website [here](#).

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the academy provide for?

Our academy provides for students with the following needs (this list is not exhaustive):

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism Spectrum Condition (ASC)
	Speech, Language and Communication Needs
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
	Attachment Disorder
	Eating Disorders
	Anxiety
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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## 2. Which staff will support my child, and what training have they had?

### Our special educational needs co-ordinator, or SENCO

Our SENCO is Anna Lake.

They are a qualified teacher.

They are allocated 3 days a week to manage SEN provision.

### Class/Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO and SEN team to meet the needs of students who have SEN.

### Teaching assistants (TAs)

We have a team of 3.5 TAs, who are trained to deliver SEN provision.

### External agencies and experts

Sometimes we need extra help to offer our students the support that they need. Whenever necessary we will work with external support services to meet the needs of our students with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Learning Behaviour Advisory Team (LBAT)
- Autism Social Communication Team (ASCT)
- Occupational therapists
- GPs or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

## 3. What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

**If you think your child might have SEN, the first person you should tell is your child's tutor.**

**Email addresses for all our staff are on the school website.**

**We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.**

**If we decide that your child needs SEN support, we will formally notify you in writing and your child will**

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They will pass the message on to our SEN Team, who will be in touch to discuss your concerns.

You can also contact the SENCO and SEN Parent Liaison directly.

SENCo: [a.lake@theburgesshillacademy.org.uk](mailto:a.lake@theburgesshillacademy.org.uk)

SEN Parent Liaison:

[l.gibbons@theburgesshillacademy.org.uk](mailto:l.gibbons@theburgesshillacademy.org.uk)

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

be added to the academy's SEND register.

## 4. How will the academy know if my child needs SEN support?

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 SEN Department, assesses whether the child has SEND. Where a student is identified as having SEND, 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.

Should the child require specific or additional support to meet expected progress, as a result of any identified needs, they will be placed on the SEN register. This additional or specific support is defined as support that goes **over and above** Quality First Teaching (previously known as Wave 1 intervention) and is **not** offered to all students. This additional support is individualised support to meet a student's long-term specific needs.

If a child is placed on the SEN register, a support plan will then be implemented, and regularly reviewed, at the end of each full term.

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 SEND support plan and will involve parents and carers as well as foster carers or social workers in discussions.

We aim to identify children's special educational needs (SEND) as early as possible, so that they have the best possible outcomes. A student has SEND 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 SEND support, the subject teacher, working with the SEN Department, will carry out a clear analysis of the student's needs including the individual's development in comparison to their peers and national data.

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Slow progress and low attainment do not necessarily mean that a child has SEND. 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 SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND 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 SEND 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 SEND in the academy available to the Local Authority. This data, which is collected through the School Census, is also required to produce the national SEND information report.

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

A school-based SEND 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 SEND 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 SEND. An EHC needs assessment will not always lead to an EHC plan.

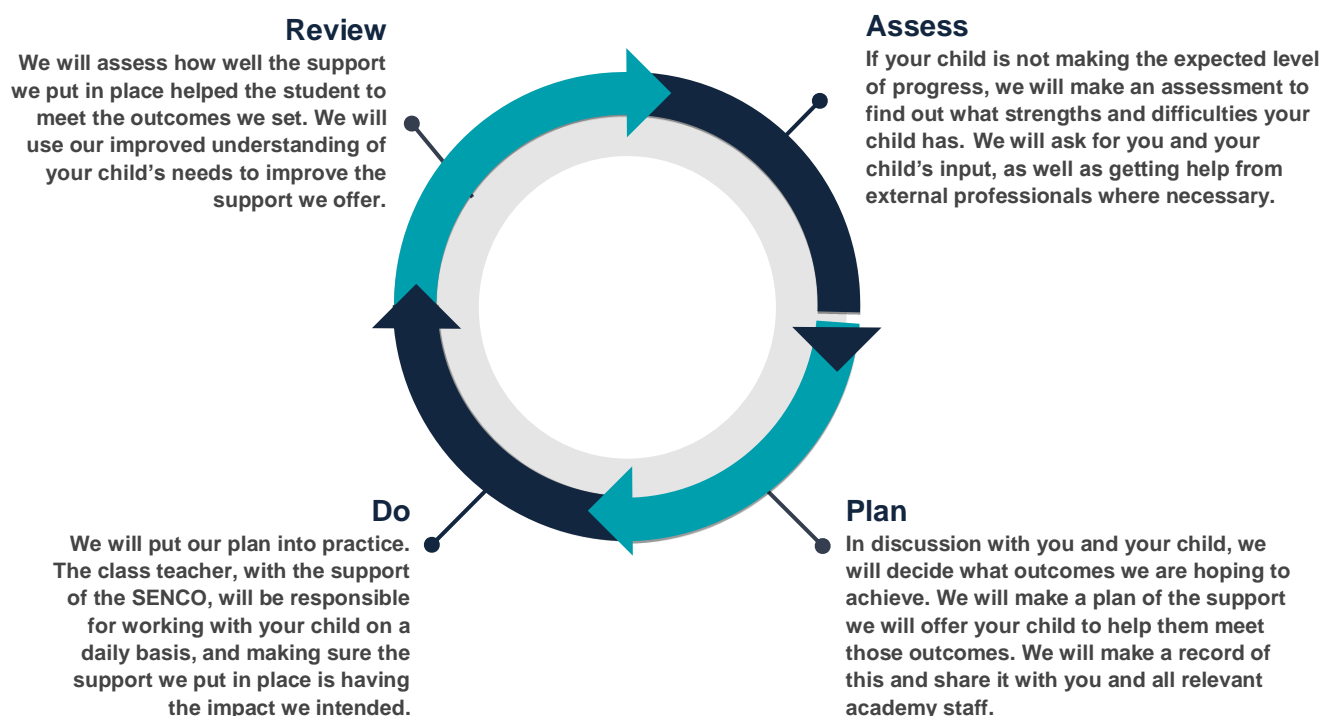
The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements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



## 5. How will the academy measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the academy's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reviews on support plans for those on the SEN register at the end of each full term.

If there are significant concerns arising from the review, a review meeting may be called by either the SENCO or parents/carers. This review meeting can be either in person, via the telephone or virtually to suit individual needs.

During this meeting we will:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

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We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's tutor using the email addresses found on our website.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## 8. How will the academy adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Teaching and learning strategies may include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support students on a 1-to-1 basis when they are funded by West Sussex for a particular student or as part of circulating the class as directed by the teacher.
- Teaching assistants will support students in small groups and by circulating in a class as directed by the teacher.

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## 9. How will the academy evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of any interventions after a minimum of 2 weeks
- Using student questionnaires
- Monitoring by the SENCO

## 10. How will the academy resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

## 11. How will the academy make sure my child is included in activities alongside students who don't have SEND?

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

All students at The Burgess Hill Academy 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.

All of our extra-curricular activities and academy visits are available to all our students, including our before and after-academy clubs.

All students are encouraged to go on our academy trips, including any residential trips.

All students are encouraged to take part in sports days, performing arts productions/activities and careers activities/workshops

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No student is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the academy make sure the admissions process is fair for students with SEN or a disability?

- All students/students with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other students/students.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective students with a disability or special educational needs – further details are published on the Trust website [here](#).

## 13. How does the academy support students with disabilities?

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 students 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 academy environment where it is needed. This is reflected in the academy's Accessibility Plan.

## 14. How will the academy support my child's mental health and emotional and social development?

We support the emotional, mental and social development of children and young people with SEND 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 Learning & Behaviour Advisory Team (LBAT) and the Child and Adolescent Mental Health Services (CAHMS).

At The Burgess Hill Academy, 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 The Burgess Hill Academy have a tutor who they meet with every morning. Every child has access to the Pastoral Hub on a daily basis. The pastoral team are joined by a school counsellor, school nurse and other relevant advisers from outside agencies, who come into school on a regular basis. They also refer to other agencies for student and family support. Some of our students with additional needs may also require access to The Haven for more specialist support.

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

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## 15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

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 SEND 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 Burgess Hill 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, and is delivered through the curriculum:

- 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;

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- 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

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.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Designated Safeguarding Lead/Looked After Children

Adam Griffith - a.griffith@theburgesshillacademy.org.uk

Adam Griffith will work with Anna Lake, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student’s circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## 17. What should I do if I have a complaint about my child’s SEN support?

Complaints about SEN provision in our academy should be made to your child’s teacher, Pastoral Lead or SENCO in the first instance. They will then be referred to the Trust Complaints policy which can be seen [here](#)

If you are not satisfied with the academy’s response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>.

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of how to contact this service can be seen [here](#).

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at West Sussex local offer. West Sussex Local Authority publishes information about the local offer on their website:

<https://westsussex.local-offer.org/>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://westsussex.local-offer.org/services/7-sendias-special-educational-needs-and-disabilities-information-advice-and-support-service>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a student’s EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a student’s needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the academy provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind

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- **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that academies must follow to support children with SEND
- **SEN information report** – a report that academies must publish on their website, that explains how the academy supports students with SEN
- **SEN support** – special educational provision which meets the needs of students with SEN
- **Transition** – when a student moves between years, phases, academies or institutions or life stages

