SEND Information Report

The Eastbourne Academy

Special Educational Needs and Disabilities (SEND) Information Report

Date of Approval	**September 2026**
Date of Next Review	**September 2027**
Headteacher	**Carly Rollings & Steve Rickard**
Chair of Governors	**Ian Fidge**
Version	**1**

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Introduction *(SEND CoP 6.81)*
At The Eastbourne Academy, we are dedicated to creating an inclusive environment where all pupils can learn, grow, and achieve their full potential. We believe in working closely with parents and carers to understand each child's unique needs and provide the best possible support. The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disabilities (SEND) Information Report every year. This report outlines how we put our SEND policy into practice. For more detailed information about our overall approach to SEND, please refer to our full SEND Policy, which can be found on our school website. If you want to give us your views or contribute in any way to this report, please contact the SENDCo. In this report we will make reference to the local offer which outlines support available for parents and families and can be found here: https://localoffer.eastsussex.gov.uk/ **If you come across any terms in this report that you are unsure about, please check the Glossary at the end.** Signed: Ian Fidge Date: 05.10.2026

1	What types of SEND does our school provide for?
●	We are an inclusive school and, as such, our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):

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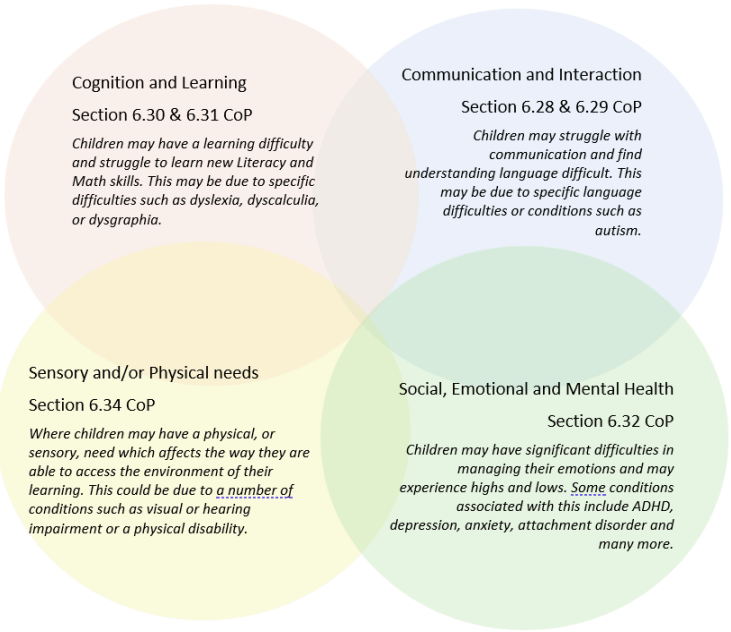

- Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

- More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years.

- Specialist Resourced Base - The Base
  "The Base" is our specialist ASC Facility, designed to provide a nurturing and inclusive environment for students with an EHCP and the primary need of Autistic Spectrum Condition. We support a designated number of students with an EHCP by helping them build the confidence and skills needed to thrive and achieve within our mainstream classrooms. Allocation to our facility is determined by the local authority. Centrally located within the school, our specialist facility includes learning rooms, a sensory room, and an outdoor area. These spaces offer a designated space for students who may need extra pastoral support or a quiet place to regulate during the busy school day.

2	**Who do I contact in School regarding SEND?**

- Our SENDCo, Chelsea Elsbury, is a qualified teacher who has achieved the National Award in Special Educational Needs Co-ordination (NASENDCO).
- The SENDCO is responsible for overseeing the support for all pupils with SEND, including those with Education, Health and Care Plans (EHCPs). They also provide guidance to staff and work closely with families and external professionals. You can contact

Chelsea Elsbury, SENDCO, is available on 01323 514900 or chelsea.elsbury@swale.at.

