



Bexhill
Academy



Special Educational Needs (SEN) Information Report 2024-2025

Pending: October 2024
Next Review: September 2025

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Dear Parents and Carers,

At Bexhill Academy we are committed to creating the best opportunities for all by offering an inclusive curriculum or all our students, whatever their needs or abilities. The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school including within our specialist autism provision, The LINK

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website: https://www.bexhillacademy.org/_site/data/files/users/4/files/9743CD04B4F0B1DA07125A580ABA995F.pdf

Note: If there are any terms we’ve used in this information report that you’re unsure of, you can look them up in the Glossary at the end of the report.

Who should I contact?

Our special educational needs co-ordinator, or SENCO

Our Acting SENCO is Mr Mike Walton – mike.walton@bexhillacademy.org

Mr Walton has 3 years experience in this role and also has twenty years experience working in primary schools. He is a qualified teacher.

Mr Walton achieved the National Award in Special Educational Needs Co-ordination in April 2023.

He is allocated 3.5 days a week to manage SEN provision.

Deputy SENCO

Our Deputy SENCO is Mrs Zoe Ward – zoe.ward@bexhillacademy.org

Mrs Ward has 8 years experience in this role and has also worked as HR for teaching, learning and development in the NHS. She is a qualified teacher.

Mrs Ward achieved the National Award in Special Educational Needs Co-ordination in November 2020.

She also holds the CPT3A qualification for access arrangements.

She is allocated 1 day a week to manage SEN provision.

Assistant SENCO

Our assistant SENCO is Miss Rebecca Thomas – rebecca.thomas@bexhillacademy.org

She has 3 years experience in this role and have also worked as a CLA Key worker.

Miss Thomas has achieved the PG Cert in Specialist Teaching and Assessment for Dyslexia in August 2023. She also hold a MSc Psychology (Conversion) and a BA (Hons) in Early Childhood with Health Studies.

Autism Facility Lead

Our Autism Facility Lead is Miss Isabelle Meredith – Isabelle.meredith@bexhillacademy.org

She has 3 years experience in this role and have also worked as an SEN Teaching Assistant.

Miss Meredith has undergone various training including: Understanding ASC, Women Girls and Autism, ADHD, Positive Behaviour Training – Team Teach, Emergency First Aid, Medicines, Safeguarding, Emotional regulation, Social Stories, Understanding and supporting Pathological demand avoidance and Exploring Anxiety.

Teaching Staff

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 12 (full and part time) TAs who are trained to support students in class. Of these 12 TAs, we have 4 Intervention Leads attached to the four areas of need: Communication & Interaction; Cognition & Learning; Social, Emotional and Mental Health; Physical & Sensory. In addition we also have a school councillor.

In the last academic year, TAs have been trained in: High 5 reading and supporting low level readers; de-escalation; how to support EAL students in the classroom; how to implement movement breaks in the classroom.

This academic year, TAs will have training in: autism (refresher); ADHD (Refresher); phonics; speech, communication and language (SLCN) needs; emotional regulation; Pathological Demand Avoidance (PDA) and Cognitive Behaviour Therapy (CBT).

If you are considering Bexhill Academy for your child/young person with SEND please contact:

- a) for students with an EHCP – Mr Mike Walton
- b) at secondary transfer – Miss Rebecca Thomas
- c) in-year admission in to Year 7 – Miss Rebecca Thomas
- d) in-year admission to any other year group – Mr Mike Walton

If your child/young person is already attending the setting please contact:

- a) for queries relating to learning, your child’s teacher should always be the first point of contact. They will know your child best and are responsible for planning, assessing, and reviewing your child’s learning and progress.
- b) for queries relating to pastoral concerns, your child’s form tutor is best placed to support. These include concerns related to attendance, friendships etc.
For all other concerns please contact for:
- c) Year 7 – Miss Rebecca Thomas
- d) Years 8 to 11 – Mr Mike Walton

If you would like more general information about Bexhill Academy’s approach to working inclusively, please read this Information Report and SEND Policy.

