



The Burgess Hill Academy
Special Educational Needs Information Report
2026-27

Version:	v1		
Ratified by:	TBHA LGB	Date:	September 2026
Next Review date:	July 2027		



Introduction

Dear Parents and Carers,

This report explains how The Burgess Hill Academy implements its SEND Policy and supports students with special educational needs and disabilities. It is intended to help families understand the academy's arrangements, who to contact and how decisions are made.

The report should be read alongside the academy's SEND Policy, Accessibility Plan, Teaching, Learning and Assessment Policy, Behaviour Policy and Supporting Students with Medical Conditions Policy.

The academy must publish an SEN information report, review it annually and update information during the year when arrangements change. This report reflects the requirements of section 69 of the Children and Families Act 2014, the Special Educational Needs and Disability Regulations 2014 and the SEND Code of Practice: 0 to 25 years.

1. What types of SEN does the academy provide for?

The academy is a mainstream secondary academy. We support students across the four broad areas of need identified in the SEND Code of Practice. A student may have needs in more than one area, and the nature and impact of needs may change over time.

Broad area of need	Examples
Communication and interaction	Autism; speech, language and communication needs; differences in social communication and interaction.
Cognition and learning	Specific learning difficulties, including dyslexia, dyscalculia and dyspraxia; moderate or severe learning difficulties; difficulties with memory, processing or acquiring and applying knowledge.
Social, emotional and mental health	Attention deficit hyperactivity disorder; anxiety; emotional regulation difficulties; mental-health needs; attachment-related or trauma-related needs where these create barriers to learning.
Sensory and/or physical	Hearing or visual impairment; multi-sensory impairment; physical disability; sensory-processing needs; medical or mobility needs that require educational adjustments.

This list is not exhaustive. A diagnosis does not automatically mean that a student has SEN, and a student does not need a diagnosis before the academy can identify and respond to a special educational need.

2. Which staff will support my child, and what training have they had?

2.1 The SENDCO

The SENDCO is a qualified teacher who has strategic and operational oversight of SEND provision. The SENDCO advises staff, coordinates the graduated approach, works with families and external professionals, monitors provision and contributes to academy improvement.



The academy will publish the current SENDCO's name and contact details on its website and within the final published version of this report.

2.2 Teachers

Teachers are responsible and accountable for the progress and development of every student they teach, including where a Learning Support Assistant or specialist member of staff provides additional support.

Teachers receive professional development on inclusive teaching, SEND, reasonable adjustments and the academy's Teaching and Learning Framework. Subject and pastoral leaders, the SENDCO and the inclusion team provide additional guidance where needed.

2.3 Learning Support Assistants

Learning Support Assistants support access, participation and independence under the direction of the teacher. Their deployment is based on identified need and available provision. One-to-one adult support is not an automatic entitlement and will be provided only where it is required and appropriate.

2.4 External professionals

Where appropriate, and normally with parental involvement, the academy may seek advice or support from the relevant local-authority service, health professionals, educational psychology, speech and language therapy, occupational therapy, mental-health services, social care, sensory-support services or other suitable specialists.

The professionals involved will depend on the student's needs, referral criteria, service availability and consent or statutory requirements.

3. What should I do if I think my child has SEN?

Parents and carers should contact our SEND team: SEND@theburgesshillacademy.org.uk

1. Tell us what you have noticed, including the student's strengths, difficulties and the impact at home or in the community.
2. The academy will gather relevant information, which may include discussion with teachers, review of progress and attendance, work scrutiny, student voice and existing records.
3. The academy will meet or communicate with the parent or carer and, where appropriate, the student to agree the next steps.
4. The first response will normally be high-quality teaching and appropriate classroom adaptation.
5. Where evidence indicates that special educational provision is required, the academy will notify the parent or carer and record the student at SEN Support.

Parents and carers will not be required to obtain a private diagnosis before the academy considers and responds to a possible special educational need.

4. How will the academy know if my child needs SEN support?

The academy aims to identify needs early and uses a graduated approach of assess, plan, do and review.



