



MARK
Education
Trust



HAILSHAM
ACADEMY

AMBITIOUS FOR EXCELLENCE

SEND Information Report

Document provenance

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Summary of key changes made since last review:	Document created in new format and updated to ensure it is reflecting practice across both phases.
Unless there are legislative or regulatory changes in the interim, this document will be reviewed on an annual basis. Should no substantive changes be required at this point, the policy will move to the next review cycle.	
Related policies and documents:	MARK Education Trust SEND policy MARK Education Trust Safeguarding & Child Protection Policy MARK Education Trust Complaints Policy

Contents	Page
Document Provenance	2
Contents	3
1. About this report	4
2. The SENDCo team at Hailsham Academy	4
3. Information about the school	5
4. Beacon Academy Core Values	5
5. What are the school's approach to supporting students with a SEN and disabilities?	6
6. How does the school identify children's special educational needs?	8
7. How does the school consult with students, parents and carers?	9
8. What are the school's arrangements for assessing and reviewing the progress of students with special educational needs?	10
9. What are the arrangements for consulting parents/carers of children with special educational needs, and involving parents/carers in, the education of their child	11
10. The arrangements for consulting young people with special education needs about, and involving them in, their education	11
11. What is the school's approach to teaching students with special educational needs?	11
12. How does the school adapt the curriculum and learning environment for students with special educational needs?	13
13. What additional support for learning that is available to students with special educational needs?	14
14. How does the school enable students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs?	15
15. What support is available for improving the emotional, mental and social development of students with special educational needs?	15
16. Information about how equipment and facilities to support children and young people with special educational needs will be secured	16
17. What are the arrangements relating to the treatment of complaints from parents/carers of students with special educational needs concerning the provision made at the school	17
18. How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students	17
19. Where else can I get information, advice, and support?	18
20. What are the arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living	18

1. About the SEND Information Report

The Children and Families Act 2014 states that all schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how the school meets the needs of children and young people with SEN.

The report explains how the school meets its duties towards students with special educational needs and disabilities. This report is also linked to the MARK Education Trust SEND policy.

This report is the information we provide to the East Sussex local offer which outlines the support that is available for children and young people with special educational needs and disabilities in East Sussex.

www.eastsussex.gov.uk/localoffer

The school will review this report every year and will involve students and parents through student voice and our interactions with parents. The school would welcome further feedback and contributions. If you would be interested in this, please do not hesitate to contact the Special Educational Needs Coordinator (SENDCo).

2. The SENDCo's team at Hailsham Academy

At Hailsham Academy we are an all through school which includes pre-school, primary and secondary phases.



Any queries about Special Educational Needs from students, parents/carers or prospective parents/carers can be addressed to the SENCo, or alternatively to the Assistant Headteacher with responsibility for SEND, Carol Maxwell.

Headteacher – Secondary	Mrs Natalie Chamberlain
Designated Safeguarding Lead & Assistant Headteacher	Mrs Carol Maxwell maxwellc@hccat.net
SENDCo	Miss Olivia Mockus Mockuso@hccat.net
Designated Teacher for Looked After Children	Miss Olivia Mockus
SEND Coordinator	Mrs Gail Albertella
ASD Lead	Miss Carole Gorman
ASD Lead TA	Mrs Rachel Ali

SEND specialist teacher	Mrs Kirsten Jones
Headteacher – Primary	Mr Tom Redman
SEND Primary Lead	Mr Stephen Adam
Early Years Lead - Primary	Mrs Lisa Miller

3. Information about the school

Our vision is to provide the best possible education for all of our students and to become an exceptional school both locally and nationally. We do this by embedding our culture that is highly aspirational and ambitious for excellence in all we do. We ensure that teaching and learning is inclusive, inspires and challenges every student, and enables all to make excellent progress above national standards.

We are an inclusive school. This means we provide for students with all types of special educational needs. If you wish to apply for a place for a child who has an EHC plan, contact your Assessment and Planning Officer at East Sussex County Council. If you wish to apply for 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.

How we will achieve this:

- By working meticulously to secure our culture that is highly aspirational and ambitious for excellence. This will be achieved via a broad, balanced and carefully sequenced curriculum. We also have a disciplined standards agenda which fosters exceptional relationships between staff and students. The environment will be consistently calm, safe, happy and orderly, enabling teachers to teach and students to learn.
- By recruiting, retaining and developing the best staff, we ensure that teaching and learning inspires and challenges every student, enabling all to make excellent progress. This will be achieved through targeted, rigorous Continuous Professional Development (CPD), monitoring and evaluation. As part of MARK Education Trust, our students will be expected to be hard working, ambitious, self-motivated, inquisitive, articulate, resilient and determined to excel. High standards and continuous development are also requirements of the trust board.

4. Hailsham Academy Values

At Hailsham Academy we are dedicated to promoting values which ensure that students develop a strong sense of social and moral responsibility. We prepare students for life in modern Britain because values such as individual liberty, democracy, the law, mutual respect and tolerance are embedded within the curriculum and the Hailsham ethos. In addition, these values are promoted at various times throughout the school year.

Our Core Values

Our core values support our vision and motto, shape our culture, and reflect what we value and what we want to achieve. At Hailsham Academy, whether a student, a member of staff, a parent or carer, a governor or a trustee, we will all: Inspire and Believe in one another to Achieve our ambitions and Succeed in life.

As school leaders and trustees, we are responsible for providing a curriculum which:

- Is broad and balanced, compliant with legislation and provides a wide range of subjects which prepares students for the opportunities, responsibilities and experiences of life in modern Britain
- Actively promotes the British fundamental values of democracy, the rule of law, individual liberty, mutual respect and tolerance
- Promotes tolerance of and respect for people of all faiths or none, different cultures and lifestyles through the effective spiritual, moral, social and cultural development of students, including through the engagement of students in extracurricular activities
- Is supported by a well-rounded programme of assemblies and mentor times which offer clear guidance on what is right and wrong

We endeavour to ensure that students:

- Are reflective about their own beliefs and perspective on life, and the extent to which they differ from others' faiths, feelings and values
- Show an interest in investigating and offering reasoned views about moral and ethical issues, and appreciate the viewpoint of others
- Have a sense of enjoyment and fascination in learning about the world around them and participate actively in artistic, sporting or cultural activities
- Recognise the difference between right and wrong, understand that actions have consequences, and apply this in their own lives by respecting the law
- Co-operate well, celebrate diversity and resolve conflicts effectively
- Engage positively with life in a democracy
- Understand and appreciate the history, heritage and wide ranging cultural influences that underpin our individual and shared experiences of life in the 21st century locally, nationally and globally
- Make their MARK through Manners, Acceptance, Respect and Kindness
- Become young people who are Motivated, Articulate, Resilient and Knowledgeable
- We believe that we allow students to recognise right from wrong, resolve conflicts, understand and explore diversity, develop a moral code, understand others' beliefs and understand how communities function. These qualities will allow them to participate fully in life in modern Britain.
- The SEND Policy outlines the ways in which we ensure all students have access to a broad, balanced and relevant curriculum in order to realise their full potential.

5. Our school's approach to supporting students with a SEND

QUESTION: How do you cater for the different needs of SEND students?

A young person is considered to have SEND (Special Educational Needs or Disability) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A young person has a learning disability if they

- Have a significantly greater difficulty in learning than the majority of others of the same age.

Or

- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We provide for the following kinds of special needs:

Communication and Interaction

Students are supported through high quality inclusive teaching. At school, students can receive small group or individual support within the classroom to enable them to fully access a broad and balanced curriculum. Where appropriate, support and advice is sought from outside agencies such as CLASS (Communication, Learning and Autism Support Service), S&L (Speech and Language Service) now CITES, SNS (Sensory Needs Service) and the Educational Psychology Service via a referral system. We also run small group interventions focusing on supporting students with speech, language and communication needs.

Cognition and Learning

Teaching is adapted to meet the needs of students with a range of needs. Students needing support with basic literacy and numeracy skills receive precision teaching in these areas with our specialist SEND teacher. We run small group interventions for handwriting and typing and have dedicated 1:1 and group literacy interventions. Our SENDCo's can advise on general and individual strategies to support students with dyslexia.

Social, emotional and mental health difficulties

Pastoral support:

In the secondary phase, all students have access to a non-teaching student support staff member for their year group to support with their academic and general wellbeing.

In the primary phase, there are support staff members distributed throughout the school to support pupils wellbeing and academic success. Students who are struggling with Emotionally Based School Avoidance will be offered support to reintegrate them into school from these pastoral teams, the attendance team or Learning Hub – our provision for students with EBSA, as part of enhanced Primary to Secondary Transition.

Sensory and/or physical difficulties

Provision is planned on the advice of our Sensory Needs Service for students with a visual or hearing impairment. Teachers are aware of all students with SEND within their classes and adapt the learning environment to ensure that students with sensory needs are fully included. Students' needs are reviewed regularly by the Sensory Needs Service in conjunction with the SENDCo or SEND co-ordinator.

Break and Lunchtime Support:

A quiet supervised space for students at break and lunchtimes is provided where needed.

In the secondary phase, the SEND Department runs an autism group for our identified students with Autistic Spectrum Condition. This is a break time intervention for students who want a quiet space to read, play a quiet game or talk to a friend.

In the primary phase, support for children with additional needs who can find the playground challenging is offered through a Quiet Room, which is supervised by a member of the senior team.

Personalised support:

Within school, students have access to trained professionals to support how schools manage the differing needs of our SEND students. Where emotional or mental health issues impact upon learning, a multi-agency approach is used, where appropriate, for example in consultation with our Mental Health Support

Teams, CAMHS, CLASS, the Virtual School or EDUCATION EAST SUSSEX SEND SERVICES (Inclusion and SEND) Teaching and Learning Provision. This plan will be reviewed on a regular basis.

For students with physical needs, support is planned in consultation with EDUCATION EAST SUSSEX SEND SERVICES to ensure inclusion and accessibility. An accessibility plan is completed annually to ensure the needs of our SEND students are being met.

6. Identifying and assessing students with SEND

QUESTION: How do you know if a student needs extra help?

During the transition process, Hailsham Academy staff meet and gathers information from primary teachers, SENDCos, parents/carers and students prior to the students joining the school to discuss any necessary support that may be needed; there is a thorough transition programme in place, including students visiting either in person or virtually, and sampling a Hailsham Academy lesson. For some students, primary schools will suggest that they would benefit from extra transition, and we facilitate this before the main transition sessions.

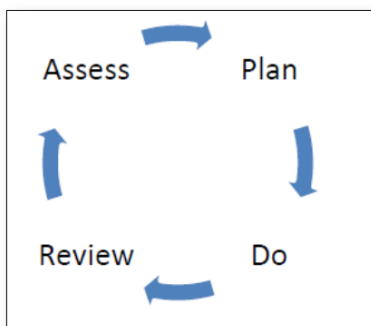
On entry to the school, students are assessed using a range of measures, which provide useful information to support needs and also act as a screening tool to identify any possible difficulties. Teaching and support staff may refer students for further testing or support. Any identified student requiring additional intervention with regards to their reading, writing or numeracy ability will be placed on an intervention. Similarly, if parents or carers have any concerns, they can contact the SENDCo. Occasionally it may be necessary to undertake formal SEND assessment, for example in consultation with the Educational Psychology Service.

Progress is carefully tracked for all students and the progress of students with SEND is reviewed by the SEND team at each tracking point, in conjunction with class teachers, Heads of subject areas/Key stages and Heads of Year. This continuous process of monitoring of all students identifies any students who may have SEND and may require further assessment and support. Parents and students, as well as teaching and support staff, may raise concerns with the SENDCo at any time about students who are not making progress despite receiving high quality inclusive teaching.

All students placed on the SEND register have detailed information recorded on their student passport, which is a document detailing the student's need and is accessible to all staff. These are reviewed regularly in conjunction with students and any additional advice or suggested strategies are added to their overview to assist teachers to help students to make progress.

The 'student passport' contains information such as reading ages, main areas of difficulty and strengths and recommended strategies to support planning and differentiation. For some students, there are also targets which are negotiated with the student and SENDCo. Teaching and support staff refer to 'student passports' to ensure that they are meeting the individual areas of need for each student. A student passport is a document created by SEND staff for all staff, detailing the needs of the student. When students make good progress, they may be taken off the SEND register. Parents/carers would be informed of this decision.