We aim to respond to all email correspondence within 2 working days.

Which children does the setting provide for?

Bexhill Academy is a mainstream secondary academy serving the seaside town of Bexhill and surrounding areas in East Sussex. We value the individuality of all students and are committed to giving all of our students every opportunity to achieve the highest of standards. We do this by taking account of students’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all students. The achievements, attitudes and well-being of all our students matter. This Information Report, when read alongside the SEND policy helps to ensure that we promote the individuality of all our students, irrespective of ethnicity, attainment, age, disability, sexual orientation, religion, gender or background.

Bexhill Academy has a specialist facility for Autism called The LINK which stands for Learning, Inclusivity, Nurture and Kindness.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Anxiety
	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Obsessive Compulsive Disorder (OCD)

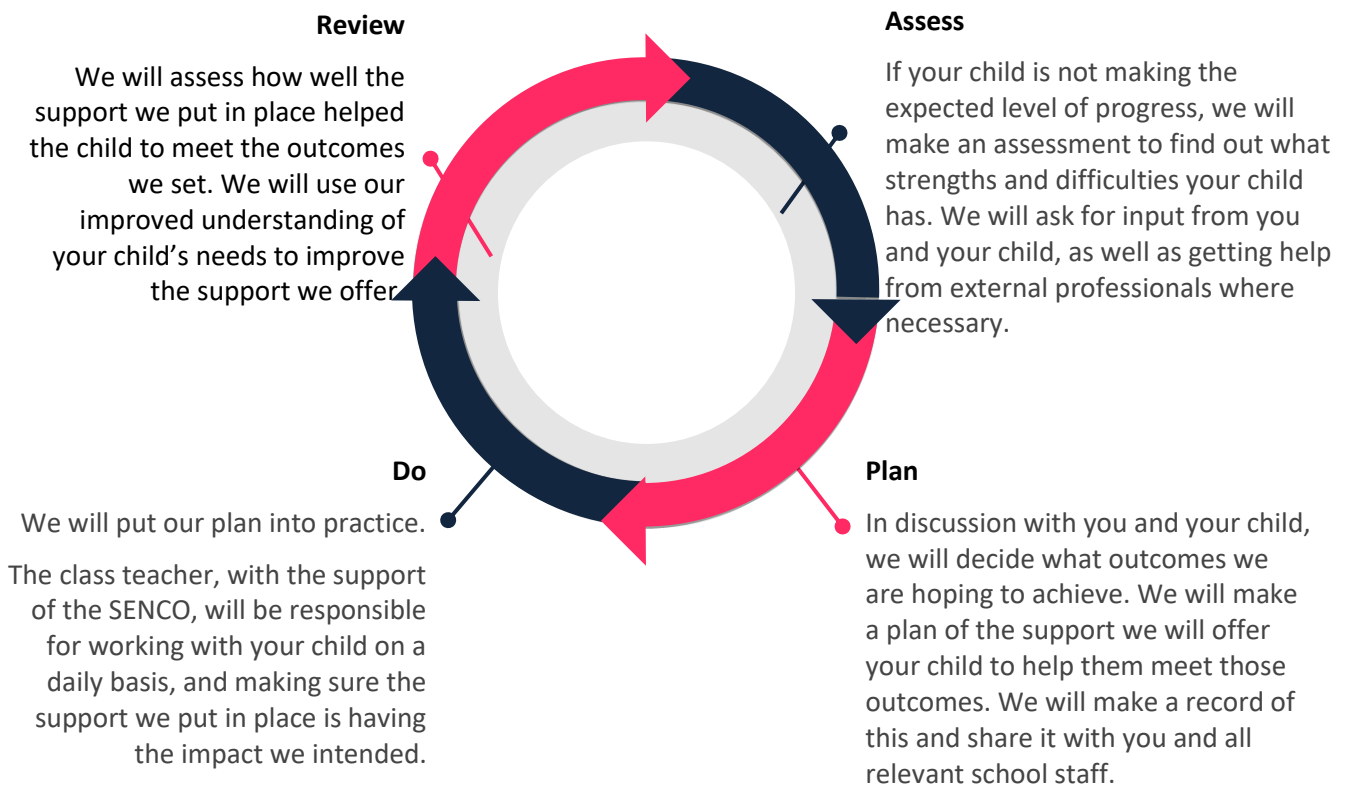
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Summary of how the setting meets the needs of children / young people with SEN and Disabilities

