NEW SEAHAM ACADEMY
School SEND Information Report
2026-2027

What is the Local Authority Local Offer?

From September 2014 Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. This is called the **'Local Offer'.**

The intention of the Local Offer is to improve choice for families and will also be an important resource for parents in understanding the range of services and provision in the local area.

The current link to the LA Local Offer website can be found at

Local Offer

General Information

Welcome to our SEND information page. Hopefully you will find everything that you need.

At New Seaham Academy we recognise that all pupils are entitled to a quality of provision that will enable them to achieve their potential. We believe in positive intervention, removing barriers to learning, raising expectations and levels of achievement and working in partnership with other agencies in order to provide a positive educational experience for all our pupils including those with a special educational need or disability.

Our school recognises there are particular groups of pupils whose circumstances require additional consideration by those who work with them to support their SEN.
At New Seaham Academy we have appointed a Designated Teacher for Looked after Children who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

At New Seaham Academy we ensure that all pupils, regardless of their specific needs make the best possible progress.

There are now four broad areas of SEND, these are:

- **Communication and Interaction**
  This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs

- **Cognition and Learning**
  This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- **Social, Emotional and Mental Health Difficulties**
  This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- **Sensory and/or Physical Difficulties**
  This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

School Admissions

We are committed to meeting the needs of all children including those with Special Educational Needs and Disabilities. We would ask parents to discuss the identified needs with the school prior to starting so that appropriate intervention and support can be planned and implemented. Advice from the LA or other agencies may be requested to ensure any the school can meet any needs appropriately.

Full details of the admission arrangements can be found in the Primary and Secondary Admissions brochure produced by Durham County Council.
School Admissions policy can be found on our Parents Information Page

Visit the Durham County Council website for information regarding the school admission process and primary school admissions.

Applying for a school place if your child has an Education, Health and Care Plan or a Statement of SEN

Children and young people with an Education, Health and Care Plan (or Statement of Special Education Needs) follow a different admission and transfer process for a new school. Please continue to complete Durham County Council's parental preference form, as part of the admission process to a new school. You continue to have a right to request a particular school and this will be considered alongside the information that we have about your child's special educational needs. The information would have been provided as part of the Education, Health and Care assessment or following the review meeting.

Key Policies

All of our school policies can be found on the website but the most important ones for parents of children with SEND are listed below md all can be found on the Parents Information page on this website

SEND Policy
Equality Policy, Statement and Objectives
Accessibility Plan

Anti-Bullying Policy
Behaviour Policy
Medical Needs policy
Other relevant school policies
KCSIE 2026

Contacts

The following are the main contacts for Special Educational Needs and Disability at New Seaham Academy:

Mr S. Bilton is the Head Teacher

Melissa Baker is our designated SEN Governor:

Mr Spinks is our designated Special Educational Needs Coordinator. It is the SENCO's job to:

1. Oversee the day-to-day operation of the school's SEN policy
2. Liaise with the relevant Designated Teacher where a looked after pupil has SEN
3. Advise teachers on using a graduated approach to providing SEN support
4. Advise on the deployment of the school's delegated budget and other resources to meet the pupil's needs effectively
5. Liaise with parents/carers of pupils with SEN
6. Liaise with and be a key point of contact for external agencies
7. Ensure that the school keeps the records of all SEN pupils up to date
8. Work with the head teacher and school governors to ensure that the school meets its responsibilities with regard to reasonable adjustments and access arrangements by phoning the school on 0191 5813046 or sending an email to: newseaham@durhamlearning.net

Pastoral, Medical and Social Support

At New Seaham Academy we consult with a wide range of agencies to ensure the pastoral, medical and social needs of SEND children are met including:

- Link Educational Psychologist"
- East Durham Child and Adolescent Mental Health Service (CAMHS)
- Links to County Durham Neurodevelopmental Pathway
- Educational Social Workers
- School Nurse Service
- Occupational Therapy Service for Children
- Seaham One Point Hub
- Speech and Language Therapy

Statement of Intent for Promoting Equality

At New Seaham Academy we are committed to equality. We aim for every pupil to fulfil their potential no matter what their needs. Our School is committed to anti-discriminatory practice to promote equality of opportunity and valuing diversity for all children and families. We aim to:

Provide a secure and accessible environment in which all our children can flourish and in which all contributions are considered and valued.

- Include and value the contribution of all families to our understanding of equality and diversity.

