



**Shoreham Academy**  
The best in everyone™  
Part of United Learning



## SEND Impact Report

2023-24

## Shoreham Academy

Website: <https://www.shoreham-academy.org>

Tel: 01273 274100

Address: Kingston Lane, Shoreham-by-Sea BN43 6 YT

Principal: Mr J Coupe [jim.coupe@shoreham-academy.org](mailto:jim.coupe@shoreham-academy.org)

Director of Inclusion: Mrs M J Edwards ([melanie.edwards@shoreham-academy.org](mailto:melanie.edwards@shoreham-academy.org))

SENDCo: Hannah Phillips ([Hannah.Phillips@shoreham-academy.org](mailto:Hannah.Phillips@shoreham-academy.org))

SLT Lead for SEND: Suzanne Butler ([Suzanne.Butler@shoreham-academy.org](mailto:Suzanne.Butler@shoreham-academy.org))

SEND Governor: Cathy Childs ([Cathy.Childs@shoreham-academy.org](mailto:Cathy.Childs@shoreham-academy.org))

# SEND at Shoreham Academy

## Our Philosophy

The Inclusion and Learning Support department at Shoreham Academy is committed to the principles of equality and inclusion. The inclusion team are dedicated to supporting students with SEND:

Shoreham Academy aims to enable our students with special educational needs to reach their full potential.

We aim to provide for any SEND students by identifying their needs and utilising resources and strategies where appropriate. Such interventions are part of a "graduated approach" as outlined in the SEND Code of Practice of 2014.

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment, and evaluation that takes account of the wide range of abilities, aptitudes, and interests of the students.

These interventions are additional to or different from those provided as part of the school's usual differentiated curriculum.

This intervention is described as School Support.

## SA Inclusion & Learning Support



An inclusive education that develops the potential of each child to bring out 'The best in everyone.'

### Most recent year 11 outcomes

All SEN P8 +0.26

EHCP P8 +0.46

K (School support) P8 +0.23

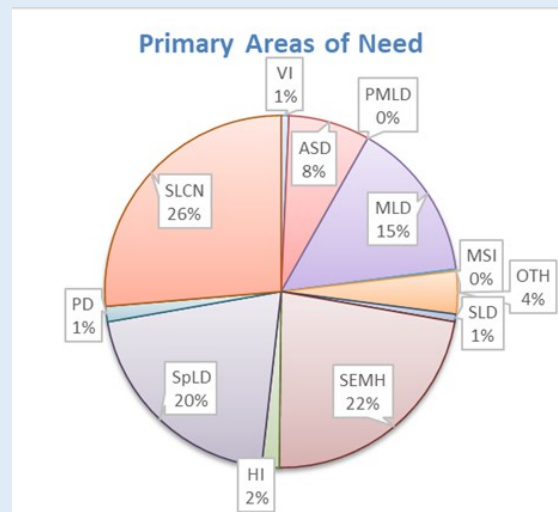
### Numbers receiving SEND support

**EHCP: 65 (3.7%)**

**K-Code (SEND) :277 (15.7%)**

**Total SEND: 342 (19%)**

### Areas of Need within SEND:



### Shoreham Academy Inclusion Team (ILS)

Melanie Edwards - Director of Inclusion ... Ext. 236  
Melanie.Edwards@shoreham-academy.org

Hannah Phillips - SENCo ... Ext. 277  
Hannah.Phillips@shoreham-academy.org

Mark Bowden - Assistant SENCo...  
Mark.Bowden@Shoreham-academy.org

Alison Visser - Deputy Inclusion Coordinator ... Ext. 257  
Alison.Visser@shoreham-academy.org

#### What is ILS?

ILS stands for Inclusion and Learning Support. We are a department within the school who help support our students with SEND through our wonderful team of Teaching Assistants.