Bexhill Academy SEND Register September 2024

Year	EHCP	SEN Support	Total SEN	% of Cohort
7	4	79	83	28%
8	5	92	97	33%
9	4	59	63	22%
10	10	35	45	16%
11	8	53	61	20%
Total	31	318	349	24%

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**:



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

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

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

How does the setting identify children's special educational needs?

At Bexhill Academy, the identification of students with special educational needs (SEN) is a continuous process that begins before they join our school and continues throughout their educational journey. Here's how we identify SEN at different stages:

Joining Bexhill Academy in Year 7 at Secondary Transfer:

Transition Meetings: Our SENCO and/or Assistant SENCO, along with representatives from the Pastoral and Safeguarding teams, visit primary feeder schools. They hold transition meetings with the primary SENCO and other relevant staff to discuss the needs of incoming students. Student files are transferred from the primary setting and reviewed by the Assistant SENCO.

Assessments: We review KS2 SATs scores. For students without SATs data we use the widely accepted CATs4 (Cognitive Abilities Test) to help us understand the ability of our students. Additionally, all Year 7 pupils are tested using the NGRT (National General Reading Test), Secondary Language Link (SLL) and the GL Dyslexia Screener.

Joining Bexhill Academy other than at Secondary Transfer:

Request of Student File: Student files are requested from the previous setting and reviewed by the Assistant SENCO/Deputy SENCO/SENCO as appropriate.

Assessments: We review available data including KS2 SATs scores. All students are tested using standardised reading and numeracy assessments, Secondary Language Link (SLL) and the GL Dyslexia Screener.

All Students on Role at Bexhill Academy:

In-Class Observations: Teachers continuously observe students in the classroom to identify any difficulties in learning or behaviour. They look for signs such as difficulties with reading, writing, number work, or social interactions.

Monitoring and Assessment Systems: Regular assessments and monitoring of students' progress help identify those who are not making the expected level of progress. This includes reviewing progress, attendance, and behavior data.

Year/Subject Action Meetings: Regular meetings are held to discuss the progress of all students. Teachers, SENCO, and other relevant staff review data and identify students who may need additional support.

Discussions with Parents/Carers: We value the input of parents and carers. Teachers or form tutors may initially contact parents to discuss any concerns. Parent/teacher consultation meetings provide an opportunity to discuss any issues and plan for additional support if needed.

Tell us about your concerns

We will invite you to a meeting
to discuss them

We will decide whether your
child needs SEN support

Initial Concerns: Your child's form tutor or class teacher may initially call, text, or write to you to outline any initial concerns. They may also discuss these during parent/teacher consultation meetings.

Meetings with SENCO: If further support is needed, the SENCO may contact you to arrange a meeting to discuss your child's difficulties and possible support strategies. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

Regular Reviews: We carry out regular reviews of progress, attendance, and behaviour data to identify any students who may be struggling. Internal referrals allow teachers to raise concerns about students who might need additional support.

How does the setting teach and support children with SEND?

At Bexhill Academy, we are dedicated to ensuring that every child's learning needs are met through high-quality teaching and tailored support. Here's how we teach and support children with Special Educational Needs and Disabilities (SEND):

High-Quality Teaching

We believe that the foundation of effective support for all students, including those with SEND, is high-quality teaching delivered by subject specialist staff. Our teachers are trained to adapt their teaching methods to meet the individual needs of students, ensuring that every child can access the curriculum and achieve their potential.