Underpinning all our provision in school is the graduated approach cycle of Assess; Plan; Do; Review.



Assess: Students are regularly assessed as part of the school’s assessment policy and progress is carefully tracked and monitored. Occasionally it may be necessary to assess children using a ‘one-off’ formal SEND assessment. In years 7 and 8 and in primary, all students are assessed for reading age, which further diagnostics being carried out for those with reading ages substantially lower than their chronological age.

Plan: All students who have an EHC Plan (EHCP) will have Annual Reviews to plan provision. A smaller number of students with more complex needs in addition to this group of children, also have an ANP and follow a similar cycle. It is the responsibility of subject teachers to plan for interventions and adaptations that may be required within the class. Advice on planning can be sought from the SENDCo, SEND department, and Heads of Departments/Key stage leads.

Do: It is recognised that evidence- informed high quality teaching enables all children with SEND to make the best progress. Teachers plan for individual students as part of the whole class planning process using specific techniques and strategies to include individual students. Teaching assistants are well trained in SEND and some have particular expertise with the children they are working with for example: speech and language difficulties or dyslexia. Others run interventions in areas of need that cannot be easily met in the classroom, for example touch typing, emotional regulation, and social communication.

Review: Student progress is regularly reviewed by subject teachers and **teaching assistants** as part of an ongoing process. Planning meetings include parents, staff, and external agencies (where appropriate). If a strategy or intervention is not proving to be effective, we discuss alternative provision and/or involve external agencies in providing advice. This may mean withdrawal from class or specialist intervention or working in small groups or 1:1 with a member of the learning support team.

7. Consulting with students, parents and carers

QUESTION: How will I know that my child is making progress?

We have internal processes for monitoring the quality of provision and assessment of needs. The progress of students is regularly tracked and the deployment of resources and staff are regularly reviewed so that the needs of students can be met. These processes include lesson observations, tracking, monitoring of intervention work, SEND deep dives, work scrutiny, discussions with the Key stage lead/ Head of Year and Assistant Head and review meetings with supporting external agencies. Timetabling of in class support and interventions are regularly reviewed to ensure that students make the best progress, increase their independence throughout their time at Hailsham Academy as appropriate and are prepared for their next transition and beyond.

All students with an Education, Health and Care Plan (EHCP) have an annual review where parents/carers and outside agencies supporting that student are invited in to discuss progress and plan both short term and longer term outcomes. LAC (Looked after Children) also have regular reviews and PEP (Personal Education Plan) meetings.

Parents of students on the SEND register have opportunities to meet with teachers or the SENDCo team at our twice-yearly parents' evenings and for an additional yearly review meeting, in line with the new Code of Practice 2015 guidance that progress for these students should be carefully monitored 3 times a year.

For some students on the SEND register, progress may need to be reviewed more regularly and parents/carers may be invited in more regularly where intensive support is necessary. Assess, Plan, Do, Review sheets are completed during these meetings. When it is deemed necessary by the SENDCo, some SEND students have ANPs (Additional Needs Plans) which detail their specific needs and outline the APDR process.

QUESTION: How do you evaluate provision?

Provision mapping is used to evaluate the outcomes and provision; progress and attainment data for students with SEND are analysed for effectiveness. This is used to inform applications for 'High Needs Funding' whether as part of an EHCP or non-statutory funding.

8. The school's arrangements for assessing and reviewing the progress of students with special educational needs

QUESTION: How will I be involved?

In the secondary phase sends home tracking reports 3 times a year, which will show their indicated, current, and projected grades (for KS4), and approach to learning and homework. For KS3, assessments are taken twice a year, and the results of these are reported home in tracking.

In the primary phase, progress for students with SEND is reported through Parents Evenings, SEND Review Meetings and school reports. Continuous monitoring throughout the year, with secondary key staff having fortnightly meetings with the Head of Year and SEND team supports early identification of any lack of expected development in any area, whether this is progress, attitude to learning, attendance or homework.

In the primary Pupil Progress Meetings and "Book Looks" are used to support early identification and inform provision.