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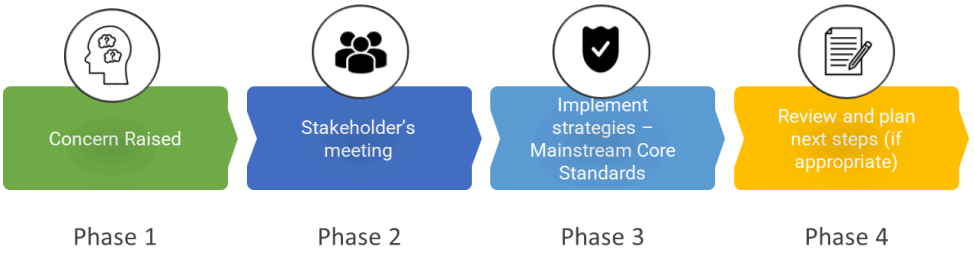
- Our school SEND Link Governor is Patricia Mepham.
- We understand the importance of regular communication and will respond to inquiries as promptly as possible, aiming for a response within 5 school working days.

3	What should you do if you think your child might have SEND?



- **Phase 1: Talk to us.** If you have any concerns that your child may have SEND, the first step is to speak to your child's mentor, year team, or contact the SEND team directly so that the SENDCO is aware of your concerns.
- **Phase 2: We will listen and discuss.** We will arrange a meeting with you to discuss your concerns in more detail and to gain a better understanding of your child's strengths and any difficulties they may be experiencing. Together, we will discuss what outcomes we hope to achieve for your child and agree on the next steps. We will keep a record of our discussion and add it to your child's school file.
- **Phase 3: Implementing and monitoring initial support.** We will put any agreed strategies in place and monitor their effectiveness over a set period. These initial strategies are likely to be universal approaches outlined in the Universally Available Provision. This begins what is known as the 'Graduated Approach', where we continually assess, plan, do, and review the support your child receives.
- **Phase 4: Formal SEND support.** If, after implementing these initial strategies and monitoring their impact, we determine that your child requires formal SEND support in the form of provision that is 'additional to' or 'different from' what is universally available, we will inform you officially, and your child will be added to the school's SEND register. They will then receive more targeted support, which will continue to be reviewed using the assess, plan, do, review cycle.

4	How does the school identify pupils' special education needs?

- At The Eastbourne Academy, we follow a clear process to identify pupils who may have SEND. This process is the same whether a concern is raised by parents or by a member of our school staff.
- Class teachers, supported by the senior leadership team, monitor the progress of all pupils three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points, this includes NGRTs to assess reading age, end point assessment, CATs and mock exams.
- If a teacher notices that a pupil is facing challenges, they will first try to identify any specific gaps in their learning. If a learning gap is found, the school will put appropriate support in place to address

it. For pupils who do not have SEND, progress usually improves quickly once these learning gaps are addressed.

- If a pupil continues to experience difficulties in making expected progress, the teacher will discuss their concerns with the SENDCO and will contact you to talk about the possibility that your child may have SEND. At this point, the school will begin to follow the 'Graduated Approach'
- The school may use a number of 'in house' screens and assessments to support in the identification of any specific SEN needs, e.g. Language Link, Boxall
- For higher levels of need, we may need to draw on specialist assessments from any external agency professionals we have available to us.
- We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

5	**How will we measure your child's progress and the effectiveness of our support?**