Graduated Response Approach

We follow a graduated response to supporting students' learning needs, which includes three levels of support: Universal, Targeted, and Specialist.

Universal Provision

High-Quality Teaching: This first level of support consists of the high-quality teaching your child will receive from their subject teachers and form tutor. This may include some adaptations to match learning needs, such as differentiated instruction, use of visual aids, and additional processing time.

Classroom Strategies: Teachers use a variety of strategies to support all learners, including those with SEND. These strategies may include group work, one-on-one support, and the use of technology to enhance learning.

Targeted Support

Additional Provision: If your child needs more support than what is provided through universal provision, we may consider additional short-term special educational provision.

Focused Interventions: Small group interventions or one-to-one sessions may be provided to address specific areas of need, such as literacy, numeracy, or social skills.

Specialist Support

External Expertise: For students with more complex needs, it may be necessary to seek specialist advice and long-term support from professionals outside the school. This may include educational psychologists, speech and language therapists, occupational therapists, and physiotherapists.

Personalised Programs: An individual program of support and intervention will be drawn up for your child, which may include input from external agencies and services to ensure the best possible outcomes.

Areas of Need

Our education provisions are designed to match the needs of the four broad areas of need as defined in the SEND Code of Practice 2014:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional, and Mental Health
- Sensory and/or Physical Needs

Current Interventions at Bexhill Academy

We offer a range of interventions to support students with SEND, tailored to their specific needs:

Communication and Interaction

Secondary Language Link: A comprehensive support package for language and communication needs, including assessments, targeted interventions, and teacher training.

Talkabout for Teenagers (SULP): A program for students who find social communication and expression difficult, covering social skills and appropriate behaviours.

In-House Speech and Language Therapy: Our in-house speech and language therapist, Stephanie Pearson, provides advice and support for students with high levels of speech, language, and communication needs (SLCN).

Cognition and Learning

Lexonik Leap and READ: Programs designed to improve literacy skill through a structured, multi-sensory reading program.

Toe by Toe: A structured programme designed to support students with dyslexia.

Social, Emotional, and Mental Health

The Hive: A safe space for students who need to leave a lesson or activity when they are dysregulated, staffed consistently to help students re-regulate their emotions.

Nurture Group: A short-term intervention for students with social, emotional, and behavioural difficulties.

Individual Pupil Mentoring/Zones of Regulation: Targeted support for students struggling with routines, social interactions, or organization.

Listening Service: Our school counsellor, Angie Nettles, provides one-to-one and group support.

Milo's Room: A therapy dog programme offering comfort and support to students needing short-term intervention.

Sensory and/or Physical Needs

Pindora's Box: A program focusing on developing fine motor coordination skills.

Sensory Circuits: A sensory motor skills program designed to improve brain processing efficiency.

English as an Additional Language (EAL)

EALS Support: A comprehensive support package for students with EAL needs, including small group or one-on-one interventions tailored to individual needs.

How will the curriculum and learning environment be matched to the child / young person's needs?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

At Bexhill Academy we believe that your child's learning needs will first be met through the high-quality teaching delivered by their subject specialist staff and their form tutors. We will make sure that your child has access to a broad and balanced curriculum in every year they are at Bexhill Academy.

We carefully plan our curriculum to match the age, ability and needs of all pupils. Subject teachers carefully plan their teaching and adapt to match your child's special educational needs and/or disability utilising our Universally Available Provision (please see appendices). It may be appropriate to adopt different strategies or resources and adapt outcomes to meet your child's learning needs. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning. Bexhill Academy regularly reviews its Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and the school site as possible.

We organise teaching groups to suit the ability range of the students. Lessons are pitched appropriately so that students can learn and progress. Teachers analyse the progress of students following each assessment point and any student requiring additional support in a particular subject area are identified. All teachers pay particular attention to students in their class that are from groups that can be at a disadvantage.