4.1 Assess

- review the student's attainment, progress and participation;
- consider information from parents, carers and the student;
- review attendance, behaviour, wellbeing and curriculum access;
- consider teacher assessment and classroom evidence;
- review any existing professional advice;
- consider whether difficulties arise from gaps in teaching, attendance, English as an additional language, disadvantage, safeguarding or another factor; and
- seek specialist assessment where this is appropriate and available.

4.2 Plan

- agree clear intended outcomes;
- identify appropriate teaching strategies and reasonable adjustments;
- identify any targeted or specialist provision;
- confirm who is responsible for each action;
- agree how progress will be measured; and
- share the plan with relevant staff, the student and parents or carers.

4.3 Do

The teacher remains responsible for implementing the agreed provision in the classroom. The SENDCO and inclusion team support implementation, and Learning Support Assistants or specialists may contribute where appropriate.

4.4 Review

The academy reviews whether the provision has been implemented and whether it is helping the student make progress towards the agreed outcomes. Provision may be continued, adapted, intensified or ended according to the evidence.

Slow progress or low attainment does not automatically mean that a student has SEN. Equally, attainment in line with age-related expectations does not rule out a learning difficulty or disability. Difficulties arising solely from English as an additional language are not SEN, although the student may still require appropriate language support.

Persistent disruptive or withdrawn behaviour does not itself establish SEN. It may, however, indicate an unmet SEND, pastoral, safeguarding, communication or emotional-regulation need that requires further assessment.

5. What is SEN Support and when might an EHC needs assessment be considered?

A student is recorded at SEN Support where they have a learning difficulty or disability that calls for special educational provision that is additional to or different from the provision normally available to students of the same age.

The academy will formally notify parents and carers when it decides that a student should receive SEN Support.



Where, despite relevant and purposeful action, a student has not made expected progress, the academy and family may consider requesting an Education, Health and Care needs assessment. A request may be made by the academy, a parent or carer, or the young person where legally able to do so.

The local authority decides whether an EHC needs assessment is necessary and whether an Education, Health and Care Plan should be issued. An assessment does not automatically lead to a plan.

6. How will the academy measure my child's progress?

The academy evaluates both academic progress and progress towards the individual outcomes agreed through the graduated approach.

- subject assessments and progress information;
- work and curriculum evidence;
- reading, literacy or numeracy information where relevant;
- attendance, participation and independence;
- progress towards support-plan or EHC-plan outcomes;
- student and parent or carer views;
- teacher and Learning Support Assistant observations;
- intervention entry and exit information where suitable; and
- advice from external professionals.

The length of time needed to evaluate an intervention depends on its purpose, evidence base and intended outcome. The academy will not use an arbitrary minimum period where this would be too short or too long to produce meaningful evidence.

7. How will parents and carers be involved?

Parents and carers know their child well and are important partners in planning and reviewing SEND provision.

The academy will:

- listen to concerns and aspirations;
- explain identified needs and the support being provided;
- seek views when outcomes and provision are agreed;
- share relevant plans and review information;
- provide opportunities to discuss progress;
- communicate significant changes to provision; and
- record agreed actions, owners and review points.

Support plans for students at SEN Support will be reviewed at planned points during the year. The frequency and format of review will reflect the student's needs and the academy's agreed arrangements. EHC plans will be reviewed in accordance with statutory requirements.

8. How will students be involved?

Students will be supported to understand their strengths, needs, provision and intended outcomes. Their level of involvement will reflect age, maturity, communication needs and understanding.



- participating in review meetings;
- discussing their views with a trusted member of staff;
- contributing to a student passport or support plan;
- completing a questionnaire or written reflection;
- using drawings, photographs, video or another accessible format; and
- helping to identify strategies that support independence and successful learning.

9. How will the academy adapt teaching?

High-quality, inclusive teaching is the first response to SEND. Students with SEND are entitled to a broad, balanced and ambitious curriculum.

The academy's classroom approach is based on Know, Adapt and Teach, applied through the Teaching and Learning Framework. The framework is the overarching, research-informed model that all teachers use. It provides detailed best-practice expectations behind the Learning Loop; it supports professional judgement and is not a script.