- We regularly and carefully review the quality of teaching for all pupils to make sure no one underachieves. Leaders review the quality of teaching and learning for all pupils through lesson observations, learning walks, book looks and pupil voice.
- We use the 'Graduated Approach' to ensure we are effectively meeting your child's SEND needs. This is a four-part cycle:
- **Assess:** If your child is not making the expected progress, we will conduct a thorough assessment to understand their individual strengths and difficulties. We will actively seek input from you and your child, and we will also involve external professionals when necessary to gain a comprehensive understanding of their needs.
- **Plan:** Working together with you and your child, we will agree on the outcomes we hope to achieve. We will then create a support plan that outlines the specific help we will provide to enable your child to reach these outcomes. This plan will be documented and shared with you and all relevant school staff.
- **Do:** We will put the agreed support plan into action. Your child's class teacher, with the support of the SENDCo, will be responsible for working with your child on a daily basis and ensuring that the support we are providing is having the intended positive impact.
- **Review:** We will regularly assess how well the support has helped your child to achieve the agreed outcomes. By carefully reviewing the impact of our actions, we will gain a better understanding of your child's evolving needs and use this knowledge to further refine and improve the support we offer. This may mean that the Assess, Plan, Do, Review cycle continues, with adjustments made to the plan as needed.
- We evaluate the overall effectiveness of our SEND provision by: regularly reviewing your child's progress towards their individual goals each term; reviewing the impact of specific interventions after a set number of weeks; gathering feedback through pupil questionnaires; ongoing monitoring by the SENDCo; using provision maps to track progress across the school; and holding an annual review for pupils who have an Education, Health and Care (EHC) plan.

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6	How will you be involved in decisions about your child's education?

- We believe that you, as parents and carers, are the experts when it comes to your child, and your insights are invaluable. We are committed to working in partnership with you and will ensure you are fully informed and involved in all decisions about your child's education and support.
- We will provide you with regular updates on your child's progress through at a minimum 3 times a year meetings with a member of staff who knows your child well, as well as written reports 3 times a year. During these meetings which we hold as part of the 'assess, plan, do, review process', we will work collaboratively:
    - Set clear and achievable outcomes for your child's progress.
    - Review the progress your child has made towards these outcomes.
    - Discuss the support we will put in place to help your child make further progress.
    - Clearly identify what actions we will take as a school, what we will ask you to do at home, and what we will encourage your child to do.
- If your child has an EHCP you will be invited to attend an annual review meeting to evaluate their progress in relation to the targets in their EHCP as one of these 3 review meetings.
- The SENDCo may also attend these meetings to provide additional support and expertise. We encourage you to share your thoughts, observations, and any information about how the SEND support is impacting your child outside of school so that we can build a comprehensive understanding of their needs. If your child's needs or aspirations change at any time, please inform us as soon as possible so we can ensure our support remains relevant and effective. If you have any concerns that arise between these scheduled meetings, please do not hesitate to contact. You can also get in touch with your child's Mentor, Year team, or the SENDCo. All contact details can be found on the school website.

7	How will your child be involved in decisions about their education?

- We believe it is important for children to be involved in decisions about their own education, where appropriate. The level of their involvement will depend on their age, maturity, and individual needs. We will consider each child's circumstances on a case-by-case basis, always with your input.
- To gather your child's views, we may:
    - Invite them to attend meetings to discuss their progress and outcomes.
    - Encourage them to prepare a presentation, written statement, video, drawing, or other way of sharing their thoughts.
    - Facilitate a discussion with a member of staff who can then represent their views during meetings.
    - Ask them to complete a survey about their experiences and preferences.
- We will achieve this through the use of:

Activity	*Who's involved?*	*How often?*
Mentor time	*Pupils and assigned mentor*	*Daily*

Check in with pastoral team	*Year Teams*	*As and when required*
Classroom assessments	*Class teacher, Curriculum Lead, Pupil*	*Prior to school reports*
Student surveys	*All pupils*	*Throughout the year*
SEN support review meetings	*Pupil, parents, head of year/year group manager/mentor supported by SENCo*	*At least three times a year*
Annual reviews (statements and EHC plans only)	*Pupil, parents, SENCO, head of year/Year group manager/mentor, support services, local authority.*	*Once a year*

