

Seaford Head School Special Educational Needs - Local Offer

All East Sussex maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND). The Local Authority supports schools to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, to enable pupils to make the best progress in a mainstream setting, where families want this to happen. At Seaford Head School we work closely with all our local schools to promote inclusion and inclusive practice, so that all children, whatever their individual needs, are welcome at our school.

1 a. How does the school know if my child needs extra help?

The Inclusion Department works closely with all the local primary schools to make sure we know our SEND pupils before they join us. Seaford Head has a teaching assistant who works in the primary schools to get to know our SEND pupils and prepare them for secondary school. Students are invited to join the transition programme by their primary school SENCos.

Parent/carers of pupils with an identified special educational need or disability (SEND) are invited to meet with the Head of Inclusion and discuss what support is available at secondary school. All pupils complete a standardised reading and spelling test at the start of Year 7 to identify if any extra support is needed. Pupils who join the school later are tested in the same way.

If teachers have concerns about your child's progress, the Head of Inclusion will be able to offer advice and support. If progress continues to be a concern you will be contacted and a meeting will take place to look at what changes may need to be made to address the concerns.

Pupil passports are visible in the staffroom for identified students with SEND for all year groups. Staff can access information electronically for on-going reference. Teachers are asked for feedback about students to support progress and inform changes to the support provided.

1 b. What should I do if I think my child may have special educational needs?

If you have a concern about your child's progress or support you can contact:

- your child's teachers or meet with them at the parent's evenings if you have a concern about progress in a particular subject;
- your child's Director of Learning (DoL) who will consult with your child's teachers and the Head of Inclusion;
- Head Teacher or Link SEN Governor.

If you feel you need more information you can contact the Head for Inclusion, who is responsible for coordinating your child's support to ensure they are making progress.

2. How will the school staff support my child?

All pupils who are identified as having learning needs will be monitored through using the whole school data and additional testing.

Additional monitoring, coordinating support and communicating with parent /carers are the role of the Head of Inclusion.

- Progress in reading and spelling for key groups of pupils is monitored termly and support adjusted accordingly.

Changes to your child's support is reviewed and adjusted regularly. This is communicated to you through face to face meetings, letters or emails.

You can expect your child to receive additional support in any of the following, depending on their individual needs and the resources available:

- In-class support
- Withdrawal lessons for literacy
- LEXIA (reading programme)
- Accelerated reader programme
- Sound training programme
- Additional 1-1 reading support
- Handwriting
- Whole school intervention programmes in a subject
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- Modified or reduced timetable and adjustments to lesson times
- Speech and language intervention
- Social communication group
- Lunch time social support
- Assessments from outside services
- Whole school support plans – Pastoral Support Plan /attendance plan
- Support from outside services (detailed in question 6)
- Re-engagement unit
- Use of a laptop in some lessons
- Support with moving around the site
- Assessment for Access Arrangements used in internal and formal exams.

3. How will the curriculum be matched to my child's/young person's needs?

Opportunities will be provided for pupils with additional needs to work in a variety of ways that are appropriate to their needs, e.g. independently mixed ability, similar ability groups with peer support, adult supported groups and 1-1 support with an adult.

Teaching Assistants (TAs) provide support in lessons to enable your child to achieve the learning objectives and make the agreed levels of progress. Communication between the TA and the teacher is an essential part of supporting your child. The TAs provide support in tutor time for additional reading practice and support pupils at lunch times.

Pupils choose their GCSE options in Year 8. Making subject choices is an important step in your child's education. If your child has additional needs you will be invited to meet with the Head of Inclusion/ Assistant Head Teacher for Achievement if a modified curriculum at GCSE level is in your child's best interests. We take into account your child's progress as well as their social and emotional needs to inform decisions on subject choices and the how we can best support your child to ensure success at GCSE. For example; will they need to continue with additional literacy lessons?

The school will make every effort to make reasonable adjustments to ensure that all pupils can access the full range of opportunities offered within the curriculum.

Your child's access to tests and exams is assessed and monitored from Year 7. Parents/carers are kept informed of the arrangements in place at GCSE following a formal assessment in Year 10. If you are concerned about your child's support in tests and exams, you can contact your child's teachers or the Head of Inclusion and discuss your concerns.

4. How will both you and I know how my child is doing and how will you help me to support my child's/young person's learning?

You can meet with the Head of Inclusion at your child's parent's evenings to discuss progress and support or any other concerns you may have.

If you do not feel that your child is making the progress you expect, you can arrange to meet with your child's teachers, Director of Learning or Head of Inclusion at any time in the school year, where we will be happy to discuss your child's progress and support.

Your child may be placed on an additional needs plan for a short period of time if additional support and monitoring is needed. This may include regular email dialogue - weekly updates on behaviour and progress; home school communication book; termly meetings; reports; postcards

If progress continues to be below expectations, an Additional Needs Plan, can be implemented; this will involve reviewing progress at termly intervals. You will be invited to meet with the Head of Inclusion to start the plan and to review progress. The plan will be a partnership between home and school to support your child's progress.