Hailsham Academy works closely with parents/carers to ensure that they are kept up to date and involved in their child's progress. In addition to parents' evenings each academic year, parents/carers also have access to the SEND Department, non-teaching Assistant Heads of Year and Head of Year teams who will be in regular communication where there is a need to support more intensively. The school planner, Classcharts and Arbor are essential tools used as part of day to day communication and keeps parents/carers informed regarding day to day progress. Parents/carers are also regularly contacted via email, telephone calls or invited to attend meetings in person at an early stage to plan support and ensure that students are making good progress and fulfilling their potential.

The progress of all students on the SEND register is reviewed three times a year in consultation with teaching and pastoral staff, students and parents, as well as outside agencies, where appropriate, and

provision is planned accordingly. For students with an Education, Health and Care plan, a detailed review is conducted annually in accordance with the SEND Code of Practice.

9. The arrangements for consulting parents/carers of children with special educational needs, and involving such parents/carers in, the education of their child

QUESTION: How will I be involved in discussions about and planning for my child's education? How will you help me to support my child's learning?

Research shows that parental/carer involvement has a significant impact on the progress that students make in school. We communicate regularly with parents/carers, especially where students are supported through plans made in school or in consultation with external agencies to provide the best possible support within a mainstream setting.

Secondary students are given regular homework and parents/carers are encouraged to be aware of this and support students to learn important skills for independent learning. This is monitored via Arbor.

Primary pupils will have home learning expectations which differ in each year group. However, home reading, is always prioritised.

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

Teachers will share plans regularly at parents' evenings, especially where this involves preparing for assessments, planning for transition between Key Stages such as choosing option subjects in Year 9 or making decisions about further education in year 11. All parents/carers of students with an additional needs plan will be contacted on a regular basis to discuss how best to support their child to make excellent progress and targets will be agreed at these meetings. For parents/carers of students with an Education Health and Care Plan, these meetings may also involve external agency advice and input.

10. The arrangements for consulting young people with special education needs about, and involving them in, their education.

QUESTION: How will my child be involved in their own learning and decisions made about their education?

Students are involved in reviewing the information given to teachers about them annually, including completing an individual student passport explaining which strategies support them to learn. Students are regularly, either formally or informally, assessed. Teachers will discuss the assessment results with students to ensure they are informed regarding their learning progress. Parents are consulted to review progress regularly, both on an individual basis and through formal parent evenings twice annually for each year group or through their tracking reports, which are sent home. All students with an Education, Health and Care Plan contribute to the review process in accordance with the SEND Code of Practice.

11. The school's approach to teaching students with special educational needs.

QUESTION: How are students with SEND supported?

All staff have high expectations of all students, including those with SEND. The needs of the majority of students will be met in the classroom, through high quality, inclusive teaching. All staff understand that excellent teaching of students with SEND is excellent for all.

Classroom teaching

The first stage in supporting all learning is effective classroom teaching. The SEND team ensures that all teachers have detailed information about individual students in the form of a regularly updated 'student passports, in order to enable them to create lessons that are adapted to meet a range of needs. In addition to the standard provision, we also support students with SEND in interventions, by preparing them for adulthood and careful career advice for further education opportunities and career opportunities. Teaching staff are provided with training in supporting a range of SEND, including:

- Visual Impairment
- Dyslexia
- Anxiety
- Attention deficit hyperactivity disorder – ADHD
- Speech, Language and Communication Needs
- Autism Spectrum Condition – ASC

Key Staff

Within the academy there are a number of key staff who support the student and parent/carer in all aspects of their schooling. Every student at secondary is supported daily by their mentor, as well as their Assistant Head of Year and Head of Year, who monitor behaviour, attendance and progress as well as wellbeing. Students with an EHCP will have additional support through the SEND team as part of their EHCP, which ensures that appropriate support is in place to fully support their range of complex needs. Similarly, all students on the SEND register at both primary and secondary are carefully monitored and may need to access additional pastoral support through the SEND team in order to ensure that their additional needs are fully supported.