9.1 Know

- read and apply the student passport and agreed support strategies;
- understand the student's strengths, needs, prior attainment and communication profile;
- use an accurate seating plan and position students to support access and reduce distraction;
- identify changes or emerging concerns; and
- work with the SENDCO, inclusion staff, families and relevant professionals.

9.2 Adapt

- adjust explanations, instructions, pacing and task structure;
- use visual supports, word banks, writing frames, sentence starters or keyword lists;
- provide additional processing time or opportunities for repetition;
- use concrete apparatus, manipulatives or worked examples;
- consider lighting, noise, seating and access to a lower-stimulus environment;
- use agreed assistive technology or accessibility resources;
- provide predictable routines, quiet signals or agreed movement breaks; and
- make reasonable adjustments to teaching, resources and assessment.

9.3 Teach

- explain and model clearly;
- sequence and chunk new knowledge carefully;
- teach essential vocabulary directly;
- provide guided practice before independent work;
- check understanding regularly;
- address misconceptions promptly;
- use scaffolds and withdraw them when students are ready;
- prioritise identified students when circulating and checking work; and



- provide sufficient successful practice to build confidence and independence.

Adaptation should enable students to access the intended curriculum. A different or reduced curriculum will only be considered where there is a clear educational rationale and the academy's agreed curriculum-change process has been followed.

10. How will the academy evaluate whether support is helping?

- checking that agreed provision has been implemented;
- reviewing progress towards intended outcomes;
- evaluating whether classroom adaptations improve access and independence;
- reviewing the impact of targeted interventions;
- seeking the student's and parent or carer's views;
- reviewing attendance, engagement and participation where relevant;
- considering assessment and curriculum evidence; and
- using external professional advice where appropriate.

If provision is not having the intended impact, leaders will consider whether implementation, the identified need, the strategy, the duration, the intensity or the intended outcome needs to change.

11. How are resources secured?

The academy deploys staffing, training, equipment and its delegated SEND resources according to identified need and strategic priorities.

Provision may include:

- staff training or specialist advice;
- adapted or specialist resources;
- assistive technology;
- additional Learning Support Assistant deployment;
- targeted intervention;
- environmental or accessibility adjustments;
- specialist assessment; or
- commissioned external support.

Where needs cannot reasonably be met from ordinarily available and delegated resources, the academy may seek additional funding or support through the relevant local-authority arrangements. Additional funding is not guaranteed and decisions are made by the responsible authority.

12. How will students with SEND be included in academy life?

The academy is committed to eliminating discrimination, advancing equality of opportunity and fostering good relations.

Students with SEND are encouraged and supported to participate in:

- the full taught curriculum;
- clubs and enrichment;



- sports and performances;
- trips, visits and residential experiences;
- careers activities;
- student leadership;
- community opportunities; and
- social and personal-development activities.

The academy will consider reasonable adjustments and suitable support. No student will be excluded from an activity solely because of SEND or disability. In some circumstances, participation arrangements may need to be adapted following an individual risk assessment and discussion with the family.

13. How does the academy ensure fair admission and accessibility?

13.1 Admissions

Students with an EHC plan that names the academy will be admitted in accordance with the statutory admissions process. Other admissions are determined under the applicable admissions arrangements and must not unlawfully disadvantage a student because of SEN or disability.

13.2 Disability and accessibility

The academy makes reasonable adjustments to avoid disabled students being placed at a substantial disadvantage. Its Accessibility Plan sets out how it improves access to the curriculum, physical environment and information.

Relevant equality, medical-needs and accessibility arrangements are set out in the academy's and Trust's published policies.

14. How will the academy support mental health, emotional and social development?

The academy supports emotional wellbeing, social development and belonging through its pastoral system, tutor programme, personal-development curriculum, safeguarding arrangements and targeted support.

Support may include:

- a trusted adult or key contact;
- pastoral or inclusion support;
- The Haven, where appropriate;
- mentoring or structured intervention;
- anti-bullying and safeguarding action;
- support with emotional regulation;
- reasonable adjustments to routines or environment;
- referral to an appropriate health, social-care or local-authority service; and
- multi-agency planning.