## Who we are– The inclusion Team



**Mel Edwards**

Director of Inclusion



**Hannah Phillips**

SENDCo



**Alison Visser**

Deputy inclusion  
Coordinator



**Mark Bowden**

Assistant SENDCo



**Sharon Churchill**

Wellbeing Lead



**Caroline Dunk**

Lead TA for SEMH



**Carol Townsend**

SP&L/ SPN Intervener



**Keith Weir**

Lead TA in Sixth Form

### Intervention Team

**Beverly McKiddie: SEND Teacher**

**Farah Shakir: Maths Tutor**

**David O'Dell: Maths Tutor**

**Jane Sharp: Specialist Tutor**

### Additional roles

**Ayeshea Graham– Forest School**

**Sarah Barfoot– Concordia**

**Giuseppe Ambrosio– Art Therapy**

**Shoreham Academy has a large Team of Teaching assistants which equate to a full time equivalent of 32.2**

**If you wish to make contact with a member of our team contact**

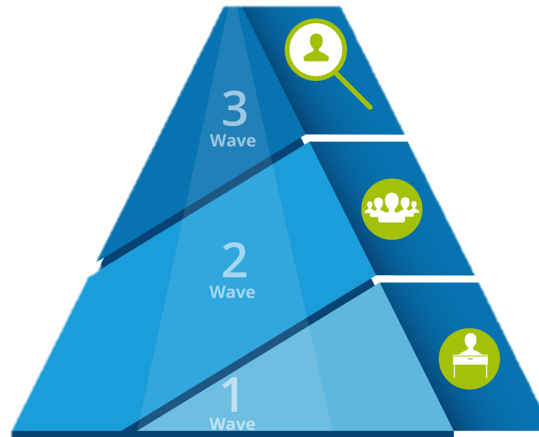
**[ILSLeadership@Shoreham-academy.org](mailto:ILSLeadership@Shoreham-academy.org)**

## How are additional needs identified at school?

Some students will already have been identified as having special educational needs at their previous school/s and will have been supported through an Education and Health Care Plan or through School Support. Such students are prepared for through close liaison with the feeder schools and a comprehensive transition programme. The Director of Inclusion or the SENco will attend the Year 6 Annual Review to support transition. Parents of students with SEND will be invited to ILS 'open house' to share their perspective of their child's strengths and weaknesses before they join Shoreham Academy. Some students however may have unidentified special educational needs and it is very important that they are identified and assessed as early as possible. Assessment is a continuing process that can identify students who may have special educational needs. The academy uses the waves below of intervention to determine the progress of the child through interventions.

### The academy measures children's progress by referring to:

- Evidence from teacher observation and assessment.
- Annual Review meetings
- Standardised assessment screening.
- Their performance within Key Performance Indicators which are assessed termly/ data captures.
- Parental concerns.
- Student self-referral.
- Discussions with school



**Additional highly personalised intervention**  
More focussed strategies and targets are put in place and advice from outside agencies may be sought if necessary.  
*Different and additional to*

**Additional intervention in place**  
If a child is struggling to keep up with differentiation in place then an intervention plan is drawn up; different to the ordinarily available resources- TA support.

**Quality first teaching and differentiation for all**  
Activities are planned at an appropriate level for a child to learn and achieve in lesson.

## What other agencies work in partnership with the school to improve progress and support my child with Special Educational Needs?

The Inclusion team and Pastoral team work closely with any external agencies that we believe to be relevant to our students' needs at any given time, some of the external agencies we currently work closely with are:

- Sensory support service
- CAMHS
- Learning Behaviour Advisory team
- Social Communication Team (ASCT)
- Early Help
- Social Services
- Virtual Schools- LAC

## How is information shared with Teachers?

All students on the SEND register have an individual learning profile which is attached to the our register system (Arbor)

The ILP

- Provides staff with information and strategies on the child
- Outlines the provision provided by ILS and outside agencies
- Has targets set with the students.
- Is colour coded with our graduated response.