If your Child has, an EHC Plan there will be additional meetings to review progress and the additional support, with opportunities to address any concerns you may have.

Standardised tests are completed by all pupils with identified learning needs to measure progress, these are completed 3 times a year to help identify progress and what support needs to be in place. On-going class tests and subject progress data provide the head of Inclusion information to identify if the support is having a positive impact on your child's progress. Regular meetings in school allow this information to be reviewed, changes to support and teaching to be made if necessary. Applications for additional arrangements for exams, happens in year 10, following an assessment by the Head of Inclusion. All year groups have access to additional arrangements for tests a reader if it has been identified as a significant need.

The school has an excellent Transition programme for students moving into year 7. The programme supports you and your child to understand and feel confident about secondary school. There are opportunities to meet with the Head of Inclusion /Transition TA to discuss your child's needs.

5. What support will there be for my child's overall well-being?

Seaford Head is an inclusive school and we welcome and celebrate diversity. We recognise the importance of physical and emotional health and are committed to ensuring your child's safety, well-being and academic progress. We have a caring and understanding team who support all of our pupils. Our school behaviour and equal opportunities policies reflect the values of the school (include school policy link).

Medicines and personal care support are provided by our Student Service Officers (SSOs) who are attached to each year group. They work closely with the Director of Learning (DoL) and Head of Inclusion to monitor and support your child's social and emotional wellbeing, including their attendance and behaviour.

If your child has a significant medical need you will be invited in to speak to the Head of Inclusion to plan how best we can support you and your child's care.

This may include working together to draw up a Health Care Plan or a School Based Plan; this may include advice from medical specialists. If you have any worries speak to your child's SSO first who will seek further support from the Head of Inclusion.

We provide additional support for your child's emotional, social and behavioural needs. This support includes:

- the lunch time club - supported and run by the TAs and Head of Inclusion to provide a quiet indoor space for vulnerable students to meet and socialise in a less pressured noisy environment;
- transition support, which starts at all our feeder primary schools and continues into Year 7; transition is revisited at the end of Year 8 to support your child's transfer from the Steyne Road site to the Arundel Road site;
- social skills groups;
- curriculum and resilience support groups for Year 9 students;
- A Listening service.

Your child may have on-going support or may access support for a short time. We are keen to maintain communication with you to support a review of your child's progress and social and emotional wellbeing. If your child's needs change or become more of a concern support from other agencies may be sought.

6. What specialist services and expertise are available at or accessed by the school?

Seaford Head School is able to access East Sussex support services for your child. They offer support, guidance and training for staff and pupils. Many of the services become involved with individual pupils at the request of the school. As parents, you would be consulted and invited to meet with the professionals to discuss the support your child receives from their service. Some of the services the school is supported by are listed below:

- Educational psychologists – The role of this professional links primary and secondary education. Individual reports to assess learning difficulties and support new strategies, working with families, and with small groups.
- Speech and language service - provides assessments and on-going support packs and progress reports for those students identified as having a specific speech and language difficulty / statement of special educational needs. Referrals are made through the school for one-off assessments if there is an on-going concern from school and parents regarding progress.
- Communication Language Autism Support Service (CLASS) support students in school with their learning and social emotional needs who have an ASD diagnosis.
- Occupational therapy (O.T) - provides advice and support to the school to meet the needs of an identified individual student.
- Physiotherapist - provides advice and support to the school to meet the needs of an identified individual student.
- The Emotional, Social Behavioural and Attendance Service (ESBAS) - provide a targeted programme of support for students with attendance difficulties following a referral from school for additional support.
- Inclusion, Special Educational Needs and Disability (ISEND) -support for students who are unable to attend school full time following a referral from school.
- The Early Help Key Workers (EHKW) - works with students in school on particular social and emotional issues following a referral from school or Children's Services or combined. Parents are usually involved in the referral process.
- The Child and Adolescent Mental Health Service (CAMHs) – can be involved with students with a diagnosis of ADHD/autistic spectrum disorder; CAMHs work with the school and parents to meet the needs of the student. They may also be involved following a referral from school over emotional well-being concerns.
- English as an Additional Language Service (EALs) - offer support for students with English as an additional language. The service offers practical advice for teachers and TAs and supports identification of any additional learning needs a student may have.
- Virtual School provides support for the learning and wellbeing of looked after children.
- School nurse.
- Children's Outreach, Phone and E-mail Support Service (CoPES).
- Family Support Workers

7. What training have the staff supporting children and young people with SEND had, or are having?

The school will actively seek additional training to support the needs of students' if necessary.

On-going training for teachers and TAs :

- Training for newly qualified staff from the Head of Inclusion.
- Support and guidance on working with SEND students.
- Regular input from the Head of Inclusion on students' needs at the start of the academic year.
- Training in specific learning difficulties (SpLD) for teaching assistants.
- Medical training to support pupils with specific medical health care plans.
- Manual handling.
- Differentiation
- New Code of Practice and Additional Needs Plans.
- ASD
- Head of Inclusion has attended county training to develop good practice in schools in line with the new Code of Practice for SEND.

