South Shore Academy

Inclusion & SEND Policy

Approved by:	**N Kay**
Last reviewed on:	**1/9/2026**
Next Review due by:	**1/9/2027**

Vision:

At South Shore, we are deeply committed to fostering an environment of aspiration underpinned by our School values of Ambition, Purpose & Achievement. We believe in the power of mutual respect and the importance of honouring one another.

As part of Church of England Academy Trust, our mission is to nurture our student's spiritual, moral, cultural, intellectual, and physical development within a caring and supportive community. We strive to prepare our students for the opportunities, responsibilities, and experiences of adult life while also encouraging them to make a positive impact on the world and the people around them.

Our vision is guided by the following principles:

1. Individual Recognition: We acknowledge that each member of our school community is unique, with specific needs that deserve attention and support to learn.

2. Mutual Respect: We foster an environment of mutual respect and concern for others, where every individual feels valued and appreciated.

3. Celebration of Achievement: We celebrate positive achievements, recognising the contributions made by each member of our school community.

4. Support for Those in Need: We actively support those in need, providing assistance and resources to help them overcome challenges.

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Our Vision for Inclusion

At South Shore Academy, inclusion is not a strategy, but the core of our educational purpose. We are committed to fostering a culture where every pupil, regardless of their background, needs, or circumstances, has a profound sense of belonging.

Our vision is to be a truly inclusive school that:

- Maintains the **highest expectations** for *all* pupils.
- Ensures every child receives a **high-quality, ambitious education**.
- Removes barriers to learning and empowers every pupil to achieve their full potential.

This policy is written to ensure all staff understand and fulfil their statutory duties, aligning our practice with the Ofsted framework's specific judgement on Inclusion.

Our SEND policy and information report is designed to:

1. Detail how South Shore will support and make provision for pupils with special educational needs and disabilities (SEND).
2. Clarify the roles and responsibilities of everyone involved in providing for pupils with SEND.

As part of a Church of England Academy Trust, South Shore offers a curriculum that provides a meaningful encounter with Christian faith and practice. We aim to create opportunities for all pupils to learn, achieve, and be prepared for adult life. We focus on promoting the spiritual, moral, cultural, intellectual, and physical development of all pupils.

In line with these principles, South Shore commits to:

1. Whole-School Approach: We will follow a whole-school approach to ensure the educational needs of all our pupils are met.
2. Identification and Monitoring: We will maintain a system that identifies, provides for, and monitors the progress of pupils with SEND.
3. Information Distribution: We will distribute relevant information to ensure the needs of pupils are met.
4. Staff Support: We will provide support, advice, training, and resources for all staff to deliver a curriculum that meets the needs, abilities, and aspirations of pupils with SEND.
5. Inclusive Teaching: We will reinforce that all teachers are teachers of pupils with SEND.
6. Pupil Support: We will use our best endeavours to ensure every one of our pupils with SEND gets the support they need.

7. Extra-Curricular Activities: We will ensure all our pupils with SEND engage in the extra-curricular activities of our school alongside pupils who do not have SEND.
8. SEND Leadership: We have a dedicated person responsible for coordinating the SEND provision at South Shore. Miss K Lewis Assistant Headteacher for Inclusion and SEND , along with Mrs E Seal SENDCO.
9. Parental and Carer Involvement: We will promote the involvement of parents and carers as partners in their children's education. We will ensure they are informed when we make special educational decisions for their children.
10. Pupil Involvement: We will involve pupils in decisions about the provision to meet their educational needs.
11. Reporting: We will prepare a report on our implementation of the SEN policy, the admission arrangements of disabled children, and how we prevent disabled pupils from being treated less favourably than others.
12. Accessibility: We will ensure facilities enable disabled pupils to gain access to the school and improve this accessibility over time.
13. SEND Code of Practice: We will work within the guidance provided by the SEND Code of Practice (2014).
13. *Change to* ***SEND Code of Practice (2015)*** *for consistency with later citations (0 to 25 years code).*

Legislation and Guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Equality Act 2010:

This act legally protects people from discrimination in the workplace and in wider society. It ensures that all students, regardless of their SEND status, have equal access to education and are not subject to any form of discrimination.