8	**How will the school adapt its teaching for my child?**

- We understand that your child's teachers play a vital role in their progress and development, and we ensure that high-quality, inclusive teaching is at the heart of our approach. We're committed to providing all children with access to a rich and varied curriculum throughout their time at The Eastbourne Academy.
- Class teachers plan high quality lessons and will demonstrate the use of effective questioning, modelling and explanation. We tailor learning opportunities to meet the unique needs of each child, whether they're working in groups or individually.
- Our high quality, inclusive teaching is informed by the Universally Available Provision advice developed by East Sussex Local Authority to ensure that our teaching conforms to best practice.
- Our school provides an ambitious and inclusive curriculum, fostering high expectations for all pupils to ensure the best possible outcomes. Therefore teaching is adapted to ensure learning is accessible for every child.
- These adaptations may include:
    - Adjusting our teaching methods, for example, by providing longer processing times, pre-teaching key vocabulary, reading instructions aloud, and using visual aids.
    - Modifying our resources and staffing arrangements to provide appropriate support.
    - Utilising recommended aids such as laptops, coloured overlays, visual timetables, and larger font sizes.
    - Deploying teaching assistants or support staff to provide appropriate support based on the individual presentation of need.
    - Scaffolding lesson materials to provide appropriate levels of challenge and support.
    - We also provide a range of interventions to support pupils with specific needs, including but not limited to ELSA, Speech and Language, sensory circuit, literacy and handwriting. These interventions are part of our contribution to the East Sussex Local Offer.
- According to our statutory duties under the Equality Act 2010, we make reasonable adjustments and provide auxiliary aids and services to prevent a disabled child being disadvantaged.
- If your child has an EHCP they will have relevant provision and intervention in place based on the

targets in their plan.

- We encourage your child to take ownership of their learning and work independently, with our support, whenever possible.
- We invest in ongoing training for our teaching and support staff, ensuring they have the skills and knowledge to meet the diverse needs of our children. When planning support, we carefully consider the training needs of our staff.
- Training is planned to reflect the school strategic plan which is reviewed annually by senior leaders, governors and staff.
- Our teaching and support staff have participated in a variety of professional development opportunities, including: NPQ SEND, PDA training, Emotion coaching and supervision.
- We also implement recommendations from external specialists to further enhance our support..
- You can find more information about how we make our school accessible in our Accessibility Plan, which is available here. Our Accessibility Plan outlines the steps we have taken to prevent disabled pupils from being treated less favourably than other pupils and covers how we are increasing the extent to which disabled pupils can participate in the curriculum.

9	**How will the school ensure my child has the resources they need?**

- Our school is subject to the Equalities Act, 2010 and makes reasonable adjustments, providing auxiliary aids and services to prevent a disabled child being disadvantaged.
- We are committed to providing the necessary resources to support your child's learning. This may include additional resources to support their learning, adaptations to in-class support, further training for our staff, or the involvement of external specialist expertise.
- Where appropriate, we will consult with external agencies to gain recommendations on the best ways to help your child access their learning, and we will do our utmost to ensure these resources are provided. Resources and support for pupils with SEND will be provided through the SEND notional budget or any top up funding made available to the school.

10	**How will the school make sure my child is included in all school activities?**

- We believe that all pupils, including those with SEND, should have the opportunity to participate fully in all aspects of school life. The expectation is that our school provides an inclusive environment for everyone. While some pupils may require additional interventions alongside a broad and balanced curriculum, we are committed to ensuring there are no barriers to your child enjoying the same activities as their peers, including physical activities and extracurricular clubs.
- We want every child to enjoy and benefit from off-site visits. When we plan these trips, we carefully consider the needs of all our children, especially those with SEND. Where necessary, we'll work with you to ensure appropriate risk assessments are in place, reflecting any additional support your child may require, so they can fully participate and have a positive experience.
- All of our extra-curricular activities and school visits, including our before and after-school clubs, are