The Haven is the academy's SEND and inclusion area. It may provide short-term or targeted support, but it is not an unreviewed alternative curriculum or a replacement for inclusive classroom teaching.



15. What transition support is available?

The academy plans for transition into Year 7, between year groups and key stages, and into post-16 education, training or employment.

- liaison with previous or receiving settings;
- transfer of relevant information with appropriate safeguards;
- additional visits or familiarisation where needed;
- student and family meetings;
- review and updating of passports, support plans and risk assessments;
- careers information, advice and guidance;
- supported visits to post-16 providers;
- preparation for new routines and environments; and
- liaison with relevant professionals.

For students with EHC plans, reviews from Year 9 onwards will include preparation for adulthood. Where a student is moving between key phases, the local authority must review and amend the EHC plan within the statutory timescale, including by 15 February in the calendar year of transfer where that deadline applies.

16. What support is in place for looked-after and previously looked-after students with SEN?

The designated teacher for looked-after and previously looked-after students works with the SENDCO, safeguarding team, teachers, carers, social workers and the relevant virtual school.

Where a student has a Personal Education Plan, SEN Support plan or EHC plan, the academy will seek to ensure that the plans are coherent and that staff understand how care experience, safeguarding, attachment, trauma and SEND may interact.

17. What should I do if I have a complaint?

Concerns should normally be raised first with the relevant teacher, tutor, pastoral leader or SENDCO. The academy will seek to understand the concern, review the evidence and agree appropriate next steps.

Formal complaints will be considered under the academy's Complaints Policy.

Where a disagreement concerns an EHC needs assessment, EHC plan or a local-authority decision, families may have access to disagreement resolution, mediation or the First-tier Tribunal. Claims of disability discrimination may also be made to the First-tier Tribunal in accordance with the applicable legal process.

The general complaints procedure does not replace statutory appeal or tribunal routes.

18. What support is available for families?

Families may seek information and support through:

- the academy's SENDCO and inclusion team;
- the West Sussex Local Offer;
- the local Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIAS);
- the relevant local-authority SEND service;



- health and social-care services; and
- independent national organisations offering SEND information and advice.

Current contact details and links should be checked on the academy website and the West Sussex Local Offer, as services and web addresses may change.

19. Monitoring and review

The Headteacher and SENDCO will ensure that this report is reviewed annually and updated during the year where information changes.

The Local Governing Body and Sussex Learning Trust will receive appropriate assurance about:

- identification of need;
- quality and implementation of provision;
- student progress and outcomes;
- attendance, behaviour and participation;
- the experience of students and families;
- reasonable adjustments and accessibility;
- professional development;
- use of resources;
- complaints and concerns; and
- actions taken where provision is inconsistent or has insufficient impact.



Glossary

Term	Meaning
Access arrangements	Arrangements that enable a student with an identified need to access an assessment without changing what is being assessed.
Annual review	The statutory review of an EHC plan, normally held at least once every 12 months.
Area of need	One of the four broad SEND areas: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical.
EHC needs assessment	The statutory assessment process used by a local authority to decide whether an EHC plan is necessary.
EHC plan	A legal document setting out a child or young person's education, health and care needs, outcomes and provision.
Graduated approach	The assess, plan, do and review cycle used to understand need, plan provision, implement it and evaluate impact.
Intervention	A planned, targeted approach with a clear purpose, intended outcome and review point.
Local Offer	Information published by a local authority about SEND services, provision and support in its area.
Outcome	The intended difference or improvement for a student, which may be academic, social, emotional, physical or related to independence and preparation for adulthood.
Reasonable adjustment	A change made to reduce or remove a substantial disadvantage experienced by a disabled student.
SENDCO	The special educational needs and disabilities co-ordinator.
SEN	Special educational needs.
SEND	Special educational needs and disabilities.
SEN Support	Special educational provision additional to or different from that normally available to students of the same age.
Student passport	A concise record of the student's strengths, needs and agreed classroom strategies.
Transition	Movement between classes, year groups, phases, schools, colleges, training, employment or life stages.



Document Version Control

Date	Version	Comment	Ratified by	Reviewer
September 2026	v1		LGB	Headteacher / SENDCO