Children and Families Act 2014 (Part 3):

This legislation outlines the responsibilities of schools for pupils with SEN and disabilities. It emphasises the importance of inclusive practices and the need for effective support and provision for these pupils.

The Special Educational Needs and Disability Regulations 2014:

These regulations detail schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs), and the SEN information report. They provide a framework for ensuring that pupils with SEND receive the necessary support and accommodations to access education.
In addition, we also adhere to the following:

The SEND Code of Practice (2015):

This is **statutory guidance** that schools must have regard to. The Code mandates that **'every teacher is a teacher of SEND'** and outlines the 'Assess, Plan, Do, Review' cycle as the model for supporting all pupils with SEND. Schools must follow this guidance unless there are exceptional reasons not to.

Keeping Children Safe in Education 2026:

This is statutory guidance that schools and colleges in England must regard when carrying out their duties to safeguard and promote the welfare of children.

Supporting Pupils at School with Medical Conditions (2014):

Statutory guidance under Section 100 of the Children and Families Act 2014.

Working Together to Safeguard Children (2023):

School Admissions Code (2021): Relevant to how disabled pupils and those with EHC plans are admitted to mainstream academies

Inclusion and the Ofsted Framework

Ofsted's framework requires a sharp focus on the most vulnerable. Our inclusion policy is structured to meet these standards with a key focus to exceed these expectations as part of the school development plan.

Ofsted's Focus Groups When evaluating inclusion, inspectors will assess our provision for:

- Pupils with **SEND** (Special Educational Needs and Disabilities).
- **Disadvantaged** pupils (e.g., those eligible for Pupil Premium).
- Pupils known to **Children's Social Care**.
- Pupils with **Protected Characteristics** (under the Equality Act 2010).

Definitions

A pupil has SEND if they have a learning difficulty, disability, or complex need that requires special educational provision.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age or

A disability that prevents or hinders them from using facilities generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is in addition to or different from those made for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

SEND Leadership

Our SEND Leadership is responsible for coordinating the SEND provision at South Shore:

Miss K Lewis - Assistant Headteacher Inclusion and SEND:

Responsible for strategically managing and developing the school's SEND provision. Ensures alignment with the school's vision and the achievement of optimal outcomes for all students. Collaborates with the extended leadership team to uphold inclusive practice in accordance with the SEND Code of Practice. Conducts regular reviews with the SEND team to ensure students are placed in the appropriate educational provision.

The Governing Body will:

- Ensure the Academy meets its statutory duties under the Equality Act 2010 and Children and Families Act 2014.
- Appoint a designated SEND Governor. - Will help to raise awareness of SEND issues at governing board meetings, monitor the quality and effectiveness of SEND provision within the school, and work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.
- Hold leadership to account for the progress and outcomes of all vulnerable pupil groups.
- Ensure the Academy's inclusion and SEND provision is sufficiently resourced.

The Headteacher, will:

Work with the SENCO and SEND Governor to determine the strategic development of the SEND policy and provision within the school. Work with Heads of Department to ensure a coherently sequenced curriculum is delivered to meet the needs of all pupils, with or without SEND. Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

The Senior Leadership Team (SLT) will:

- Champion an inclusive vision and culture across the Academy.
- Appoint a qualified and experienced SENCo.
- Monitor and evaluate the quality of inclusion and SEND provision, reporting to Governors.
- Ensure all staff have access to high-quality CPD on inclusive practice.