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	open to all pupils. We encourage all pupils to participate in school trips, including any residential trips, and to take part in events such as sports day, Dance Live, and Swalefest events. No pupil will ever be excluded from participating in these activities due to their SEND, and we will work closely with you to make reasonable adjustments.
11	**How does the school ensure the admissions process is fair for pupils for SEND?**
	• The Eastbourne Academy is an inclusive school which is part of Swale Academies Trust. We admit pupils from age 11 to 16 years. Our arrangements for the admission of prospective pupils with a disability and prospective pupils with SEND are fair and equitable. • For prospective pupils who have an Education, Health and Care Plan (EHCP) that namesThe Eastbourne Academy, those pupils will be admitted before any other places are allocated, as required by law. • If you want a place for a pupil who already has an Education, Health and Care Plan (EHCP) in place, contact your assessment and planning officer at East Sussex County Council. • If you want a place for any other pupil with special educational needs, you should apply as normal and your application will be considered in the same way as applications from pupils without special educational needs. • Admission to our SRB is done so via a consultation process; these places are allocated via East Sussex Local Authority. • **Please follow the school's website link for further information about admissions:** • Admissions • **Local authority school admissions**: East Sussex admissions - school admissions - East Sussex.gov.uk Contact information for families for admissions advice (East Sussex) 0345 60 80 192
12	**How will the school support pupils with disabilities?**
	• We are committed to ensuring that pupils with disabilities are not treated less favourably than other pupils. We make reasonable adjustments to our practices and procedures to prevent discrimination and promote inclusion. This includes considerations in relation to the environment and any adaptation that may be required, ensuring IHCP's are up to date, our Accessibility Plan can be found here. Our Accessibility Plan provides further details on the steps we have taken to improve the physical environment of the school, increase access to the curriculum, and improve the provision of information in accessible formats for disabled pupils, parents, and staff. • Under the Equality Act 2010, a person is considered disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. • Ramps and slopes are positioned around the school to enable wheelchair access. Lift access is available in areas in school where it spans multi storey. Playgrounds are tarmacked, stairs have appropriate marks to support visual impairment.

- When needed, we work closely with outside experts, like the Sensory Needs Team, Occupational Health and Physiotherapy, to ensure we're providing the best possible support for your child. They'll visit our school and share their expertise with our teachers and staff.
- Specialist equipment or resources may be sourced by the inclusion team to enable identified pupils to access all aspects of the curriculum, e.g. Perkins Brailler, Braille books/paper, assistive technology.
- For highly specialist communication equipment, the school will seek the advice of the sensory needs team.

13	How will the school support my child's mental health and emotional and social development?

- We recognise that the emotional and social well-being of our pupils is just as important as their academic progress. We provide a range of support to help pupils with SEND develop their emotional and social skills, including a non-teacher year group manager, signposting, support from the Mental Health Support Team, school counsellor.
- We believe in nurturing your child's well-being, which is why we provide regular and carefully planned personal, social, and health education lessons, using our own comprehensive SPHERE program; this is complemented by the mentoring programme.
- To support busy families and provide a positive start and end to the school day, we offer a daily breakfast and after-school club.
- We actively participate in important events like Anti-Bullying Week, Mental Health Awareness Day, and E-Safety Week, to raise awareness and promote a safe and supportive environment for all children.
- To ensure we understand your child's perspective, we may use pupil voice questionnaires, giving them an opportunity to share their thoughts and feelings.
- We make sure all staff are fully informed about your child's individual needs, through regular meetings and briefings. This helps us maintain a consistent and supportive approach, especially when implementing risk reduction plans.
- We use themed assemblies to address important topics such as personal safety, online safety, anti-bullying, disability awareness, peer pressure, friendships, and autism spectrum disorder, helping to create a caring and inclusive school community.

14	What support is in place for looked after and previously looked after children with SEND?

- Our designated teacher for looked-after children and previously looked-after children is Kate Mahar, who works closely with our SENDCo, Chelsea Elsbury, to ensure that all staff understand how a looked-after or previously looked-after pupil's experiences and their SEND may interact, and the implications this has for their teaching and learning.
- Looked-after and previously looked-after children with SEND will receive support in the same way as any other child with SEND. However, looked-after children will also have a Personal Education Plan (PEP)

15	What support will be available for my child as they transition between classes or settings or in preparation for adulthood?

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Moving to a new class, a different school, or even preparing for life after school can be a big step for any child. We understand that children with SEND may need extra support during these times, and we have specific plans in place to make these transitions as smooth and comfortable as possible.