- Provide positive non-stereotyping information about gender roles, diverse ethnic and cultural groups and disabled people.
- Improve our knowledge and understanding of issues of anti-discriminatory practice, promoting equality and valuing diversity.
- Make inclusion a thread that runs through all of the activities of the school

New Seaham Academy prides itself in being very inclusive and will endeavour to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and a pace that is appropriate to their abilities. At times and when it is felt appropriate, modifications to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

Ensure that all pupils have access to the school curriculum and all school activities.

- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils to gain in confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies in order to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice in order to achieve best practice.

Types of SEND at the School

At New Seaham Academy we have experience of supporting children and young people with a wide range of needs.

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes, discussing them with the class teacher/SENCO.

We also have a Pupil Voice forum and a Student Council to ascertain the views of children

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers Review Days
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through a termly review of a child's SEN Support Plan or the Annual Review of their Statement of SEN or EHC Plan.
- Annual Parent Questionnaire.

Finance

Academies are funded through the Education Funding Agency, not through the local authority.

Academies get the same level of funding for each pupil as local authority schools in the same area; their notional SEN budget is worked out in the same way; they can get top-up funding from the local authority in the same way.

This is used to support children and young people with SEND by:

Provision of support staff
Intervention teachers where appropriate
Purchase of specialist resources where appropriate

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer should this be needed in line with EHCPs.

Teaching, Learning and the Curriculum

At New Seaham Academy we believe that inclusive education means providing all pupils with appropriate education and support alongside their peers. The Curriculum is all the planned activities that the school organises in order to promote learning, personal growth and development.

It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning

How we identify and assess children with special educational needs

Most children and young people will have their special educational needs met in mainstream schools through good classroom practice. This is called **Quality First Teaching.**

At New Seaham Academy we follow a graduated support approach which is called **"Assess, Plan, Do, Review"**. This means that we will:

✞ **Assess** a child's special educational needs

- ✞ **Plan** the provision to meet your child's aspirations and agreed outcomes
- ✞ **Do** put the provision in place to meet those outcomes
- ✞ **Review** the support and progress

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. Parents and carers will be fully involved in this process.
A small percentage of children and young people with significant learning difficulties might need an assessment that could lead to an Education, Health and Care Plan. Full details can be found on the Local Offer website.
You can find details of how we adapt the curriculum and make it more accessible for pupils with SEN below:

- Quality First Teaching
- Specific group work
- Specialist support from outside agencies e.g. Speech and Language Therapy where available and appropriate
- Specific individual support for children whose learning needs are severe, complex and lifelong and what this means for your child where necessary
- Range of teaching and learning styles;
- An innovative and supportive curriculum; A broad range of enrichment activities
- Differentiated materials.

- Support for literacy:
- Support with numeracy
- Support for children with physical needs
- Support for children with speech, language and communication needs
- Support for children with a hearing, visual or multi-sensory impairment:
- Support for children with social, emotional and mental health difficulties:
- Support for children with medical needs:
- Support for Looked after Children with SEND:

At New Seaham Academy, all groups of pupils have equal access to all forms of pastoral support and enrichment in the curriculum including SEND pupils

Progress of SEND pupils is tracked rigorously through the school's tracking system. This is monitored closely by the SENCO to ensure SEND children are making at least expected progress Progress is measured using the schools 'Preferred Approach' to assessment which is based on a number of points progress that should be attained across a year.

The school rigorously monitors the effectiveness of provision for SEND pupils and the SENCO checks their progress regularly

External Agencies and Partnerships

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families, particularly when a child is demonstrating further cause for concern or their learning need is more complex and persistent. The external specialists may:

- Act in an advisory capacity

- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

Currently the school works with the Educational Psychology service

Links to the Durham SEND Information, Advice and Support Service and Core Assets http://www.countydurhamfamilies.info http://www.countydurhamfamilies.info

Compliments and Complaints

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed which can be found on the Parents Information Page of the website

Local Offer

Transition Arrangements

We recognize that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

How we will support children with SEND when they are moving on to another class or leaving this school:

We recognise that a successful transition is extremely important to our pupils with Additional Needs. We work in partnership both with our feeder nursery schools for transition to primary school and with local secondary schools: we aim to provide an enhanced level of transition for those who we feel would benefit from this. This may take the form of additional visits for pupils and meetings with parents, children and staff.

For transition between Key Stages and year groups in school, teachers ensure they consult in depth with the previous teacher on the child's needs and all necessary assessment records are passed up with the child.

We meet with staff from secondary schools to discuss SEND pupils needs at the point of transfer in Y6

Feedback

We are always seeking to improve on the quality of education we provide for children with SEND and are keen to hear from parents about their child's experience. We would also like your views about the content of our SEND Information Report. Please feel free to let us know

Useful Links Local Offer