The Special Educational Needs Coordinator (SENCo) will:

- Holds or is currently completing the National Award for SEN Coordination (NASENCO) / NPQ for SENCOs in line with statutory requirements Lead the day-to-day operation of the Academy's SEND provision.
- Provide professional guidance to all staff, supporting them in identifying and meeting pupils' needs.
- Manage the 'Assess, Plan, Do, Review' cycle for pupils on the SEND register.
- Liaise with pupils, parents/carers, and external agencies (e.g., CAMHS, Educational Psychology

Department Heads will:

- Design and develop coherently sequenced curriculum plans that meet the needs of all pupils, with or without SEND.
- Ensure teachers are using appropriate scaffolding techniques and approaches within classrooms to meet the needs of all pupils in their classes.
- Ensure pupils with SEND are closely monitored within their subject areas, and progress concerns are swiftly acted upon.
- Ensure any pupils with SEND are included in subject-specific interventions where pupils are not meeting attainment targets.

All Teaching Staff are teachers of inclusion. They will:

- **Take responsibility** for the progress of *all* pupils in their classes, including those supported by Teaching Assistants (TAs).
- Deliver **High-Quality Teaching** as the first step in supporting pupils.
- **Know their pupils:** Read and implement the strategies in Pupil Passports / EHC Plans.
- **Act early:** Promptly identify and raise concerns about any pupil who may have an unmet need.
- **Be anticipatory:** Proactively make 'reasonable adjustments' in their planning and classroom environment.
- Work collaboratively with the SENCo, TAs, and pastoral teams.
- Ensure they follow this SEND policy.

Effective Deployment of Teaching Assistants:

At South Shore Academy, Teaching Assistants (TAs) play a vital role in supporting pupils with SEND. However, **teachers retain responsibility for the progress of all pupils**, including those supported by TAs.

Principles of TA Deployment:

- TAs **supplement, not replace**, teacher input
- TAs are deployed strategically to support pupils in accessing the curriculum, not to create dependency
- TAs are fully briefed by teachers on lesson objectives, strategies, and expected outcomes
- TAs provide feedback to teachers on pupil progress and engagement
- The impact of TA support is reviewed regularly (at least termly) by the SENCo and class teachers

We follow the evidence-based recommendations from the Education Endowment Foundation's guidance on 'Making Best Use of Teaching Assistants'.

All Staff will:

- Model inclusive language and behaviour.
- Be vigilant in challenging all forms of bullying, discrimination, and harassment.
- Understand and adhere to the Academy's safeguarding and inclusion policies.

Practical Implementation: The 'Graduated Approach'

We follow the 'Assess, Plan, Do, Review' cycle to ensure all pupils' needs are met.

Assess: All teachers are responsible for continuously assessing pupil progress. If a pupil is not making expected progress despite High-Quality Teaching, the teacher will work with the SENCo to identify potential barriers.

Plan: The teacher and SENCo, in consultation with pupils and parents, will agree on a plan of support. This will be documented (e.g., in a Pupil Passport) and will detail clear outcomes, strategies, and interventions.

Do: The teacher remains responsible for the pupil, implementing the planned strategies and interventions. This may involve specific support from a TA, but this support will be to *supplement*, not *replace*, the teacher.

Review: The impact of the support is reviewed regularly (e.g., termly). The review will involve the pupil and parents and will inform the next steps.

SEN information report

The kinds of SEND that are provided for

Our school currently provides additional and/or different provisions for a range of needs.

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, developmental coordination delay
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, epilepsy.
- Moderate and multiple learning difficulties.

Identifying pupils with SEN and assessing their needs

The SEND Register and Levels of Support

South Shore Academy maintains a **SEND Register** that records all pupils who require additional or different provision beyond high-quality teaching.