Moving Between Years:

To help your child get ready for their new class each year, we will:

- Make sure that any new teachers have access to a pupil profile including the APDR. Designated time is given to staff to ensure they have enough time to read through pupils' SEND profiles.
- Where appropriate, some pupils may have interventions to discuss these changes, opportunities to meet new teachers, visit classrooms and discuss any concerns they have.

Moving to a New School:

When it's time for your child to move on to a different school, whether it's a new primary school, secondary school, or a specialist setting, we will work closely with you and your child to ensure a positive transition. We will:

- Ask you and your child what information you feel would be helpful to share with the new school.
- With your permission, we will then share relevant information about your child's SEND, their learning style, and the support strategies that have been effective for them. This ensures the new school has a good understanding of your child's needs from the start.

Moving Between Phases (for children in secondary school moving on):

When your child is joining our secondary school from primary school, we will:

- Arrange for our SENDCo to meet with the SENDCo from your child's primary school to discuss their individual needs and the support they have received.
- Organise meetings with you, as parents, to discuss how we can best welcome your child into our school community and understand any specific concerns you may have.
- Often pair new students with a buddy from the year above who can help them settle in, find their way around, and make new friends.

Preparing for Adulthood:

As your child gets older, we will start to think about their future beyond school. We will:

- Provide all our pupils with appropriate advice and guidance about different pathways, including further education, training, and employment.
- Work with your child to help them identify their ambitions and goals for the future, which may include aspirations for higher education, finding a job, living independently, and participating actively in society. We will then help them to develop the skills and knowledge they need to achieve these goals.
- We believe that all students are entitled to a careers program which includes information, advice and

guidance. CEIAG helps our students develop the knowledge, understanding and skills they need to make successful choices and manage transition into learning and work. We aim to work with young people, parents, staff, governors, trust partners and members of the local community to prepare learners to leave school as 'Caring', 'Confident' and 'Creative' young people who can make the right choices for themselves. We aim to help young people develop the knowledge and skills they need to make successful choices, manage transition in learning and move into work that suits their interests, skills and strengths. Careers education is provided to all students with extra support provided where appropriate. Every student has access to a 1:1 interview with our school's career advisor Melissa Gibson. 01323 514900 melissa.gibson@swale.at

- More information in relation to our school Careers can be found here.

16	**What support is available for me and my family?**

- We understand that having a child with SEND can bring both joys and challenges, and we want to support you as a family. Please do not hesitate to get in touch with us if you have any questions about SEND or if you are finding things difficult to cope with. We are here to help.
- To see what support is available to you locally, have a look at East Sussex's local offer. East Sussex publishes information about the local offer on their website:

www.eastsussex.gov.uk/localoffer

- Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

SENDIASS AMAZE:
Amaze supports children and young people with special educational needs and disabilities (SEND) and their families in East Sussex.

Amaze SENDIASS Helpline: 01273 772289
Email: sendiass@amazesussex.org.uk
https://amazesussex.org.uk/east-sussex/

National charities that offer information and support to families of pupils with SEND include:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

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17	**What should I do if I have a complaint about my child's SEND support?**
	• We hope that you are always happy with the support your child receives at our school. However, if you do have a concern or complaint about our SEND provision, we encourage you to let us know so that we can try to resolve it. • In the first instance, please speak to your child's Year Team. They will listen to your concerns and will follow our complaints policy to address them. You can find a link to our school's complaints procedure here. • If you are not satisfied with the school's response, you have the right to escalate your complaint further, as outlined in Swale Academies Trust Complaints Policy which can be found on our school website.
18	**Supporting documents**
• Equality Information and Objectives Policy • Child Protection and Safeguarding Policy • Behaviour Policy • Accessibility Plan • Attendance and Punctuality Policy • SEND Policy • SEN & Disabilities Code Of Practice 2015 • Mainstream Core Standards	
19	**Glossary**
• **Access arrangements** – special arrangements to allow pupils with SEND 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 SEND 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 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.	

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- **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 SEND
- **Graduated approach** – an approach to providing SEND 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 which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. 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
- **SENDCo** – 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 pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages