



## Special Educational Needs Information Report

### Breakwater Academy

#### 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](http://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 514300 or [office@breakwateracademy.org](mailto:office@breakwateracademy.org)

If your child is already at the school, you should talk to the child's class teacher. The school phone number is 01273 514300.

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.

Sally Franceschi is our SENCO.

### 3. Which children does the school provide for?

We are a 4-11 Primary School with 208 children on roll from Reception to Year 6. We are part of STEP Academy Trust. 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.

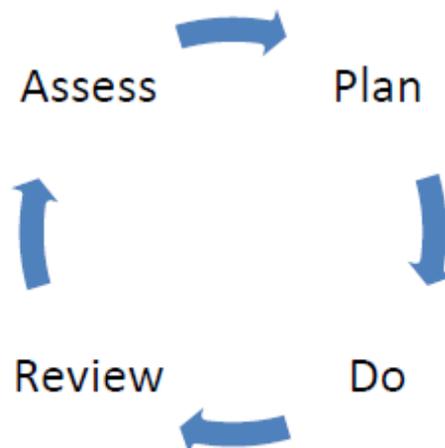
- [Breakwater Academy admissions policy is shown on our website](#)
- [School Admissions - East Sussex.gov.uk](http://School Admissions - East Sussex.gov.uk)
- Contact Information for Families for admissions advice 0345 60 80 192

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

Breakwater Academy is an inclusive school, led by our STEP Academy Trust's 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 Breakwater Academy we have a graduated approach using the East Sussex recommended 'assess, plan, do, review' model, working in conjunction with children, families, other agencies 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 Breakwater 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 when they join us, using an assessment called Language Link. We also hold termly pupil progress meetings where the teachers meet with the Headteacher and SENCO 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 Breakwater Academy and we are proud of how closely we work with our parents and carers. Should a parent or carer feel that their child has a Special Educational Need or Disability, or that their child is not making the progress they expect, they should speak to their child's class teacher in the first instance.

If a child is identified as having a complex Special Educational Need or Disability, 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 child, class teacher, family and any other adult involved with the child, 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 Breakwater 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 Breakwater 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 Breakwater 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 Breakwater Academy work together to improve their pedagogy in order to maximise the progress of all children. We do this through regular, targeted staff development sessions focusing on evidence based research and practice.

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

At Breakwater Academy we set high expectations for all. Pupils have access to a narrow and deep, mastery curriculum which is suitable for all the children.

We look closely at the child's level of achievement and performance in class to identify what support they need to make good progress and reach their potential. We use a range of assessment strategies to do this. We talk with children and parents as part of our SEND graduated approach (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 Breakwater Academy.

Children with different Special Educational Needs and Disabilities 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 and young people reach the agreed outcomes. Reviews will have a focus on children and young people's progress towards these outcomes.

If deemed appropriate, children with SEND at Breakwater Academy will have an Assess, Plan, Do, Review sheet (ADPR) written by the class teacher and the SENCO. This maps out their targets for the coming term. These will be reviewed three times per year with the parent, class teacher and the SENCO. If parents/carers wish for more regular reviews than they are currently receiving they should speak to the school office so one can be planned.

Parents/carers of children with an Additional Needs Plan will have at least three reviews per year. These are held with the SENCO, class teacher and any other relevant adults. 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 it is felt necessary to do so.

## 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 several opportunities for children to tell us what they think in school.

Some of the ways children can do this include:

	Who is involved?	How often?
Feedback	Pupil, class teacher	Daily
PSHE	Pupil, class teacher	Weekly
Pupil Parliament	Headteacher, pupils	Monthly
Additional Needs Plans meetings	Parents, class teacher, SENCO	At least three times a year
Annual reviews (statements and EHC plans only)	Pupil, parents, SENCO, class teacher, relevant adults, support services, local authority.	Once a year

## 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 Breakwater 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 Breakwater Academy will be passed to the SENCO at the new school.

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

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

Visits to the new school with a member of staff from Breakwater 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?

Training needs are identified as part of the Academy Improvement Plan. When we plan support for a child, we think about the knowledge and skills their teachers will need. If necessary, we plan training for the staff member or arrange a 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.

[East Sussex County Council training for schools- czone.eastsussex.gov.uk](http://czone.eastsussex.gov.uk)

[Inclusion Development Programme- idponline.org.uk](http://idponline.org.uk)

[Advanced training materials- advanced-training.org.uk](http://advanced-training.org.uk)

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

*Summarise your approaches, for example:*

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 evaluate the effectiveness of interventions through ongoing assessments and the APDR process. This helps us to develop interventions which are effective and remove those which are not.

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

An annual self-evaluation of SEN provision is completed and used to create an action plan to further improve our SEN provision.

We use pupil and parent voice questionnaires; the outcomes of which feed into evaluating and improving our SEN provision.

We also invite parents to provide feedback at parent consultation meetings and open mornings and events.

<https://czone.eastsussex.gov.uk/specialneeds/assessmentreview/Pages/main.aspx>

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

The school has a lift which enables access to the first floor. Doorways and corridors are wide enough to allow easy access and space for wheelchairs to be manoeuvred. There is an easy-access toilet located on the ground floor of the school.

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 Breakwater 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 take incidents of bullying very seriously and they are dealt with robustly when they occur. Staff will speak to parents/carers they feel their 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 cyber bullying, as part of our assembly programme. We record all reported incidents of bullying in order to 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 Breakwater 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 graduated response (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 Breakwater 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.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

## 16. 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 514300 or alternatively you can e-mail [office@breakwateracademy.org](mailto:office@breakwateracademy.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 parents/carers are not happy, they should speak with the child's class teacher in the first instance. We always want to resolve things as soon as we can, so please speak to us as soon as possible.

If the complaint cannot be resolved you can ask to meet with the Headteacher (Zoë Griffiths).

If you remain unhappy after this, you can make a complaint direct to 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.