Levels of Support:

SEN Support:

- Pupils who require additional or different provision are placed on the SEND Register at **SEN Support** level
- These pupils will have a **Pupil Passport** that outlines their needs, strategies, and outcomes
- Support is reviewed termly using the 'Assess, Plan, Do, Review' cycle
- Parents are informed when their child is placed on SEN Support and are involved in all reviews

Education, Health and Care (EHC) Plan:

- Pupils with more complex needs may require an **EHC Plan**, which is a legal document issued by the Local Authority
- EHC Plans detail the pupil's needs and the provision required to meet those needs
- EHC Plans are reviewed annually, with parents, pupils, and relevant professionals involved

- If, after three cycles of enhanced or specialist support, a pupil continues to make insufficient progress, the SENCo will discuss with parents whether to request a statutory assessment for an EHC Plan

Removing Pupils from the SEND Register:

- Pupils may be removed from the SEND Register if they have made sufficient progress and no longer require additional or different provision
- This decision is made in consultation with parents, the pupil, and relevant staff
- Pupils who are removed from the register continue to be monitored to ensure progress is sustained

On entry into Year 7, current skills and levels of attainment are identified and assessed in a variety of ways for all pupils, which can help to highlight those that may require additional interventions and/or support. Transition information is also received from primaries during transition visits by South Shore staff, which includes whether the pupil has previously been on the SEN register or received additional support in the past.

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, the SENDCO, in collaboration with Heads of Departments and teachers, will start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This information will be used to determine the support that is needed and whether it can be provided by adapting our core offer (high-quality teaching) or whether something different or additional is needed. Other factors that may affect progress and attainment are also considered, such as whether the child has had issues with attendance, is looked after or previously looked after, or is on the pupil premium register, for example, and appropriate actions are taken to ensure the pupil's needs are best met.

Consulting and involving pupils and parents

The SENDCO will have an early discussion with the pupil and their parents when identifying whether they need special educational provisions. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- Parental and pupil concerns and wishes are taken into account.
- Everyone understands the agreed outcomes sought for the pupil. Everyone is clear on what the next steps are.
- Notes from these early discussions will be added to ProvisionMap so that class teachers, Heads of Department, and PSW teams are aware.
- The SENCO will notify parents when it is decided that a pupil will be added to the SEN register and receive additional SEN support.

Partnership with Parents:
At South Shore Academy, we recognise that **parents know their children best** and are essential partners in supporting pupils with SEND. We are committed to:

- **Listening to parents:** Valuing their insights, concerns, and aspirations for their child
- **Co-producing support plans:** Working collaboratively with parents to agree on outcomes, strategies, and next steps
- **Regular communication:** Providing termly review meetings and maintaining ongoing dialogue via email, phone, or face-to-face meetings
- **Signposting to support:** Directing parents to external support services such as SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)

If parents have concerns about their child's SEND provision, they should contact:

- The SENCo (Mrs E Seal) in the first instance
- The Assistant Headteacher for SEND & Inclusion (Miss K Lewis)
- The SEND Governor

Assessing and reviewing pupils' progress towards outcomes:

South Shore follows the graduated approach and the four-part cycle of assess, plan, do, and review. If the pupil is not making expected progress, the subject teacher will work with the SENDCO to clearly analyse the pupil's needs. A SEN support referral form detailing concerns and difficulties the pupil is experiencing in the classroom will be completed via Google Forms. This includes information regarding.

- The teacher's assessment and experience of the pupil,
- Their previous progress and attainment or behaviour,
- Other teachers' assessments, where relevant (to decide whether the difficulties are subject-specific or cross-curricula),
- The pupil's current grades compared with the target grades,
- Which scaffolding approaches have already been implemented and reflections on why they were not successful.
- Potential access arrangements that may benefit the pupil.

The collaborative approach at South Shore means that lesson or curriculum plans may be reviewed with the Head of Department, or lesson observations may take place to support the teacher in providing the right scaffolding approaches to enable the pupil to succeed. Referrals to outside agencies such as specialist teacher services, the Mental Health in Schools Team, or Early Help and Wellbeing can also be implemented, depending on pupil needs.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required through the use of SIMs. Termly SEN meetings with parents and pupils will review the effectiveness of the support and any interventions and their impact on progress. Psychometric testing may be carried out, if appropriate, to determine necessary access arrangements for pupils to use both within classes and for formal assessments and examinations.

