



Special Educational Needs Information Report

High Cliff Academy June 2020

1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on www.eastsussex.gov.uk

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities. This report is also our SEN policy. This report is also the information we provide to the East Sussex local offer which show the support that is available for children and young people with special educational needs and disabilities in East Sussex <https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/>

If you want to give us your views about the report, please contact the school office.

2. Who do I contact?

If you are thinking of applying for a place, contact East Sussex County Council to apply. You can apply online here <https://www.eastsussex.gov.uk/educationandlearning/schools/admissions/apply/>

If you would like to arrange a visit to the school before applying please contact our office on 01273 041 471 or office@highcliffacademy.org

If your child is already at the school, you should talk to the child's class teacher. The school phone number is 01273 041471.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care (EHC) plans. The SENCO also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

Sarah Reeves is our SENCO.

You can contact Mrs Reeves via the school office or on 01273 041471.

3. Which children does the school provide for?

We are a Primary School. We currently admit pupils from age 3 to 10 (school years nursery-year five). We are a growing school and we will expand by one year.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has a Statement or Education Health and Care Plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want 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.

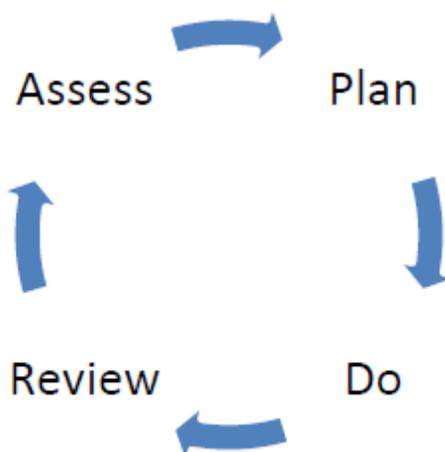
- [High Cliff Academy admissions policy is shown on our website](#)
- [School admissions - East Sussex.gov.uk](https://www.eastsussex.gov.uk/school-admissions)
- contact Information for Families for admissions advice 0345 60 80 192

4. Summary of how the school meets the needs of children with SEN and disabilities

High Cliff Academy is an inclusive school, led by our core values of Passion, Urgency, Positivity, Aspiration and Commitment. We aim to be an ambitious environment of learning where we work together to ensure that everyone achieves their very best and we all make progress.

We are committed to meeting the needs of children with SEND through a whole-school approach and we ensure that our duties under the Children and Families Act 2014 and Equalities Act 2010 are met.

Most children with SEND require an individualised approach and we do not make blanket assessments of children with SEND or their needs. At High Cliff Academy we use the East Sussex recommended 'assess, plan, do, review' model where we work in conjunction with children, families, other agencies and other schools to ensure that children's needs are met, to the best of our ability.



If the child is looked after by the local authority they will have a Care Plan including a Personal Education Plan (PEP) and a 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.

We work closely with East Sussex to ensure that the SEND local offer is available at High Cliff Academy. You can find out more about the local offer here:

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/>

5. How does the school identify children's special educational needs

We aim to identify children's special educational needs (SEN) as early as possible, so that the child achieves the best possible outcomes

A pupil has SEN where their learning difficulty or disability calls for special educational provision. That is provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and autism
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

We assess each pupil's skills and level of attainment when they start at the school using a variety of different assessments. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will consider whether they have special educational needs. We would always talk to families as part of this process and certainly before asking for help from any other professionals.

We screen all children using an assessment called Language Link when they join us. We also hold termly pupil progress meetings where the teachers meet with the Headteacher and review the progress of every child in the class. Children who are not making progress are identified and we may then ask parents if we can make referrals to other agencies (e.g. speech and language) to check whether the child has any additional SEND needs. We will ask you to meet with us as part of this process.

Working together is a key part of life at High Cliff Academy and we are proud of how closely we work with our parents and carers. Should you feel that your child has an SEND need or should they not be making the progress you expect, please speak to their class teacher first.

If your child is identified as having a complex SEND need, we will complete an Additional Needs Plan. We start this by meeting together with the class teacher and family so that everyone can share their knowledge of what strengths and difficulties the child has. We will set some targets that the class team and family can work on together.

Some children have more than one area of need. We will work with families to identify these needs and planning to meet the needs of this child will begin with an additional needs plan meeting, as above.

6. How does the school teach and support children with SEN?

We expect all children at High Cliff Academy to receive the best possible learning experience. We use high quality teaching to meet the needs of children with SEN according to SEND Code of Practice 6.19. We hold regular (termly) pupil progress meetings for every class so that we are quick to identify any children who are not

making expected progress. These children are then targeted for intervention or specific teaching.

All learning at High Cliff Academy is led by the class teacher and, in this sense, teachers are responsible and accountable for children with SEND in their class. We provide different learning on a case by case basis where we look at each child with SEND (through our review process with parents) and consider whether they need extra support and whether this learning should be 'additional to or different from' provision which is provided for the main class. Interventions at High Cliff Academy are reviewed every six weeks and focus on a short term target which the class teacher identifies will most impact the child's learning.

Because we follow a mastery curriculum, all children are exposed to the same learning. Repetition of learning and consolidation is key.

All teaching staff at High Cliff Academy work together in coaching groups to improve their teaching. We do this because we believe that teachers are best placed to help improve each other's teaching and our school is a place where everyone is learning and improving. We are very lucky to have a wealth of expertise within the staff team at High Cliff. In addition, we use a 360 monitoring model for all staff where the senior leadership team regularly reviews books, teaching, marking and feedback, parent and pupil feedback to aid our performance management judgements.

7. How will the curriculum and learning environment be matched to the child's needs?

All pupils will have access to a narrow and deep, mastery curriculum which is suitable for all our pupils. We will set high expectations for all pupils.

We will look at the child's level of achievement and see what support they need to make good progress and reach their potential. We will use our Assessment policy to do this (available on our website). We will talk with children and parents as part of the SEN support cycle (assess, plan, do, review).

You can find information about the curriculum for each year group on our school website.

8. How are parents and carers involved in reviewing children's progress and planning support?

We are committed to working with parents and carers and we are proud of the good relationships we have at High Cliff Academy.

Children with different SEND needs will require different levels of support. We aim to offer an approach which meets that individual child's needs.

Support is planned in order to help children reach the agreed outcomes. Reviews will have a focus on children's progress towards these outcomes.

All children with SEND have an Individual Provision Map, the IPM sets out clear targets for any additional intervention that the child receives and is reviewed three times a year. It also records any additional in class support that the child is receiving.

Children with an Additional Needs Plan will have at least three reviews per year. These are usually held by the

SENDCo with the class teacher.

Children with statements or Education, Health and Care plans will have at least three reviews per year. We call these EHCP reviews. In most cases we only propose significant changes to the Education Health and Care Plan at the third of these reviews, known as the Annual Review.

More meetings may be scheduled if the class team feel this is necessary.

9. How are children involved in reviewing their progress and planning support?

We are committed to allowing all our children to have a voice and to share their thoughts and feelings with us. All children will have the opportunity to give their views before an Additional Needs Plan is prepared and these views will feed into the targets set.

We also have lots of opportunities for children to tell us what they think in school. Some of the ways children can do this include;

	<i>Who's involved?</i>	<i>How often?</i>
<i>Self assessment</i>	<i>Pupil, class teacher and TA</i>	<i>Daily</i>
<i>Class Circle times</i>	<i>Pupil, class teacher and TA</i>	<i>Weekly</i>
<i>School Council</i>	<i>Headteacher, pupils</i>	<i>Monthly</i>
<i>Additional Needs Plans meetings</i>	<i>parents, class teacher</i>	<i>At least three times a year</i>
<i>Annual reviews (statements and EHC plans only)</i>	<i>Pupil, parents, SENCO, class teacher/TA, support services, local authority.</i>	<i>Once a year</i>

10. How does the school prepare and support children to transfer to a new school/ college or the next stage of education and life?

We want every child at High Cliff Academy to be successful and to ensure this happens it is important that we plan carefully for children's next steps.

When a child is ready to move on from us we will invite a professional (e.g. a teacher) from their new school to come and observe them with us. This gives them a chance to see them in our school environment. We will also hold a transition meeting to ensure that all relevant information has been passed on. All SEND paperwork held at High Cliff Academy will be passed to the SENCO at the new school.

Some children need more support for transitions and we will work together with the family and new setting to create a transition plan, in these cases.

Activities which might be included in a transition plan could be:

Visits to the new school with a member of staff from High Cliff Academy.

Extra transition days/events, sometimes alongside other SEND pupils.

Staggered transition where some days are completed here and some at a new school, with a gradual increase in the time spent elsewhere.

11. What training do school staff have?

As part of the Academy improvement Plan and Inclusion Action Plan, training needs are identified. When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we plan training for the staff member or arrange an INSET training day. We work closely with staff from the Communication, Learning and Autism Support Service (CLASS) who visit the school regularly and offer advice and training to staff where needed. The SENCO also works with the Educational Psychologist to identify training needs for the school.

Our SENCO is Sarah Reeves. She completed the National Award for Special Educational Co-ordination in May 2013.

12. How does the school measure how well it teaches and supports children with SEN?

We regularly and carefully review the quality of teaching for all pupils to make sure no-one under achieves. We look at whether our teaching and programmes of support have made a difference. We use information systems and termly pupil progress meetings to monitor the progress and development of all pupils. We use provision maps to evaluate the effectiveness of interventions. This helps us to develop the use of interventions that are effective and to remove those that are less so.

The SENCO writes a SEND report to the Governors once a year.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision.

We send home a parent questionnaire every term then summarise the results and feedback to parents and carers in our newsletter. This information helps to inform the school improvement plan.

We also invite parents to provide feedback at meetings, through attending parent forums and through the Ofsted parent view website. <https://parentview.ofsted.gov.uk/>

High Cliff Academy have received the Quality Mark for Inclusion.

13. How accessible is the school and how does the school arrange equipment or facilities children need?

We are very lucky that our new school site is very accessible to children with limited or impaired mobility. The school is all on one level and there are no steps. Doorways and corridors have been designed to be wide enough to allow easy access and space for wheelchairs to be manoeuvred. There are easy-access toilets located in several areas of the school and we have an easy-access shower in the nursery.

As a school, we are subject to the Equalities Act 2010 and are bound to make reasonable adjustments and provide auxiliary aids to ensure that no child with a disability is disadvantaged when attending our school.

14. How are children included in activities with other children, including school trips?

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

We work with parents and pupils to listen to their views, feelings and wishes to ensure pupils with SEND engage fully in the life of the school and in any wider community activity.

15. What support is there for children's overall well-being and their emotional, mental and social development?

At High Cliff Academy we believe it is our role to work with families to develop the whole child. We believe that by increasing children's awareness of their mental health they are better able to manage the strong emotions that we all feel, from time to time.

The PSHE curriculum teaches children about relationships, health and well-being and living in the wider world.

At lunchtimes, class teachers eat with the children. This is a good opportunity for children to talk to their peers or a known and trusted adult about anything which is worrying them. We also have circle time once a week in every class, so children can share any concerns.

We take incidents of bullying very seriously and they are dealt with robustly when they occur. Staff will speak to you if we feel your child has experienced bullying as a victim or a perpetrator. We teach all our children about bullying and specific kinds of targeted bullying e.g. SEND bullying and homophobic bullying as part of our assembly programme. We record all reported incidents of bullying so we can monitor trends and patterns, and so staff can intervene early and prevent bullying from occurring, wherever possible.

We know that children with SEND can be more vulnerable to bullying and abuse. All staff at High Cliff Academy have been trained in spotting the signs of abuse in SEND children and have read and understood the updated Keeping Children Safe in Education (September 2018) guidance which highlights the need to safeguard SEND children.

The school works with other services to support children, e.g. Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS), Early Help services to make sure that children get the specialist help they need.

16. What specialist services does the school use to support children and their families?

As part of the cycle of SEN support (assess, plan, do, review) we will consider whether we need to involve other services to make sure the child's specific needs are met. Parents are always involved in any decision to involve specialists.

Staff at High Cliff Academy work closely with the following outside services:

School Nursing team

Speech and Language Service

Educational Psychologist

Communication, Learning and Autism Support Service (CLASS)
Sensory Needs Service
ISEND Early Years Service
Child and Adolescent Mental Health Service (CAMHS)
Education Support Behaviour and Attendance Service (ESBAS)

We are able to contact and make referrals to other specialist agencies and professionals should we need to.

17. Where can I get information, advice and support?

The 'local offer' on the internet

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer/>

You can contact the school office by coming in and speaking to us, or by calling 01273 041471 or e-mailing office@highcliffacademy.org

SEND information, advice and support

Amaze SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) can give you free, independent advice.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/adviceandsupport/independent-advice/>

18. What do I do if I am not happy or if I want to complain?

You can find a copy of the school complaints procedure and a form to complete on our website.

If you are not happy, you should speak with your child's class teacher first. We always want to sort things out as soon as we can so please speak to us as soon as you can.

If the complaint cannot be resolved you can ask to meet with the headteacher (Abigail Kilgarrieff).

If you remain unhappy after this, you can make a complaint direct to our Academy sponsor, STEP Academy Trust. A complaints panel will meet to discuss your complaint.

More details of how to do all these things are given in our complaints policy.