Recent training provided in school:

- All TA s received training in supporting students with speech and language difficulties in 2013.
- Training on supporting the needs of looked after children provided for TAs and SSOs in 2014
- Level 4 course attended by higher level teaching assistant (HLTA) in supporting speech and language development in 2013-14.
- Training in supporting the needs of students with high anxiety provided by CAMHs for TAs and SSOs in 2014
- Manual handling training for TAs in 2014
- Thrive Practitioner training 2015
- Sound Training provided for 4 members of the team. 2016
- TA training on classroom behaviour management 2016
- Training on delivering a spelling group 2016
- Training on delivering a social skills group 2016

Planned training:

- Effective user of the TA in the classroom
- All TAs have access to the CAMHs twilight training courses on emotional and behaviour needs.

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

Your child will be encouraged to participate in learning activities outside of the classroom. Reasonable adjustments are made to meet a child's individual needs. If necessary other professionals are consulted to support access to activities.

Risk assessments are carried out for each trip and a suitable number of adults are made available to accompany the pupils with 1:1 support if necessary. After school clubs are available to all pupils. Vulnerable students are encouraged to participate.

9. How accessible is the school environment?

Seaford Head school is on a split site. Adjustments to the Steyne site have been made to ensure it is fully wheelchair accessible. There is a disabled changing suite suitable for wheel chair access with additional lifting aids.

The Arundel Road site has recently been adapted to allow for wheelchair access to most of the site. The science classrooms have been relocated and refurbished to ensure that specialist classrooms can be accessed by all. The site now has a modern changing suite with ceiling hoist, additional disabled toilets have also been added.

On-going additional changes include reviewing the door openings on the Arundel road site.

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

We recognise that moving on can be difficult for a child with SEND and we work hard to ensure that any transition is as smooth as possible.

Seaford Head offers your child an excellent transition programme into secondary school. We can also provide individualised support for pupils moving on to college courses post 16.

If your child is starting secondary school:

- The transition programme starts in Year 6 at primary schools and continues into Year 7. Seaford Head works with all our feeder primary schools to provide a consistent programme of support for all vulnerable students. Regular communication takes place. Additional visits are arranged to ensure your child is familiar with the new environment.

If your child is moving sites :

- Transition into Year 9 is supported, as the school is on a split site.

If your child is moving on to college:

- Students moving on to college are given opportunities to attend taster days to colleges of interest, which can be supported by the TAs if needed.
- A Transfer Review meeting is held for your child in the autumn term of year 11. It is centred around the child and their aspirations for the future. If they have a Statement of Special Educational Needs/ EHC plan. The support needed is in place and remains the responsibility of the Local Authority. Career's guidance is available in school to support choosing a college placement career interviews are available for individuals identified as needing some 1-2-1 support. This includes children with learning needs or who are a looked after children.

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

Funding provides a high level of expert TA support both in the classrooms and for additional targeted support. The school keeps up-to-date with the additional resources that are available to support learning and will look to fund additional learning packages if appropriate. Regular meetings are in place to monitor the impact of extra support and review the funding available.

12. How is the decision made about what type and how much support my child will receive?

The primary schools provides information and support about your child. To ensure that the appropriate level of support is in place at secondary school, the Head of Inclusion may attend the Year 6 annual review and meet with you to discuss your child's needs. Our transition TA will meet your child on a number of occasions, making sure transition runs as smoothly as possible. Individual parent meetings are available at the request of a parent.

The school ensures the support provided meets the needs of your child. Additional assessments from outside services, such as the Educational Psychologist will inform the types of support and/or resources needed.

The level of support your child receives may change over time. Opportunities to meet and discuss your child's progress are available either at parent's evenings or by arranging a meeting with the Head of Inclusion.

If your child has an EHC plan /Additional Needs Plan regular meetings with the Inclusion department will be an essential part of supporting your child.

13. How are parents involved in the school? How can I be involved?

All parent/carers are actively encouraged to attend parent's evenings and workshops. The school keeps parents/carers informed about their child's progress through termly reporting. There are many opportunities for you to come in to school and be involved in your child's education, such as the school open evening and Year 6 induction evening. Our Student Service Officers are available throughout the school day to provide information and support for you. Because they are linked to each year group they get to know your child very well and are able to offer advice and support about your child's wellbeing, as well as informing you of any events taking place for your child. Your child is encouraged to support events such as parent's evenings.

The school has a PTFA.

14. **Who can I contact for further information?**

Seaford Head is an inclusive school and welcomes you if you want to discuss any concerns or worries, as well as celebrate successes.

The following can be contacted to discuss your child's needs:

Head teacher

Assistant Head Teachers

Director of Learning for your child's year group.

Head of Inclusion.

Transition TA

Primary school SENCo

School Address

Seaford Head School, Arundel Road, Seaford, East Sussex BN25 4LX

The local offer can be found on East Sussex County Council website

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

An invite for feedback

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

If you would like to comment on the content of the offer, or make suggestions to improve the information, please email josmith@seafordhead.org