If, after three cycle reviews of enhanced or specialist support being implemented, there continues to be no evidence of progress academically or socially, a decision will be made between the pupil, SENCO and parent about whether appropriate next steps should include a request for statutory assessment for an EHC (Education, Health and Care) plan.

Access Arrangements for Examinations

Access arrangements are adjustments that allow pupils with SEND, disabilities, or temporary injuries to access assessments and examinations. They are designed to remove barriers to assessment without giving pupils an unfair advantage.

Examples of access arrangements include:

- Extra time (typically 25%)
- Reader or computer reader
- Scribe or word processor
- Rest breaks
- Separate room
- Prompter

Assessment Process:

- The SENCo, in collaboration with subject teachers, identifies pupils who may benefit from access arrangements
- Pupils undergo **psychometric testing** (e.g., reading speed, processing speed) to determine eligibility
- Access arrangements are applied for through the relevant exam boards (e.g., JCQ for GCSEs)
- Arrangements must reflect the pupil's **normal way of working** in the classroom

Parents will be informed if their child is assessed for or granted access arrangements.

Supporting pupils moving between phases and preparing for adulthood

A member of South Shore school staff will visit every Year 6 child at their primary school, and transition forms are completed by the pupil's teacher. Where SEN needs are identified, or if the pupil already has an EHC plan in place, the SEN department will visit the school to observe the pupil and liaise with the primary school SENDCO regarding specific pupil needs.

The South Shore SENDCO will also attend Year 6 annual reviews, where possible so that provision requirements can be detailed and agreed upon. Extended taster days can be arranged, or a 'My New School' folder can be provided to alleviate anxieties or worries.

If the pupil is on the SEN register at primary school, this will automatically be recognised by

the census and transferred on transition to secondary school. Taster days are offered to all Year 6 pupils in the summer term before their transition, and pupils with SEND are observed by either the SENDCO or the teaching assistant allocated to support them.

All pupils that have an EHC plan in school will have an annual review, which, from Year 9, will have a focus on the Preparation for Adulthood agenda. This involves discussing potential next steps or career paths and ensures both pupil and parent voices are embedded within the transition process.

Pupils in Year 11 with an EHC plan are provided extensive support to ensure a smooth transition to the next phase of their education or training. A member of the pupil's preferred college or training provider learning support team will be invited to attend the Year 11 annual review so provision can be communicated and agreed upon. Teaching assistants or the SENCO will often visit potential colleges with the pupil to alleviate worries and concerns well in advance of the change of provision.

All Year 11 pupils on the SEN register receive career advice and guidance from the school careers officer, who discusses the next steps and future career paths. Termly review meetings with Year 11 pupils and their parents will highlight any concerns so appropriate information and guidance can be provided

Our approach to teaching pupils with SEND

High-Quality Teaching as the Foundation:
At South Shore Academy, we recognise that **high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND** (SEND Code of Practice, 2015, 6.37).

All teachers are responsible for:

- **Knowing their pupils:** Understanding each pupil's strengths, needs, and barriers to learning
- **Adapting their teaching:** Using a range of strategies including scaffolding, modelling, visual aids, and multi-sensory approaches
- **Setting high expectations:** Maintaining ambitious targets for all pupils, including those with SEND

- **Providing regular feedback:** Offering specific, actionable feedback that helps pupils understand how to improve
- **Creating an inclusive classroom environment:** Ensuring all pupils feel valued and can participate fully

Where a pupil continues to make less than expected progress despite high-quality teaching and targeted support, the teacher will work with the SENCo to assess whether the pupil has SEND and requires additional or different provision.