At each assessment point, students' progress is checked against their targets and this may lead to your child being identified for additional help. This may involve them being withdrawn for some small group support, although research shows that for children with special needs, teaching is most effective when delivered in the classroom by subject specialist teachers. It is for this reason that we aim to withdraw students as little as possible. The exception is where literacy intervention is required to make progress.

When required; staff are provided with a detailed explanation of a pupil's learning needs and specific advice on how they will need to adapt their teaching to meet the pupil's needs. This is provided by the use of a Student Support Profile. The Inclusion department also provides staff training and support meetings when more generic advice and strategies are shared. In more complex cases there are also opportunities for parents to meet with their child's teachers - we call these TATC (Team Around the Child meetings).

How are parents and carers involved in reviewing children's/young people's progress and planning support?

At Bexhill Academy our vision to:



is underpinned by three values: Aspirational, Collective Responsibility and Firm but Fair. Within Collective Responsibility, we promote a culture where everyone in our community understands that their own actions and choices make Bexhill Academy the best school it can be. The role that parents and carers play in this is critical and therefore working in partnership is vital.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

We will provide termly reports on your child's progress following each data capture. There will also be opportunities for you to meet with key staff throughout the year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

The year teams closely monitor the progress of all students including those with SEND and the SENCO ensures that resources are effectively deployed to enable SEND pupils to make progress.

If a pupil has an EHCP (Education Health Care Plan) or Additional Needs Plan (ANP) then the school will arrange additional meetings during the academic year to discuss progress and ensure that the pupil's individual needs are being met.

If you have concerns that arise between these meetings, please contact the subject teacher directly. If you are not sure who to contact, please contact your child's form tutor.

How are children / young people involved in reviewing their progress and planning support?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a student voice/sensory audit/anxiety toolkit

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

Between Phases - Primary Transition

If your child is identified as requiring additional support during transition, we offer a vulnerable group programme which runs in June/July prior to the main taster days for the whole year group, which take place in July. Students who have an Education Health and Care Plan (EHCP) will also be visited in their primary school and additional support will be offered as agreed with parents/carers and primary colleagues. We strongly encourage parents and carers to arrange informal visits to our school as early as Year 5 so that they have the time to carefully consider the provision offered and to begin to build up relationships with key staff in the Inclusion department. We liaise closely with the school your child is transferring from, as well as meeting with parents/carers beforehand. We can discuss with the relevant teachers any individual needs and how best to support your child in school.

During the transition programme in Year 6, the primary SENCO will meet with the Assistant SENCO/SENCO to discuss each student on the SEN register and will recommend what level of support a student may require. They will also highlight other students whose needs they recommend we monitor as they may become vulnerable during the transition process. Careful consideration is given to class groupings and the Assistant SENCO/SENCO works closely with the Year 7 Learning Leader and Pastoral Manager to achieve this.

All Year 7 students complete baseline assessments which allows us to make informed decision about the level of support each student requires. These assessments include language and communication, reading, and a screen for dyslexia. Year 7 students without KS2 SATs results sit CATs which completes our rounded profile of the whole child. This assessment reveals hidden potential by assessing the main types of reasoning ability known to make a difference to learning and achievement.

Between Schools - Mid-year admissions/transitions

While at Bexhill Academy we take care to ensure that during transition points (late entry, between classes each year and at the end of Key Stages) all staff are aware of individual pupils needs, learning progress and best support strategies. Home may be carried out by staff. We carry out targeted educational testing for all mid-year admissions to ensure that we are best placed to identify and meet any learning needs.

Moving to Adulthood - College Transition

There is a strong focus in all year groups on the development of resilience and independent learning. This allows students to develop secure communication skills and personal skills which help prepare them for transition to post 16 education, training or employment.