Monitoring

As part of the monitoring process, students are identified who may benefit from accessing exam concessions such as a reader, writer, the use of a word processor in KS4. The SEND co-ordinator collates evidence from additional assessments and feedback from teaching staff to support the application and this process continues as students move up through the academy. Formal testing for this process starts at the end of year 9 in preparation for beginning GCSE courses and applications are then made accordingly to the Joint Council for Qualification exam regulations, to ensure that all students, including those with SEND, are supported appropriately during the examination process. Students will be provided with access to the appropriate concessions as their normal way of working; the SEND coordinator will work collaboratively with class teachers to ensure that evidence is provided to support this process as appropriate. All staff must undertake annual training in Access Arrangements to ensure they are up-to-date with new regulations.

Safeguarding

Safeguarding is given the highest priority and there are rigorous processes in place to ensure that young people are protected from abuse or neglect. Safeguarding reminders and updates are issued regularly through the whole staff Wednesday meeting as well as through regular, more formal training. There is a continual drive to ensure that all students are protected from abuse and neglect; preventing impairment of their health and development and ensuring they are growing up in circumstances that allows them to have the safe and effective care that will enable young people to have optimum life chances. There is a team of staff who have responsibility for Safeguarding at the academy, which includes the Head Teacher, Designated

Safeguarding Leads (DSLs) and Deputy Designated Safeguarding Leads (DDSLs). The DSLs keep a confidential record of all safeguarding concerns which has restricted access (Ref: (Keeping Children Safe in Education, Statutory Guidance for Schools and Colleges September 2025)). All staff are trained in reporting through the My Concern reporting system.

12. How the school adapts the curriculum and learning environment for students with special educational needs

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

Most students' needs can be met through high quality, adapted classroom teaching and we believe that inclusion is a model that is better for self-esteem, wellbeing, independence and progress. All teachers are responsible for every student in their classroom, including those with Special Educational Needs. Teachers plan for individual students as part of the whole class planning process, using detailed information provided about all students with special educational needs. Additional support is co-ordinated where needed, either in school in the form of in class support or additional intervention, or in consultation with outside agencies.

- A broad curriculum - A broad curriculum with a range of pathways enables students to follow the path that is right for them. Our SEND students are supported by the SEND team, pastoral team and Head of Year, who monitor attendance, engagement and emotional wellbeing, as well as supporting academic achievement. Parents and carers are fully supported with this process, which may include referrals to external agencies such as the educational psychology service or EDUCATION EAST SUSSEX SEND SERVICES Teaching and Learning Provision.
- Secondary students are set in a range of subjects according to their prior attainment in that subject, which allows the curriculum to be tailored to suit individual students while still providing a broad range of subjects and options. Year 9 Students and parents are supported during this process with an Options evening where members of staff can explain courses and provide information to help make the best decisions. These discussions also take place with mentors in the morning and teachers within lessons and parents evenings. Again the SEND team will support this process.
- We aim to support SEND students in the classroom, so that they are fully included and do not miss out on teaching from subject specialist teachers. However, where extra support is necessary, it is carefully planned with specific targets. Subject areas also provide extra support and these include catch-up sessions, specific homework after school sessions.

QUESTION: How accessible is the school environment?

Schedule 10 of the Equality Act requires the responsible body of a school to prepare, publish, implement, review and revise a written accessibility plan that will improve the delivery of information to persons with disabilities which is readily available to students who have a visual disability in accessible formats. We publish and review the plan annually and aim to continually make the school as accessible as possible despite the physical limitations of the site.

Hailsham Academy makes information readily available in accessible formats, on the website, on Arbor, in hard copy and through communications that support parents/carers with hearing and visual impairment and in one to one meetings with staff.

The academy reviews systems and processes for communication and information and seeks to accommodate the needs and requirements of students and parents/carers with disabilities.

13. Additional support for learning that is available to students with special educational needs

QUESTION: Is there additional support available to help students with SEND with their learning?

There are key staff available to support students and address additional needs, including those for students with SEND. They include Head of Years, Assistant Head of Years, SENDCo, SEND coordinator, specialist SEND teacher and Teaching Assistants.

The school has access to a range of support services from within East Sussex and Kent, including:

- School Health Team
- Zones of Regulation (emotional support for young people)
- CAMHS
- East Sussex Team around the School and Setting (TASS)
- East Sussex Educational Psychology Service
- East Sussex Sensory Needs Service
- EDUCATION EAST SUSSEX SEND SERVICES Teaching and Learning Provision
- Children's Integrated Therapy and Equipment Services (CITES)
- Virtual School for looked after children
- East Sussex Mental health Support Team

There is also the Local Offer, which has two key purposes. One is to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and the second purpose is to make provision more responsive to local needs and aspirations by directly involving students with SEND and their parents/carers, and service providers in its development and review.

To access the Local Offer, please click [here](#).

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

Students with an EHC Plan are supported by Teaching Assistants in core lessons and/or through interventions, or at social times, according to their needs. Plans are in place including personalised outcomes and strategies to support our students, which allows us to regularly review, particularly during the Annual review process. All students with SEND are monitored by the SEND team. Teaching staff work collaboratively with the SEND team in line with the Code of Practice 2015. All teaching staff is encouraged to email any concerns about the level of support a student receives in order that advice and support can be reviewed accordingly.

Where the current provision is not resulting in good progress, identified students may be supported more intensively, often in collaboration with advice from external specialists such as speech and language therapists, educational psychologists or Sensory Needs practitioners. The academy makes reference to the East Sussex SEND Matrix and associated guidance in order to ensure that levels of support for students are consistent with local and national guidance according to their level of need.

QUESTION: How is the decision made about how much/what support my child will receive?

Where students are participating in an intervention, a baseline assessment will be used at the beginning and end of an intervention, such as a reading age test, in order to ensure that progress is being made and in order to increase the intensity or nature of intervention if needed. The interventions on offer are reviewed regularly according to the profile of need of our current students.

14. How the school enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

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

At Hailsham Academy, we strive to ensure that all students have access to a wide range of educational opportunities and activities and encourage students to do so. We comply with all legislation in regard to accessibility and make reasonable adjustments where necessary, to ensure that all students are fully included in school trips and extra-curricular opportunities. Examples of this include enlarged text materials and access to specialist equipment, or an additional member of staff (e.g. a Teaching Assistant) accompanying trips. Appropriate risk assessments and medical registers are in place to support with these activities. The Accessibility plan is reviewed annually.

QUESTION: How can my child and I find out about these activities?

The extra-curricular timetable is extensive and displayed around the school. It is also available on the academy website.

15. Support that is available for improving the emotional, mental and social development of students with special educational needs

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

In the secondary phase all students have access to a non-teaching Assistant Head of Year for their year group to support with their academic and general wellbeing.

In the primary phase, the Pastoral Team support children with their emotional, mental and social development. This is in addition to their class teachers and school support staff.

Additionally, we have the East Sussex Mental Health Service (Me & Your Mind) and a qualified counsellor from Place2Be available at our school who we can refer students to if there is a greater need.

Where emotional or mental health issues impact upon learning, a multi-agency approach is used and an additional needs plan may be devised where appropriate, for example in consultation with CAMHS, TASS, the Virtual School or EDUCATION EAST SUSSEX SEND SERVICES Teaching and Learning Provision (where referral criteria are met). This plan will be reviewed on a regular basis. We have an onsite provision; The Learning Hub at secondary, for students who are struggling with Emotionally Based School Avoidance.

All staff participate in online safeguarding and child protection training and to follow academy procedure for reporting safeguarding concerns.

QUESTION: What training have the staff supporting children and young people with SEND had or is having?

At secondary and primary, we have a strong SEND department which is made up of SENDCo's, SEND coordinator, specialist SEND teacher and Teaching Assistants. Within this team we have staff that have a range of experience and training covering various SEND needs, including sensory needs, ASC, ADHD, mental health, speech and language.

16. Information about how equipment and facilities to support children and young people with special educational needs will be secured

QUESTION: What happens if my child needs specialist equipment or other facilities?

Individual students, small groups or whole classes have access to the following resources:

Primary Phase

- Workstations
- ELSA interventions room
- School Counsellor room
- Outdoor Learning Area
- Sensory Room
- Sensory Circuits stations
- Assistive technology
- Quiet Room

Secondary Phase

- Quiet Learning area
- Individual laptops for use in school for students with significant visual impairment
- Personalised learning resources
- Chill room
- Sensory circuits/room
- ASC garden (facility students)
- Outdoor learning area
- Assistive Technology
- Forest School
- Direction instruction and literacy support

Where students need individual specialised equipment, we liaise with the appropriate Local Education or Health department, for example to access specialised ICT equipment in order to support students with a visual impairment.

Online safety: We recognise that students with SEND can face additional risks with online safety. We have an Online Safety Policy on our school website which outlines the responsibilities the school has to support the safety of our students when communicating online.

Where students have a physical disability, we ensure students have access to ground floor classrooms, where possible, and can access the site using ramps.

17. What are the arrangements relating to the treatment of complaints from parents/carers of students with special educational needs concerning the provision made at the school

QUESTION: Who can I contact for further information?

The SENDCo Miss O Mockus and the SEND coordinator, Mrs Albertella for secondary and primary SENDCo Mr S Adam are the key staff to contact regarding any concerns about the support available for students. Their email addresses are included on page 2.

QUESTION: Who can I contact if I have a complaint?

If a parent/carer has any concerns, then we encourage them to speak to a member of the SEND department and most matters can be resolved at this stage. All mentors, teaching and pastoral staff want to be made aware of any issues affecting a student's learning, however small, so that these can be swiftly resolved and students can continue to make good progress.

Where a situation has not been resolved then a meeting can be arranged with the student's Head of Year/class teacher or another senior member of staff. Most complaints are normally resolved at this stage.

For further information on how to make a formal complaint if the matter has not been resolved through the informal route, please see the trust's Complaints Policy on the website which provides full details of how to raise a formal complaint as well as the timeframes in which a response will be received.

18. How the school involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students

QUESTION: What specialist services and expertise are available at or accessed by the school?

We use the services of the following specialists:

- School Health Team
- CAMHS
- East Sussex Team around the School and Setting (TASS)
- East Sussex Educational Psychology Service
- East Sussex Sensory Needs Service
- EDUCATION EAST SUSSEX SEND SERVICES Teaching and Learning Provision
- Children's Integrated Therapy and Equipment Services (CITES)
- Virtual School for looked after children

These services are contacted when necessary and appropriate according to the child's needs.

19. The contact details of support services for the parents/carers of students with special educational needs, including those for arrangements made in accordance with section 23

QUESTION: Who should I contact to find out about support for parents/carers and families of children with SEND?

[East Sussex County Council SEND – Local Offer](#)

Information on local services to support young people with a range of additional needs can be found on the website above. The Local Offer is explained earlier in this report.

20. The school's arrangements for supporting students with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living

QUESTION: How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?

Transition to the academy

Please also refer to the school's [admissions webpage](#). Students are carefully supported and prepared for their transition to primary, secondary school, and beyond. The academy gather a wide range of information about individual needs as well as strengths and interests.

Primary phase

The early years practitioner lead, together with the SENDCo visit or speak to all families and Early Years Childcare providers for those children joining in Reception. Transition sessions are used as an opportunity to better understand children and for early identification.

Secondary phase

The Headteacher, Head of year 7 and Assistant Head of Year 7, together with the SENDCo visit or speak to all primary schools of students moving to Hailsham Academy to give students a fuller understanding of moving to Hailsham Academy, whilst also gathering as much information as possible from the primary school teacher and SENDCo. All students experience two days at Hailsham Academy either virtually or in person prior to starting in September.

At secondary the SENDCo, wherever possible, will also attend EHCP Annual Reviews at primary for students in Year 6 so that she can gain an understanding of the student's needs in advance to allow preparation for the student's transition to Hailsham Academy.

For students identified by their primary schools as benefiting from extra support with transition to Secondary school, they may be referred to The Learning Hub - our provision for students at risk of Emotionally Based School Avoidance. They may also be offered extra transition sessions in the summer term before starting at Hailsham Academy.

This process continues throughout school, with students receiving support to choose option subjects as they make the transition to Key Stage 4. Careers advice is also given from our in-house careers officer for students in KS4. Advice is given on transition to Key Stage 5 by our own key members of staff and can also include seeking the support of EDUCATION EAST SUSSEX SEND SERVICES with advice and guidance where appropriate.