Teachers are responsible and accountable for the progress and development of all the pupils in their classes. High-quality teaching approaches are South Shore's first step in responding to pupils who may have SEND, using challenge, explanation, modelling, practice, questioning and providing effective feedback. Where additional support and/or interventions are found to be required, these are provided based on individual pupil needs.

The graduated approach ('Assess, Plan, Do, Review') is used to measure whether interventions are effective and whether progress is being made. Where needs are not being met at each review stage, a more enhanced provision of support is agreed upon with pupils and their parents, ultimately resulting in a request for statutory assessment if required.

Adaptations to the curriculum and learning environment Information Information from the Accessibility Policy: School Environment

All of South shore's buildings have accessibility adaptations such as lifts and ramps in some locations. Disabled toilets are in the building, and some buildings (Sports Hall) also house disabled showers and changing facilities. We have emergency fire chairs and reasonable adjustments are made to classrooms. We aim to incorporate more adaptations such as hearing loop systems, specialist equipment and augmented forms of communication over time.

Plans are also currently in place to provide a dysregulation area (SEND space)for pupils with SEMH needs in order to provide emotional support and develop self-regulation techniques. This will not be a full-time provision.

Curriculum:

We aim to ensure all information presented to pupils and/or parents is accessible. We have enlarged/modified written information, have coloured overlays and written information printed on coloured paper, braille and large print textbooks and low vision, visual equipment, for example, 'Far Viewers' and magnifiers for those pupils who are visually impaired. We also have examination reader pens. All possible steps are taken to ensure any pupil or staff member who is or becomes disabled will have every opportunity to remain in school and have an adapted provision, where possible, to meet their needs fully. This could also include extra adult support, teaching and learning aids, access arrangements and adjusting the physical environment where possible.

Additional support for learning: internal and other agency information

South Shore currently has a range of staff in the main school who are trained to provide support to pupils based on their individual needs. During timetabled lessons, the majority are allocated 1:1 or 1:2 to pupils with Education, Health and Care Plans, including interventions for those who may be experiencing social, emotional or mental health difficulties. Our SENDCO runs Direct Instruction during morning meetings for pupils in years 7 and 8. Pupils in year 7 are also taught in a bespoke classroom with designated SEND support. Lunchtime clubs run for years 7 and 8, as well as a lunch and after-school wellbeing group for those pupils identified as having difficulties with social communication.

South Shore works with the following agencies to provide support for pupils with SEND:

- Blackpool Inclusion Service (SENDIASS / SENDCO)
- Specialist Teacher Services (VI, HI and Educational Psychologist)
- Mental Health in Schools Team
- Blackpool Intervention Service
- Speech and Language Therapy
- Occupational Therapy
- Children's Social Care / Independent Reviewing Officers
- Multi-agency Safeguarding

Securing equipment and facilities:

The majority of equipment and resources required by pupils with SEND are provided through SEN delegated and top-up funding. If specialist equipment is required for pupils with more complex needs or disabilities with an EHC plan, funding can be requested via the annual review process.

Evaluating the effectiveness of SEN provision, We evaluate the effectiveness of provision for pupils with SEND by:

- Pupils' individual progress towards their agreed outcomes is reviewed each term by holding meetings with them and their parents. A record of the termly SEN support review is updated and included within the pupil's SEND information on ProvisionMap.
- Reviewing the impact of interventions with teaching assistants every half term.
- Monitoring the progress of all pupils on the SEN register and those with EHC plans by the
- SENCO after every assessment cycle.
- Monitoring attendance at and engagement in interventions, with action taken swiftly if required.
- Holding annual reviews for pupils with EHC plans, using parent and pupil advice forms to ensure their involvement in the review process and any decisions that are made.