All students follow a programme of personal, health and social education which involves age appropriate careers education, information advice and guidance (CEIAG). This includes working closely in partnership with local FE providers and YES (Youth Employability Service). All Year 11 students are supported in by their

tutors in the completion of their UCAS application for post-16 destinations. Y11 SEND students might be offered an additional academic mentor to support revision and exam preparation.

The Inclusion staff work closely with parents and carers, colleges and employers during Year 11, so that transition is as smooth as possible at the end of the year. We work with specialist careers advisors and annual reviews for Year 11 students with EHCPs are held early during Term 1. We offer supported visits and taster days to post 16 placement choices and ensure that the Additional Needs teams at our local FE colleges are aware of the additional support needs of individual students

What training do the staff have?

Whole school staff training takes place regularly with a focus on SEND and vulnerable groups based on the School Improvement Plan and SEND Action Plan. In addition to this, our Inclusion team have developed specialisms across a range of special educational needs. This includes Mrs Ward, Deputy SENCO, Mrs Deeprise, and Miss Thomas, Assistant SENCO who all have Level 7 Specialist Assessor status. In addition, Miss Thomas holds a Post Graduate Certificate in Specialist Teaching & Assessment for Dyslexia with AMBDA and APC. We have specialist lead tutors for each of the main areas of SEND need and are constantly reviewing our offer to ensure that we are best meeting the needs of our student cohort.

How does the setting measure how well it teaches and supports children with SEND?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after two terms
- Using student questionnaires
- Using parent questionnaires
- Monitoring by the SENCO/Deputy SENCO/Assistant SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Monitoring by the Teaching & Learning team

How accessible is the setting and how does it arrange equipment or facilities children need?

The school site is fully accessible to all learners, including wheelchair users. The main building is also fully accessible with two lifts available to access all floors. The separate teaching building at the front of the school is also fully accessible with a lift to access the first floor. The Languages Annexe at the rear of the site does not have lift access to the first floor. During the timetabling of lessons, any class with a student unable to access the first floor is timetabled to a ground floor classroom.

For students with visual impairments, our building is regularly checked by the sensory needs service and improvements have been made e.g. adding secondary colour blocks to pillars.

In the event of an emergency, all stairwells on the first and second floor have emergency refuge points with contact points and emergency evacuation equipment.

Our accessibility plan can be found on our website here:

<https://www.bexhillacademy.org/site/data/files/users/4/0811D09C90D454B7BE19D21CAA3B683D.pdf>

How are pupils/young people with SEND included in activities with other children, including school trips?

At Bexhill Academy we strive to ensure that all young people, regardless of their individual needs, have access to the whole range of educational opportunities and activities. We comply with all legislation in respect of accessibility and make reasonable judgements where necessary. We plan for these through individual risk assessments for students. We encourage parents and carers to discuss any concerns with us so that we can plan for full inclusion.

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

All pupils are encouraged to go on our school trips, including our residential trips which last year included a visit to Paris and a ski trip.

All pupils are encouraged to take part in our sports day and annual school show which this year is 'Shrek The Musical'.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

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

Bexhill Academy has a strong and well-established pastoral support team. The Inclusion and the pastoral teams work closely together to provide tailored support for student well-being. The relationship that we build with individual students is an important tool in wrapping support around some of our most vulnerable learners. At Bexhill Academy, all students start their day in their tutor group with their tutor who is a qualified teacher and provides the link between home and school.

Good mental health and wellbeing helps children and young people:

- develop
- attend school
- engage in learning
- fulfil their potential

Bexhill Academy contributes to wellbeing by providing:

- a safe, calm and supportive learning environment
- early targeted support for pupils and learners who need help

Whole Academy strategies include:

- Six principles of nurture
- A PSHE curriculum, planned with pupils' needs in mind and the assembly/ tutor programme
- Staff training on responding sensitively but effectively to challenging behaviour
- Consistent application of the school policies and teacher standards
- Effective pastoral support

We have a dedicated page on our website for Mental Health and Emotional Wellbeing which you can visit here:

<https://www.bexhillacademy.org/page/?title=Mental+Health&pid=67>

What specialist services does the setting use to support children and their families?