Name:	ILP Group:	Master Group:	DOB:	Entry:	Sept 22
SEN Status:	Date of need:	PP:	Low:	High:	None:
Reading age:	Writing:	Spelling:	Spoken:	None:	None:
Strength and difficulties:					
Inclusion Teaching Provision:					
Additional support:					
Targets:					
Review:					

## How do you adapt the curriculum and learning environment for those who have SEN?

- All teachers at Shoreham Academy adapt their teaching to meet the diverse range of pupils' needs and providing High quality teaching that meets the needs of each student' is one of our priorities as a school. Lessons are planned with a focus on students' needs. Differentiation is skilled; this is something we expect to see in all lessons.
- Teachers use the graduated approach and are given a range of strategies that can be used for this when planning.
- Additional adults in the classroom are used resourcefully and effectively to help groups and individual students make progress and develop independent learning skills.
- Where students have visual or hearing impairments these are taken into consideration and appropriate aids are used— this is supported by Ms Townsend who collaborates with outside agencies to ensure the best possible adaptation.
- We have wheelchair access and lifts for students who have physical disabilities which affect their mobility alongside this we have an adapted bathroom, hoist and bed for easy, safe support.
- One of our reasonable adjustments allows for Silent Transitions allow for a safe a calm environment as students move around our building.

**The send register is coloured coded with the Graduated approach so that staff are all aware at what stage students are on.**

Graduated approach to support		
Stage	Provision required	Support and provision
1	Quality first Teaching	High quality inclusive teaching Personalised learning targets based on Data Carefully planned differentiation Assessment for learning.
2	Early intervention	Support within class through small group and individual support during the lesson. EG checking in on understanding and providing differentiated resources to the child.  <b>Concerns identified with ILS and SEND identification form completed.</b>
3	Targeted additional support (SEND register)	<b><i>In addition to stage 1-2</i></b> Additional group or individual programmes Evidence based interventions. Student information sheet Identified on school provision map
4	Targeted intensive additional support (SEND register)	<b><i>In addition to stage 1-3</i></b> Multi professional support (CAHMS, Social Coms, Early Help, LBAT, Sensory support) Student information sheet Identified on school Provision map
5	Provision over and above that which would be expected at level 1-4 because pupils' needs are exceptional, severe, complex, and long term. (EHCP)	<b><i>In addition to stage 1-4</i></b> Education, Health, and care plan (EHCP) reviewed annually. Multi professional support. Student information sheet Identified on school Provision Map

## What provision can (school) offer to students with SEND?

When a student is identified as having a special educational need that requires additional support beyond high quality first teaching, interventions are put in place to remove the barriers to learning. At Shoreham Academy, we are passionate about providing excellent provision for all of our students. Children learn in many different ways and we aim to identify their strengths and weaknesses and provide appropriate support to help students overcome their difficulties. Every teacher is a teacher of SEND and as such will adopt strategies to support learning as well as adapt the curriculum to ensure it is inclusive. This is called Quality First Teaching. Such interventions are part of a “graduated approach” as outlined in the SEND Code of Practice of 2015. This comprises a four-part cycle of support: - Assess – Plan – Do – Review. These interventions are additional to or different from those provided as part of the school’s usual differentiated curriculum. This intervention is described as School Support. For further details please check our SEND policy : [SEND Policy including Local Offer updated Sept 2023.pdf \(shoreham-academy.org\)](#)

## Support Highlights:

### Homework club

Homework club runs after school every day in G21 which is the inclusion classroom– this is supported by TAs; support includes organising homework tasks, helping students who are stuck, prompting students, reminding them of the content discussed in class and liaising with teaching staff.

Alongside this a SPARX Maths homework club runs once a week to support SEND Students engage and complete their Sparx homework.

Parents and carers have also spoken with us about how attending homework club has reduced the pressure of homework at home and has helped their children to gain a better balance between school and home, resulting in more peaceful and relaxing evenings for them and their children.