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND:

We endeavour to make our extracurricular activities and school visits, including before- and after-school electives, accessible to all our pupils. While we strive to support every student, including those with SEND, we acknowledge there may be instances where fully facilitating access poses significant challenges. In such situations, our commitment is to work collaboratively with parents and guardians to identify and implement reasonable adjustments wherever possible. In accordance with the Equality Act 2010 and Section 35 of the Children and Families Act 2014, all extracurricular activities and educational visits are planned to be inclusive. The Academy makes reasonable adjustments and carries out individual risk assessments to enable full participation. An activity will only be adapted or an alternative provided where it is not reasonably practicable, or where inclusion would compromise the safety or efficient education of pupils. In these circumstances, we remain dedicated to finding alternative ways to support the inclusion of all students.

School Trips and Inclusive Participation:

At South Shore, educational and extracurricular trips offer invaluable learning experiences and opportunities for personal growth. We are committed to ensuring these opportunities are accessible to all our students, including those with SEND, in alignment with our dedication to inclusivity under the Equality Act 2010.

We strive to make every school trip an inclusive experience, employing our best efforts to accommodate the needs of all students. This involves thorough planning and consideration of accessible venues, transportation, and activities that cater to a wide range of abilities and interests.

However, it's important to acknowledge that there are occasions where, despite our best efforts, the nature or location of a trip may present challenges that are beyond our immediate capacity to address fully. In such instances, we are committed to working with families to explore alternative solutions or adjustments that continue to strive towards inclusive participation. We value the importance of school trips in enriching our students' educational journey. We are dedicated to making them as accessible and inclusive as possible within the realms of practicality and safety for all involved.

Admission Procedures:

The Governing Body at South Shore admits pupils according to the Admissions Policy (available on request or on the website). If admission is to be made under the criterion for special medical, educational or social circumstances, evidence should set out the particular reasons why South Shore is the most suitable school and the difficulties that would be caused if the child had to attend another school. South Shore should be named within the Education, Health and Care plan, and if possible, the SENCO should be invited to the Year 6 annual review along with the Blackpool SENDCO to agree that South Shore can meet the individual pupil's needs and confirm provision and support requirements.

Accessibility:

The school's accessibility policy (available on request or on the website) outlines the adaptations made for disabled pupils within the school. The physical environment enables disabled pupils to take advantage of the full range of education, intervention and extracurricular activities on offer.

Support for improving emotional and social development:

South Shore provides support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in all extra-curricular activities, both within and outside school hours.
- Pupils experiencing social or emotional difficulties can be invited to engage in an 'Emotional Literacy' support programme delivered by a qualified teaching assistant.
- The Pastoral and Well-Being teams at South Shore offer support, advice, and guidance to pupils experiencing difficulties with friendships, transition, and mental health concerns.
- South Shore has a zero-tolerance approach to Child on Child Abuse. Further information on this can be found in our Safeguarding policy by request or on our website.

Mental Health and Wellbeing

At South Shore Academy, we recognise that mental health is as important as physical health and that some pupils with SEND may experience mental health difficulties.
Our Approach:

- All staff receive training on recognising signs of mental health difficulties
- We work closely with the **Mental Health in Schools Team** to provide early intervention
- Pupils can access support from our **Pastoral and Wellbeing teams**
- We offer targeted interventions such as **Emotional Literacy support** and **wellbeing groups**
- We promote a whole-school culture of openness about mental health, reducing stigma

If staff or parents have concerns about a pupil's mental health, they should contact the SENCo or Pastoral team immediately.
Further information about our approach to mental health can be found in our Safeguarding Policy.

Complaints about SEN provision:

At South Shore , Complaints about SEN provisions should be made to the Assistant Headteacher SEND & Inclusion, Miss Lewis or Mr Kay, Headteacher, in the first instance. If no resolution is agreed upon, they will then be referred to the school's complaints policy, which is available on request or on the website.