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

- Child and adolescent mental health services (CAMHS)
- Children's Services
- Communication, Learning and Autism Support Service (CLASS)
- Educational psychologists
- Education welfare officers
- GPs or paediatricians
- Occupational therapists
- School nurses
- Sensory Support Service for hearing and visual impairments
- Speech and language therapists
- Team Around the School (TASS)
- Teaching and Learning Provision (TLP)
- Voluntary sector organisations e.g. Dragonflies

East Sussex Local Offer

The Government asks that all local authorities (in our case, East Sussex County Council) provide information as clearly as possible so that parents, carers, children and young people can make informed decisions.

The East Sussex Local Offer consists of [an information site](#) which outlines how different SEND processes work and what support is available for children and young people with SEND, and their families. It also includes a SEND-specific directory listing local and online services, which you can [use on East Sussex 1Space](#).

Visit the East Sussex Local Offer website at: <https://localoffer.eastsussex.gov.uk/>

Where can I get information, advice, and support?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Amaze Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)

If you are a child or young person with a special educational need or a disability (SEND), or the parent of a child or young person with SEND, you can [contact the Amaze SENDIASS advice line](#) for information and advice.

Visit the SENDIASS website at: <https://amazesussex.org.uk/parent-carers/services-and-support/sendias-advice-line/>

Community Integrated Therapies and Equipment (CITES)

CITES are a 100-strong team of qualified occupational therapists, physiotherapists, speech and language therapists, assistants and administrators who provide non-acute therapy to children and young people living in East Sussex.

Visit CITES at: <https://www.eastsussexchildren.nhs.uk/about/childrens-integrated-therapy-services/>

East Sussex Wheelchair Service

East Sussex Wheelchair Service provides assessments for adults and children with mobility and postural problems. They supply manual and electric powered wheelchairs, buggies, pressure relieving cushions and accessories such as backrests, foot rests and arm rests for wheelchairs.

Visit the East Sussex Wheelchair Service at: <https://millbrookhealthcare.co.uk/pages/east-sussex-wcs>

East Sussex Customer Service for Children's Services

Email: informationforfamilies@eastsussex.gov.uk

Communication, Learning, Autism Support Service +

CLASS+ works across East Sussex to support families/carers of Autistic children and young people.

Their aim is to provide guidance and training that enables families/carers to build their understanding of the strengths and challenges faced by Autistic children and young people and to develop greater confidence in how to support them.

Find out more information about CLASS+ at: <https://1space.eastsussex.gov.uk/Services/4848>

i-go

i-go is the East Sussex Children and Young People's Additional Needs Register and free leisure discount card. The card is available for those aged 0-25 with additional needs living or studying in East Sussex. This could include physical, learning, social, emotional, and mental health needs.

Visit i-go at: <https://igo.eastsussex.gov.uk/>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision at Bexhill Academy should be made to the SENCO in the first instance. They will try to resolve your complaint in line with the Complaints Policy which can be found here:

<https://www.bexhillacademy.org/page/?title=Policies+and+Documents&pid=39>

If you are not satisfied with the school's response, you can escalate the complaint as detailed in the Complaints Policy. In some circumstances, this right also applies to the pupil themselves.

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

If you feel that Bexhill Academy has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

In East Sussex, this process is only offered where the concern is related to an EHCP. Further information is available in the East Sussex local offer here: <https://localoffer.eastsussex.gov.uk/send-information-and-services/education-health-and-care-plans/ehcp-appeals-and-mediation>

Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendices

- **Graduated Response Documents**
 - [Cognition and Learning](#)
 - [Communication and Interaction](#)
 - [Social, Emotional and Mental Health](#)
 - [Sensory and/or Physical](#)
- **Universally Available Provision**