### Teacher of SEND and Tutoring

Shoreham Academy has a team of tutors and teachers who work within our department to support students who need additional support to access the curriculum. Our tutors work closely with departments to ensure a collaborative and fluid program of study which helps our students access the Mainstream curriculum. The interventions are undertaken within our intervention rooms at the Academy we have:

- A speech and language room
- SEND/ curriculum teacher room
- Maths intervention rooms
- Literacy intervention rooms

### Forest School



On a weekly basis our TA lead for Forest school runs sessions with small groups of students in our sensory garden. Our students enjoy being outside creating things in nature and working as a team. Recently they have started building a bug hotel.



## How is the school accessible to students with Special Educational Needs or Disabilities?

- All areas of the building are accessible to those with physical disabilities – ramps at the entrance, lifts to reach each floor of the building.
- Entrance to the building is through external doorways with wheelchair access.
- Classrooms are accessed by corridors from which there is also wheelchair access or via specialised lifts
- There are disabled toilets on each corridor.
- There are disabled parking bays leading to automatic wheelchair accessible doors.
- - We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired students.
  - Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, blinds, quiet areas).
- Students requiring equipment due to impairment will be assessed in order to gain the support that they require. Please see our Accessibility Plan – which is available on the school website



## Working in Partnerships with families

At Shoreham Academy we have an open door policy by which we encourage parents to contact any of the ILS leadership Team if there is a concern– we all have extension numbers and emails– please refer to to details in page 2. The ILS team are present at all parents evenings, opening evenings and Settling in evenings. Communication through pastoral and Key-worker also happens to support students and parents.

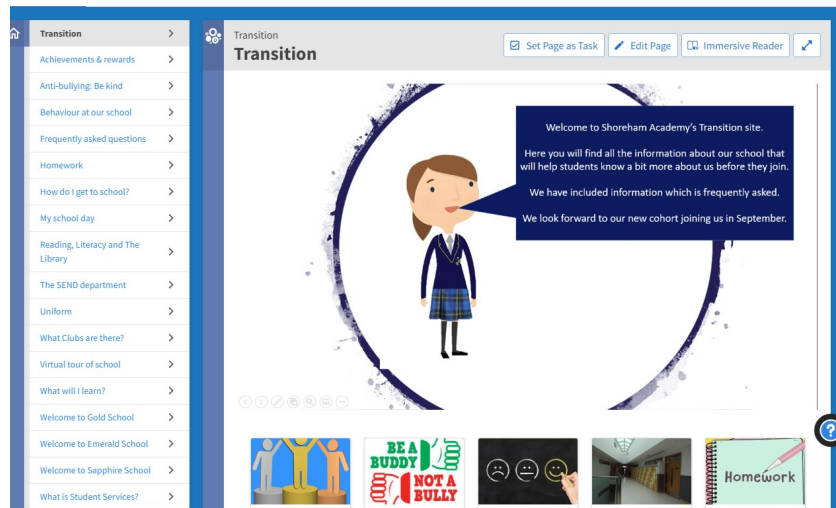
At Shoreham Academy we aim:

- To develop positive and constructive relationships with parents/carers.
- To accept and value the contribution of parents/carers and encourage participation in their child’s education. Key principles in communicating and working in partnership with parents/carers are as follows:
- To inform parents/carers when their child is first identified as having special educational needs.
- To seek parental permission before referring their child to an outside agency and undertaking any programme of support.
- To recognise that parents/carers need to be fully involved in any action taken by the school and understand the purpose of any intervention or programme of action.
- We endeavour to keep parents informed of any changes and adjustments to support arrangements when necessary.
- To explain to parents/carers ways in which they can support the learning of their children.

## Transition from Year 6 to Year 7

The transfer from primary to secondary school is a crucial time for all students but may hold a particular challenge for a student with special educational needs. In recognition of the importance of this move, Shoreham Academy has initiated the following transition programme to assist and ease the transfer process from primary to secondary school.

- There are regular Transition Forums led by the Vice Principal with representatives from the feeder schools and key members of staff from Shoreham Academy.
- The ILS team meet individual SENCOs from the feeder primary schools to discuss students who are on the SEN register and have been identified as being likely to experience difficulties at the time of transition. At these meetings information is shared and each student is discussed individually. A transition Individual Learning Plan is produced which outlines main concerns and indicates any successful strategies that have been used in the primary schools.
- The ILS team meet the class teachers and discuss the needs of SEND students to help build a holistic picture of each student.
- In addition to the whole year transition days which take place towards the end of the summer term, identified students may be invited to visit the school for additional sessions to support orientation and to meet ILS staff who will be supporting them in year 7.
- There is an 'open house' in the ILS department during transition- parents of SEND students are invited and this gives parents the opportunity to meet members of the team and discuss their child.



## Transition Post-16

- For students who have an EHCP / Statement of Special educational Need, a post-16 special needs advisor will attend their Annual Review meeting in Year 11.
- For students with SEND the ILS team will liaise with 6th form colleges and pass on relevant information.
- SEND students will have careers meetings and can be supported to research and apply for college/apprenticeships if appropriate.
- SEND students may be offered support to write a curriculum vitae.



## What training do staff undertake at (school) to support students with SEND?

Each individual member of staff carries the professional responsibility of identifying ways in which all areas of learning may be experienced by every student. Shoreham Academy attaches a high priority to in-service training towards enhancing delivery of provision for special educational needs. Through training and support we seek to foster the commitment and expertise of all members of staff to offer learning strategies and a differentiated curriculum to meet the needs of all students. Whole staff in service training sessions on matters relating to special educational needs are a feature of the Academy's INSET programme. The Inclusion managers constantly seek to deliver relevant training to teaching assistants alongside the whole school Continuing Professional Development (CPD) opportunities. Newly qualified teachers (ECTs) and (ITT) students also have extensive training to raise awareness and develop specific skills so that they are immediately able to provide support for SEN learners. Requests for training are particularly encouraged from subject departments anxious to provide additional special needs support among their own specialist teachers to supplement input from among the ILS Department. Staff are directed to attend courses that are relevant to their professional development.

## Weekly school CPD

Every half term there is a focus for the teaching and Learning Bulletin which breaks down areas of need for teaching staff and equips them with strategies to implement in the classroom as well as keeping their knowledge of SEND relevant. During this time CPDs are offered either from the SENCo or outside agencies to support this learning.

**SEND CPD**      **ADHD and Working Memory**

[Why I Can't Remember Things -- How ADHD Affects Working Memory - YouTube](#)

**Top tips for the classroom :**  
*Take away the fear of forgetting in the classroom environment*

- Make sure there is a written form of the information.
- Chunk the information up in order.
- Write down the instructions for task in case they do miss it.
- 'Now, next and then' card.
- Remember Auditory information is much harder to retain than written.
- Allow them to use a post it notes.
- Highlight the most important things to remember; verbally or visually.

Honestly learning is exhausting with ADHD, I'm insanely curious all the time & I actually love learning. But with learning leading up to my inability to retain what I've learned

When I'm stressed or tired, I lose even more memory slots. Which means I sometimes literally cannot remember the beginning of my own sentences by the time I get to the end, or my brain effectively gives up on trying to understand speech

For me when I get Distracted in the middle of a conversation I zone out and completely miss what is being said. It's like I turn my hearing off for a sec and can only hear my thoughts.

Additional video please watch [Why People With ADHD Struggle to remember Things - YouTube](#)

Shoreham Academy  
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Headteachers

## Teachers are trained to support students with SEND through the following:

- Advice and support from the Inclusion and Pastoral teams regarding individual students
- All teachers have a bank of strategies for each of the SEND categories to meet student needs.
- Weekly SEND Updates in Staff Briefings
- Learning walk feedback
- Support and guidance with the centralised ILPs and SEND register
- INSET for all staff on adapting the curriculum to meet student needs, run by the Teaching & Learning teams
- CPD for new and trainee staff on SEND, run by the SENDCo
- Specialist INSET sessions by relevant professionals or agencies working with our students with SEND
- All teachers are expected to identify how they support students with SEND in their planning.
- SEND focus.
- Focus SEND wall in the staff room.
- Specific CPD for target children.
- Collaboration with the subject Departments and SEND being a focus for a part of the department meetings.

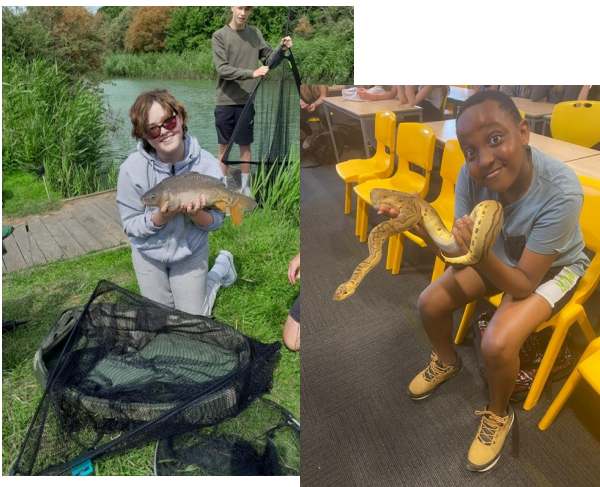
## Being part of the wider School community

At Shoreham academy we want our students with SEND to have as many opportunities to experience life skills and experiences outside of the curriculum. All our students have access to every opportunity that the Academy has to offer alongside departmental led experiences too.

Clubs are encouraged with all students ensuring a balance between academic and extra curricular.

### Christmas Market:

Every year ILS and students run a stall at the Christmas market to raise money to acquire equipment used for the department. In the first year we raised money and funded a Boccia set for the PE department . This experience gives our students opportunities to interact with the public, use mon-



### Experience week

During experience week where all students are off timetable; the Inclusion team supports all students to be involved in whatever they choose to engage with. In order to support some of our students the Inclusion team offers a bespoke set of experience with out TAs.

### SEND students representing their peers

As a department we promote our students representing our SEND community. Sharing their experiences and supporting our younger students.

Here is our Lead student for Emerald who is a fantastic representative of our SEND community.



Other examples of students engaging in our wider community.

- Regular Disability sporting events.
- Drama productions
- Open mic club and performances.
- Sensory garden

# Key links and Documents



**SEND policy:** [SEND Policy including Local Offer updated Sept 2023.pdf \(shoreham-academy.org\)](#)

**Shoreham Academy SEND 101 Leaflet :** [SEND 101 Leaflet.pdf \(shoreham-academy.org\)](#)

**Graduated Approach to SEND:** [Graduated approach to support.pdf \(shoreham-academy.org\)](#)

**Accessibility Plan:** [Accessibility Plan October 2021 web version.pdf \(shoreham-academy.org\)](#)



**Special Educational needs and Disability information page:** [Special educational needs and disability \(SEND\) - West Sussex County Council](#)

**West Sussex Local Offer:** [West Sussex Local Offer \(local-offer.org\)](#)

**West Sussex SENDIAS Service:** [SENDIAS Home Page - West Sussex SENDIAS Service](#)



**The SEND Code of Practice: 0-25years– 2015**

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](#)

**Part 3 of the Children and Families act 2014 and associated regulations:**

[Children and Families Act 2014 \(legislation.gov.uk\)](#)

**Equality Act 2010:**

[Equality Act 2010: guidance - GOV.UK \(www.gov.uk\)](#)