Advice and guidance on SEND issues can be sought from the Information, Advice and Support Team (IAS) of Blackpool BoroughCouncil; further information can be found on this website:

https://www.blackpool.gov.uk/Residents/Education-and-schools/Education-for-all/Support-for-childre n-with-special-needs.aspx

The parents of pupils with disabilities have the right to make disability discrimination claims to the First-Tier SEND tribunal if they believe that South Shore or Blackpool Borough Council has discriminated against or made a wrong decision regarding their child. They can make a claim about alleged discrimination regarding

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

They can be contacted on: 01325 289350 or send@justice.gov.uk.

Contact details for raising concerns

Any SEND concerns about a pupil at South Shore can be raised with:

- Miss K Lewis (Assistant Headteacher Inclusion & SEND) Via 01253336500 or karen.lewis@cidari.co.uk

- Mrs Seal (SENDCO) Via 01253336500 or emma.seal@cidari.co.uk
- Main school office

The Blackpool SEND Local Offer

The **Local Offer** is a legal requirement under the Children and Families Act 2014. It sets out what support is available for children and young people with SEND (aged 0-25) in Blackpool, including:

- Education, health, and social care services
- Support for preparing for adulthood
- Information about local SEND provision

Parents and young people can access the Blackpool Local Offer here:
https://www.fyidirectory.co.uk/blackpool-local-offer
South Shore Academy's SEND Information Report (this document) forms part of the Local Offer. It explains how we implement our SEND policy and the support available at our school.

Monitoring arrangements

This SEND Policy and Information Report will be reviewed by Miss K Lewis (Assistant Headteacher Inclusion & SEND) every year and also be approved by the governing body. It will be updated if any changes to the information are made during the year.
The governing body also receives an annual SEND report, which provides an opportunity for scrutiny and critical questioning.

Links with other policies and documents links with other policies and documents

This policy links to the following documents:

- Accessibility Policy
- Equal Opportunities Policy
- Admissions Policy
- Behaviour Policy
- Complaints Policy
- SEN and Disability Local Offer

Closing Statement:

In embodying the School values that underpin every aspect of life at South Shore Academy, our SEND policy and information report is not just a statutory requirement but a living testament to our commitment to dignity, hope, community, wisdom, humility, and kindness for every student. We recognise and celebrate the diversity of needs and potentials within our learning community, ensuring that every child, especially those with special educational needs and disabilities, is afforded equal opportunity to flourish.

Our SEND policy is anchored in a dynamic approach that evolves with our students' emerging needs, advances in educational practice, and legislative changes. It is rooted in collaboration, involving students, parents, staff, and the wider community in a journey of continuous improvement. This document stands not as a static policy but as a dynamic covenant that is regularly reviewed, evaluated, and enhanced to ensure its relevance, effectiveness, and alignment with our overarching mission and values.

We are steadfast in our commitment to fostering an environment of mutual respect, individual recognition, celebration of achievement, and proactive support. We are dedicated to implementing this policy with vigour, compassion, and precision, ensuring that South Shore remains a beacon of inclusive excellence where every student is empowered to realise their fullest potential.

We are confident that with the concerted efforts of our dedicated staff, the support of parents and the wider community, every student at South Shore, regardless of their unique needs and challenges, will experience a learning journey marked by achievement, enrichment, and profound personal growth.

For any queries or further information or to engage in ongoing dialogues that enhance our SEND provision, please feel free to reach out to our dedicated SEND team. We are committed to a journey of continuous learning, reflection, and improvement and value the insights and contributions of every member of the South Shore community.

Glossary of Terms

- **SEND:** Special Educational Needs and Disabilities
- **SENCo:** Special Educational Needs Coordinator
- **EHC Plan:** Education, Health and Care Plan (a legal document issued by the Local Authority)
- **SEN Support:** Additional or different provision for pupils with SEND, beyond high-quality teaching
- **SENDIASS:** Special Educational Needs and Disability Information, Advice and Support Service
- **TA:** Teaching Assistant
- **IHP:** Individual Healthcare Plan
- **PSED:** Public Sector Equality Duty
- **CPD:** Continuing Professional Development