

Reviewed by Local Governing Body	
Approved by Board of Trustees	
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Special Educational Needs Information Report

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

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 pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction <i>This includes all children and young people with speech, language and communication needs</i>	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning <i>This includes children with a wide range of learning difficulties from moderate to severe as well as those with specific learning difficulties.</i>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health <i>Social, emotional and mental health difficulties may manifest themselves in many ways including children becoming withdrawn, anxious or isolated as well as displaying challenging or disruptive behaviours.</i>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Attachment disorder
Sensory and/or physical <i>This includes children with a range of impairments as well as those who find managing their sensory environment difficult.</i>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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



Our Inclusion Lead (SENCO)

Our Inclusion Lead (SENCO) is Mrs Cleverley. Mrs Cleverley has over ten years' experience in this role and has worked in education for over 25 years. She is a qualified teacher and has worked in a variety of settings including specialist provision. She achieved the National Award in Special Educational Needs Co-ordination in 2013. She is also the Senior Mental Health Lead and holds the qualification for this. She is allocated 4 days a week to manage SEN provision (Monday to Thursday).

Contact details: inclusion@robsackwoodprimaryacademy.org.uk

Specialist Teachers

Our Designated Person for LAC (Looked after Children) and intervention teacher is Mrs Neill. Mrs Neill is an experienced, qualified teacher who has had specific nurture training. Mrs Neill works 4 days a week to support children across the school, including all of those who are LAC. She liaises closely with the Virtual School who oversee LAC provision in East Sussex.

Specialist Teaching Assistants (TAs)

We have three experienced teaching assistants in the Inclusion Team who work directly with children on the SEND register. Mrs Willard is our Lead Inclusion Teaching Assistant, Mr Goliath is our Inclusion Teaching Assistant and Mrs Craddock is our Mental Health and Wellbeing Teaching Assistant (she is currently on maternity leave), Mrs Attwell is providing cover for this role. Mrs Willard and Mr Goliath work 5 days a week and support children across the whole academy in groups, 1:1 and in class. They are trained to deliver interventions such as: Nessy (dyslexia support), Sensory Circuits, Nurture, Empowerment (behaviour support) and social skills. Mrs Craddock works 4 days a week and supports children on a 1:1 or small group basis with a focus on mental health, building resilience and self-regulation strategies.

Speech and Language Therapists

Miss Marriott is a fully qualified Speech and Language Therapist who works in the academy 2 days a week. She is part of the University of Brighton Academy Trust Speech and Language Team. Miss Marriott is able to provide assessments, therapy sessions and consultation work for pupils in the academy.

We also have a Speech and Language Therapy Assistant, Mrs Davenport. Mrs Davenport works 5 days a week and supports children individually and in small groups.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the Inclusion Lead to meet the needs of pupils who have SEN. All teaching staff are made aware of the specific needs of pupils with SEND in their class and are given training so that they are able to support pupils appropriately. This includes but is not limited to, training in Autistic Spectrum Awareness, Pathological Demand Avoidance, Attention Deficit Hyperactivity Disorder, Dyslexia, Sensory Processing difficulties and Speech, Language & Communication. This training is delivered as part of a regular CPD programme for all staff.

Teaching assistants (TAs)

We have a team of TAs, and 2 higher-level teaching assistants (HLTAs) who provide support across all year groups. Teaching assistants are trained and supported by the Inclusion Team to support pupils in class and deliver interventions across the academy. Where appropriate and needed, we will look to ensure all staff, teachers and support staff are able to access high quality training internally and externally as part of their professional development.

External agencies and experts

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

➤ NHS Services:

- Speech and language therapists
- GPs or paediatricians
- Child Development Clinic
- School Health Team
- CAMHS
- Occupational Therapists
- Physiotherapists
- Mental Health Support Team

➤ East Sussex ISEND Services

- Team Around the School and Setting (TASS)
- Communication, Learning and Autism Support Service (CLASS)
- Educational Psychology Service
- Children's Integrated Therapy and Equipment Services (CITES)
- Early Years' Service
- English as an Additional Language Service (EALS)

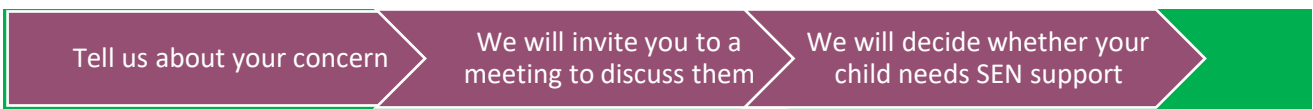
➤ Education welfare officers

- Social services and other LA-provided support services
- Voluntary sector organisations

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

We recognise that parents know their children best and we will listen and understand when parents express concerns about their child’s development.

We hold parents’ evenings three times a year where you can book a time to discuss your concerns with your child’s class teacher or the Inclusion Lead. However, we would encourage parents not to wait until a parents’ evening if they have concerns and to contact the class teacher via the school office in the first instance.



If you think your child might have SEN, the first person you should tell is your child’s teacher.

The class teacher can be contacted via the school office email:

office@robsackwoodprimaryacademy.org.uk

You can also contact the Inclusion Lead directly:

inclusion@robsackwoodprimaryacademy.org.uk

The class teacher will meet with you to discuss your concerns and try to get a better understanding of what your child’s strengths and difficulties are.

The class teacher may invite the year group Team Leader or Inclusion Lead to join the initial meeting or liaise with them afterwards depending on the outcome.

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.

Your child may be asked to complete a Pupil Voice to gain their perspective.

If we decide that your child needs SEN support, we will notify you and your child will be added to the academy’s SEND register.

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

We aim to identify children’s special educational needs (SEN) as early as possible, so that they have the best possible outcomes. A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The academy assesses each pupils’ current skills and level of attainment on entry. We will make regular termly assessments of progress for all pupils.

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include:

- significantly slower progress than peers from the same starting point
- Failing to match previous rates of progress
- Failing to close the attainment gap with peers

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled. We follow an 'assess, plan, do, review' cycle to ensure that we meet the needs of children with special educational needs and disabilities.

If the pupil is still struggling to make the expected progress, the teacher will talk to the Inclusion Lead and complete a Barriers to Learning form, at this stage your child is not on the SEND register. These identify specific areas of need, plan and document intervention strategies, and are used to assess their impact and make any necessary changes to a child's provision. The class teacher will contact you to discuss the possibility that your child has SEN.

The Inclusion Lead will work with the class teacher to assess the needs of your child. This may include:

- Observing the pupil in the classroom or on the playground to see what their strengths and difficulties are.
- Discussions with your child's teacher, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.
- Compare your child's progress and development with their peers and available national data.
- Looking at your child's work and books.

The Inclusion Lead will ask for your opinion and may speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all this information, the Inclusion Lead will decide whether your child needs SEN support. You will be kept informed of the process and decision making.

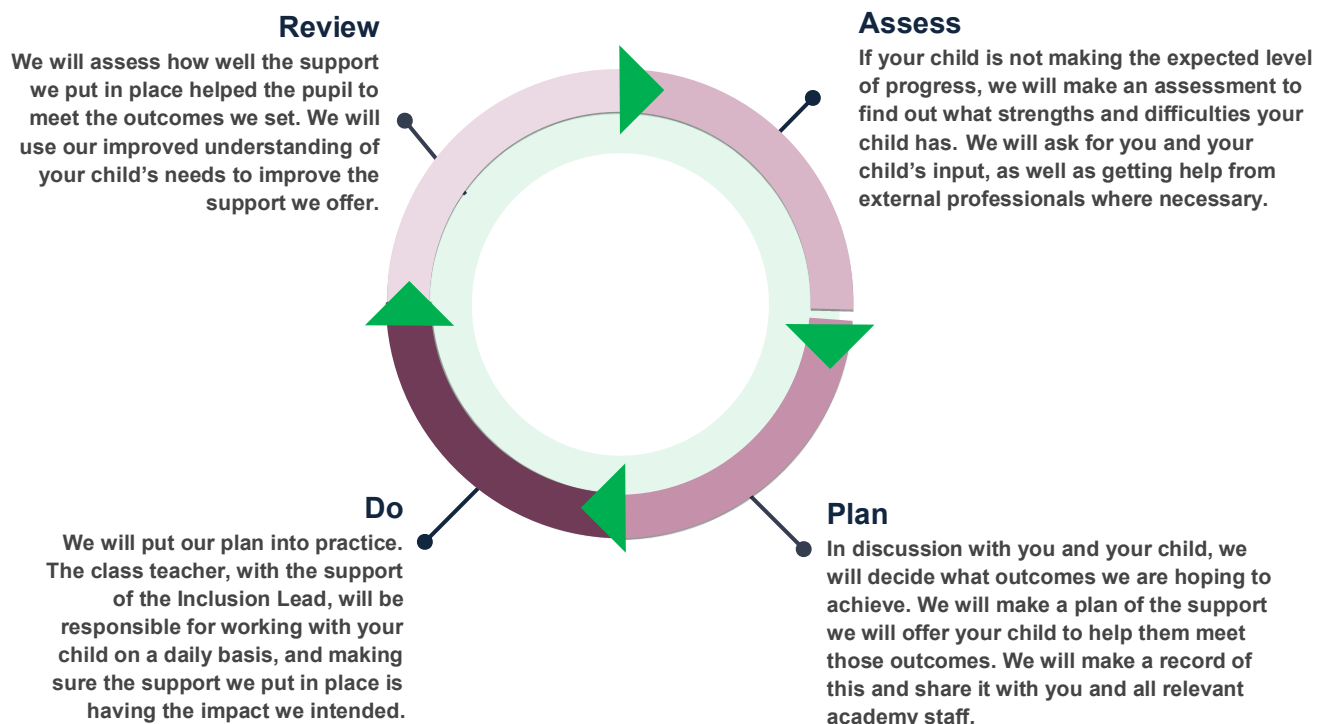
If your child does need SEN support, their name will be added to the academy's SEN register, and a Progress Journey Document will be written, these documents are used to plan specialised provision for the pupil and follow the Assess, Plan, Do, Review cycle outlined in the following section. Progress Journeys included the views of parents/carers and the child and are shared with you.

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

The academy uses a range of tools to measure a child's progress, these include formal assessments both statutory and non-statutory, teacher assessments and observations. The academy reviews Progress Journeys and Barriers to Learning at least three times a year

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.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

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. We will complete an exit assessment as well.

This process will be continual. If the review shows a pupil 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.

If a child does not make the expected progress from SEN support, despite the appropriate targeted support, or works at levels considerably below those of their peers as detailed in the Progress Journey, an Additional Needs Plan (ANP) may be implemented. Many of these children may receive support from other agencies.

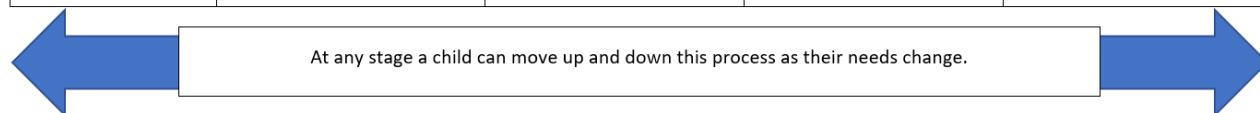
If the child is looked after by the local authority, they will have a Care Plan including a Personal Education Plan (PEP) and Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents and carers as well as foster carers or social workers in discussions.

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 EHCP.

The purpose of an EHCP 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 EHCP also specifies the arrangements for setting shorter term targets at academy level.

The table below shows how a child can move up and down the SEN process.

Your child is NOT on the SEND register		Your child is ON the Academy SEND Register		
No academy documentation	Barriers to Learning	Progress Journey	Additional Needs Plan (ANP)	Education, Health and Care Plan (EHCP)
<ul style="list-style-type: none"> Child has recently been removed from Barriers to Learning or a Progress Journey Monitoring to ensure continues to make progress <p>OR</p> <ul style="list-style-type: none"> Parents, carers, teachers or child have minor concerns that require monitoring or short intervention 	<ul style="list-style-type: none"> Concerns that child is not making the progress they should Parents may raise concerns A Barriers to Learning document is completed by the class teacher outlining concerns and strategies being used. The Inclusion Team will provide further strategies, support as needed. If after being on Barriers to Learning the child still does not make progress then following discussion with the class teacher, parents and Inclusion Lead they may move to a Progress Journey 	<ul style="list-style-type: none"> This is a document following the ‘Assess, Plan, Do, Review’ format which outlines the presenting need, strategies and targets. Progress Journeys are reviewed 3xyear and shared with parents Progress Journeys meet the statutory requirements for pupils with SEND. In other schools and Academies similar documents may be called ‘Individual Education Plans’, ‘Additional Needs Plans’, ‘Assess, Plan, Do, Review’ or similar. 	<ul style="list-style-type: none"> This is a more in-depth version of the Progress Journey and is used for pupils with more complex or higher levels of need. Additional Needs Plans are written by the class teacher and Inclusion Lead. They are reviewed 3xyearly 	<ul style="list-style-type: none"> This is a statutory plan issued by the Local Authority It is issued following a statutory assessment process. EHCP’s are for children with very high levels of need. They are reviewed annually and reviews are shared with the Local Authority Assessment and Planning Team who update the EHCPs as needed. Nationally approximately 4% of children have an EHCP



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

We will provide an annual written report on your child’s progress.

Your child’s class teacher will meet you at least three times a year, to:

- 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

The Inclusion Lead may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations therefore 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 the academy. The Inclusion Team send regular newsletters and hold events where you can meet the team and other agencies who support SEN pupils. We also send regular surveys to gain parent views about our provision and use these responses to help us adapt and improve practice.

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 class teacher via the school office: office@robsackwoodprimaryacademy.org.uk

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

The level of involvement will depend on your child's age, and level of competence. We recognise that no two 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 or pupil voice

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

All pupils have access to a broad and balanced knowledge rich curriculum which is suitable for all of our pupils. We will set high expectations for all pupils and high - quality teaching is the first step in meeting your child's needs. We adjust the curriculum for each child with SEN to make sure that they can access the subjects with appropriate support and scaffolds to make progress. This is called adaptive teaching. 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.

The curriculum is planned to address potential areas of difficulty and to remove barriers to learning. We 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 recognise that all pupils learn differently and class teachers are trained in understanding and recognising the preferred learning styles of each of their pupils. This includes taking into account how a pupil absorbs, processes, comprehends and retains information.

Some pupils require a more personalised curriculum than others, particularly those that are working at a pre-key stage standard. With the support of The Inclusion Team, staff carefully modify the learning and activities planned to accommodate the needs of these pupils, helping them to achieve the best possible outcomes.

We always seek to ensure the learning environment we provide is right for each individual pupil. Pupils' differing sensory processing needs are taken into consideration and the academy will make reasonable

adjustments to the environment whenever possible. Where needed, the academy will provide additional resources such as ear defenders and individual workstations, any adjustments made will be carefully considered to ensure the environment is appropriately matched to the needs of the pupil. The academy has protocols in place for different adaptations which will be shared with you and your child as needed.

Some pupils with SEND require specialised support as part of their curriculum. The academy utilises the expertise of our onsite speech and language therapist and therapy assistant on a regular basis and are able to provide 1:1 or small group therapy sessions for pupils who have been assessed as having a speech and language need. In addition, the academy also offers a number of targeted interventions such as social skills groups, dyslexia support or fine motor skills sessions to support pupils with additional needs. Interventions are reviewed and change to match the needs of the cohort. Further information about our academy’s curriculum for each year group is available on our website.

Your child’s teacher is responsible and accountable for the progress and development of all the pupils in their class. The quality of teaching for pupils with SEN and their progress is a core part of our academy’s approach to professional development for all teaching and support staff.

Teaching and Learning Strategies include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, support, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary using the Word Aware Approach, reading instructions aloud, etc.
- Scaffolding and support to ensure pupils can know more and remember more
- Clear instructions and simplified language
- Use of supportive strategies and resources such as visual timetables, social stories, comic strip conversations, visual prompts, modelling and demonstration
- Structured routines and regular reminders of academy/class expectations
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants used to support pupils in a variety of groupings

We may also provide the following interventions or support as the need is identified. This is not an exhaustive list – we will use our best endeavours to adapt the curriculum and provide resources and interventions to meet the needs of pupils:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Comic strip conversations Social Use of Language Groups

	Speech and language difficulties	Speech and language therapy In class language support Simplified language Use of AAC (Augmentative and Alternative Communication) such as visual pictures boards and prompts to aid communication Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Coloured overlays Nessy (a literacy support programme for dyslexia) interventions. Information presented in alternative formats Use of concrete and real-life manipulatives Fine motor skills interventions
	Moderate learning difficulties	Catch up programmes Adapted resources Pre-teaching Vocabulary mats, personalised resources
	Severe learning difficulties	Catch up programmes Adapted resources Pre-teaching Vocabulary mats, personalised resources Personalised learning, adapted curriculum
Social, emotional and mental health	ADHD, ADD	Quiet workstation Calm box Sensory resources such as weighted blankets and fidget toys Brain breaks

	Adverse childhood experiences and/or mental health issues	<p>Nurture groups</p> <p>Empowerment Curriculum</p> <p>1:1 sessions with outside agencies:</p> <ul style="list-style-type: none"> • Me and My Mind • My Time <p>‘Soft Landings’ at the start of the school day to aid transition between home and school</p> <p>‘Bumblebees’ our break and lunchtime alternative provision for children who find the playground challenging</p>
Sensory and/or physical	Hearing impairment	<p>Reduce background noise</p> <p>Makaton and visuals</p> <p>Ensure seating position in class</p> <p>Use of technology as appropriate</p>
	Visual impairment	<p>Awareness of visual displays and colours</p> <p>Use of available technology as appropriate</p> <p>Enlarged fonts/text</p> <p>Clear, accessible classroom spaces</p> <p>Consideration of classroom (i.e. ground floor)</p>
	Multi-sensory impairment	As above
	Physical impairment	<p>As above plus</p> <p>Accessible toilets</p> <p>Additional training and support as appropriate</p> <p>Adapted resources as needed</p> <p>Individual risk assessments and healthcare plans are used as required</p>

These interventions are part of our contribution to East Sussex’s local offer. Please see our Accessibility Plan on our website which outlines more details and how we work to improve accessibility and inclusion for our disabled pupils.

[RSW AccessibilityPlan 24-27.pdf \(finalsite.net\)](#)

Our Behaviour for Learning Policy also gives more details about how we manage the behaviours of all our children to encourage and develop their pro-social and pro-learning skills

[RSW BehaviourforLearning_2025.pdfhttps://resources.finalsite.net/images/v1706877944/brightonacademiestrustorguk/imicitenm0fmp4btsgai/RSW_BehaviourForLearning_23-24.pdf](https://resources.finalsite.net/images/v1706877944/brightonacademiestrustorguk/imicitenm0fmp4btsgai/RSW_BehaviourForLearning_23-24.pdf)

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 as outlined in their progress journey at least 3 times a year
- Reviewing the impact of interventions regularly (minimum 3 times a year)
- Using pupil questionnaires
- Using parent voice
- A regular programme of monitoring by the Inclusion Lead as well as Subject Leaders and Senior Leaders that has a focus on Quality First Teaching and the provision for SEND
- Pupil Progress Meetings are held regularly. This is a meeting where the class teacher meets with members of the Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned which will be discussed and implemented by the Inclusion Team
- Holding an annual review if they have an education, health and care (EHC) plan

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

The academy will use its best endeavours to provide resources and staffing to support your child within our capabilities and budget.

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.

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:

[East Sussex Local Offer](#)

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 pupils 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, pupils 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.

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

All pupils are encouraged to go on our academy trips, including our residential trip in year 6 to Windmill Hill PGL.

No pupil 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. We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEN engage fully in the life of the school and in any wider community activity.

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

- All pupils with an Education, Health and Care Plan naming the academy will be admitted to the academy before any other pupils.
- Oversubscription criteria are not based on any factor which would unfairly disadvantage prospective pupils with a disability or special educational needs – further details are published on the Trust website [UoBAT_TrustAdmissions_2526.pdf](#)

13. How does the academy support pupils with disabilities?

The key aim of the University of Brighton Academies Trust and each of its academies is to help all pupils – 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. We work to remove barriers to learning, be they educational, physical or emotional. To support our pupils and ensure the academy and curriculum are fully accessible, the following measures are in place:

- The academy will seek to make adjustments wherever possible for pupils who require the use of a wheelchair, for example allocating a ground floor classroom
- Staff use cued articulation to support communication and interaction to develop pupil's understanding of language where appropriate.
- Pupils with sensory processing difficulties and hearing impairments are considered carefully by teachers for seating arrangements
- Visual cues and prompts are used throughout the academy to support pupils with communication difficulties
- Risk assessments are completed with strategies included for pupils with SEND and medical needs to ensure they are able to safely access our outdoor learning provision.
- More information can be found in our Accessibility Plan.

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

At Robsack Wood Primary Academy, we support all of our pupils to develop the pro-social and pro-learning skills they need to be successful in their education and into the future. Pro-learning and pro-social skills are defined by the pupils themselves when they create the academy charter and are continually reflected upon. Adults focus on the natural consequences of keeping and not keeping to expectations. The reason for this is

that a focus on the natural consequences supports the development of emotional intelligence, empathy, a moral compass and develops intrinsic motivation to do the right thing.

We believe pupil involvement is key in order to secure the best outcomes for all and strive to include pupils in developing their own strategies to manage their social, emotional and mental health. Through weekly empowerment teaching and coaching, pupils are taught to identify their own needs and stressors, collaboratively problem solve with the support of adults and identify what they need to be successful (prep-for- best).

We work closely with the Mental Health and Support Team who provide 1:1 support for children with trained mental health support workers, group work, whole class workshops, assemblies and parent workshops. In addition, the academy provides targeted intervention for pupils who have been identified as needing additional support in managing their emotional, mental and social development such as:

- Social skills groups and activities based on building empathy and resilience
- ‘Soft Landings’ for pupils who benefit from a more gradual start to the day
- Afternoon Nurture sessions ‘Robins’ for identified pupils
- A dedicated mental health and wellbeing teaching assistant
- All classes have Worry Boxes and Ask it baskets for children to raise concerns
- Weekly assemblies covering safeguarding, mental health and inclusion
- Tailored lunchtime and playtime provision, ‘Bumblebees’ for pupils who may find these more unstructured times challenging
- Referrals to outside Mental Health teams and organisations who can work with individual children either in school or in the community
- We can signpost children and families to appropriate support

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 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 pupils 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 positive 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 EHCP, 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 February in the calendar year of the transfer.

Looked after children (LAC) and pupils with SEND are provided with an enhanced transition when transferring to the next phase of their education to ensure their Social, Emotional and Mental Health needs are met. This includes additional visits to their new setting, social stories to support understanding of the changes taking place and specific lessons based on the theme of change and moving on. All SEND information will be passed onto the pupil’s new setting and meetings are held between the Inclusion Team and new setting where needed.

Between years

To help pupils with SEND be prepared for a new academy year we:

- Ask both the current teacher and the next year's teacher to meet and discuss the pupil's SEN. The Inclusion Team and Senior Leadership Team support these meetings as required.
- Schedule lessons with the incoming teacher towards the end of the summer term
- Provide social stories to support transition

Between schools

When your child is moving on from our academy, we will discuss with you and your child what information is shared with the new setting.

Between phases

The SENCO of the secondary academy will come into our academy for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Some ways that we can help prepare pupils for the transition include:

- Practising with a secondary academy timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge

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

Mrs Neill is our designated teacher for Looked after and previously looked after children. She can be contacted at: lookedafter@robsackwoodprimaryacademy.org.uk

Mrs Neill will work with Mrs Cleverley (Inclusion lead) and Miss Reed (Assistant Principal, Designated Safeguarding Lead) to make sure that all teachers understand how a looked-after or previously looked-after pupil'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 in much the same way as any other child who has SEND. However, looked-after pupils 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?

Concerns about SEN provision in our academy should be made to the Inclusion Lead in the first instance and we will work with parents to try and resolve these. If parents wish to make a complaint they will then be referred to the Trust Complaints policy.

[UoBAT_D9ComplaintsPolicy_280323.pdf](#)

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

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice January 2015.pdf](#)

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

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 at [EHCP: Appeals and Mediation | East Sussex Local Offer](#)

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 the East Sussex local offer. East Sussex Local Authority publishes information about the local offer on their website:

[East Sussex Local Offer](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations can be seen [Contact | East Sussex Local Offer](#)

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

- [\(IPSEA\) Independent Provider of Special Education Advice](#)
- [SEND Family Support - Helping Families Care For Children with SEND](#)
- [Support & advice for parents | NSPCC](#)
- [Our work & impact - Family Action](#)
- [Special Needs Jungle - News, info, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease. Campaigning to #FixSEND](#)
- [Amaze Sussex: for families with disabled children and young people in Sussex](#)

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil 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 pupil’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 pupil’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils 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 pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, academies or institutions or life stages