



Academic Access and Achievement / SEN Policy

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Seaford College

SEAFORD COLLEGE

Academic Access and Achievement (and Learning Support in Prep School)

1. Purpose

The Children and Families Act 2014 Section 66 requires schools to use their best endeavours to meet the SEN needs of the children and young people they educate.

Core Principles of the Legislation

Section 19 of the Act sets out the general principles that need to be taken into account when supporting those with SEN under Part 3 of the Act. Particular attention needs to be paid to:

- The views, wishes and feelings of children and their parents and young people.
- The importance of them participating as fully as possible in decision making.
- Supporting children and young people's development and for them to achieve the best possible educational and other outcomes.

This policy sets out to:

- Make teachers and parents aware of the nature of all diagnoses of SEN.
- Outline the procedures for identifying, assessing and providing for students with additional needs.
- Ensure that no child is discriminated against on the basis of their learning difficulty.
- Encourage teachers to recognise their roles and responsibilities regarding the education of students with additional needs and the importance of maintaining high expectations for all children.
- Highlight the need for adaptive, quality first teaching so that those with additional needs can fulfil their potential and develop as individuals in a mainstream setting.

2. Definitions

The term Special Educational Needs (SEN) has a legal definition which is set out in the Education Act 1996 and the Children and families Act 2014. It applies to children who have learning difficulties or disabilities that make it significantly harder for them to learn or access education than most other children of their age, based on national baseline data.

3. The SEN Code of Practice 2015

Independent Schools must abide by the Code of Practice 2015 and have duties under the Equality Act 2010. Seaford College is not one of the Approved Special Schools, under Section 41 of the Children and Families Act, 2014.

“Identifying SEN in schools 6.14 – SEND Code of Practice 2015.”

“All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.”

Some children find it harder to learn than other children of the same age. Schools will try many different ways of helping students to learn and boost their progress. This will include adaptations to teaching methods and the resources used.

Children and young people who have SEN tend to have more significant barriers to their learning. They do not necessarily have a disability, and many disabled children and young people do not have special educational needs.

Teachers remain responsible for working with students who have SEN and to assess, plan and deliver the curriculum. Quality first teaching, using adaptive teaching methods for students who have SEN, is the first step in responding to the needs of students with SEN.

4. Responsibilities of Teaching Staff

All members of teaching staff have responsibility for the fulfilment of the policy:

- by helping to identify that a student may have additional needs.
- by accepting that everyone is responsible for meeting the needs of students with additional needs, including those recognised as ‘Gifted and Talented’.
- by planning lessons to encourage the participation and learning of all students and by maintaining high expectations for all students including those with additional needs.
- by working with the Academic Access and Achievement Department, encompassing Learning Support Prep School, to deliver adaptive, quality first teaching so that all students are learning in classrooms and can access the curriculum.
- by participating in appropriate training and actively seeking further training from the department where required.

5. Ethos of the Academic Access and Achievement (AAA) Department

The AAA Department at Seaford College aims to provide any student with the help required for them to access the curriculum within the framework of a mainstream school. The majority of students attending the department have some form of Specific Learning Difficulty.

All students should be given the opportunity to reach their full potential and our aim is to help them achieve this by supporting them in their learning. This support includes relevant screening to identify a child’s educational needs and gain an understanding of each student as an individual, with differing needs and differing strengths to be encouraged.

The AAA department liaises closely with subject staff to facilitate the student’s learning experience to give them the best possible support in accessing the curriculum. As a school, we also aim to help them integrate fully in all school activities and aspects of school life.

The AAA department want students to feel they can come to us with any concerns in the knowledge they can speak frankly and be dealt with fairly. We are bound by the Seaford College safeguarding protocol and thus take the required precautions and safeguarding steps when educating those under our care.

It is vital that teachers develop a relationship of trust with our students, so that we can help them overcome any previous sense of failure and grow in self-confidence. The department is fully integrated into the pastoral structures of the school and has direct links with Number 46 Pastoral and Safeguarding team.

The AAA department maintains a holistic approach to supporting students, through regular communications with parents, so that consultation and exchange of information can take place easily and freely regarding the student's education and welfare.

6. Department organisation and systems

The AAA department, as part of the admissions process, reviews all candidates indicating SEN and reviews assessment reports. Such students joining the school will have a Pupil Profile put in place, making teachers aware of their needs.

The school conducts screening and assessments to all new students during their first term at Seaford. Students who arrive mid-term will be screened and assessed as soon as possible. This is to discover if any student may have special educational needs not previously identified. The Department will then discuss any areas of concern with the student and their parents. It is important to talk with the student regarding their difficulties to establish how they perceive them and to see if there seems to be any underlying anxiety or lack of self-confidence. It is also important to consider the parents' views of their child's needs and how they want their child to progress/ be supported. However, any concern raised does not necessarily indicate that there is a specific learning difficulty or SEN.

Students will follow a mainstream curriculum as set out in the Curriculum Policy. Teachers use adaptive teaching methods to meet the needs of the students in their classes. Students also can come to the AAA Department for a weekly one-to-one lesson (subject to parental consent) to help with literacy, numeracy, executive functioning, study skills and the curriculum. These lessons are charged separately. In 2020 we introduced "Core Support Groups" which offer extra lessons, in small groups to support maths and English for students in Year 9 to Year 11.

The AAA department uses Edukey software for its provision mapping of students. Outlined in section 10.

7. Parent Partnership

The Code of Practice 2015 encourages face-to-face contact between parents, students, and staff.

Seaford College has excellent communications with parents to facilitate the students' learning. To this end, parents' consultation meetings for all subjects are held, and it is

always possible for parents to arrange an individual meeting with their child's learning support teacher.

AAA staff contribute to the whole school reporting system on a comment only basis. If a student is giving cause for concern, the SENCo will liaise with other members of staff, so that a holistic view of the student can be achieved. Staff will contact parents and may invite them to the College for a meeting to discuss the way forward.

It is the aim of Seaford College that students should enjoy their time at the school and be provided with the education, support, and advice they need to achieve their goals in adult life.

8. Timetabling of Academic Access and Achievement lessons

The timetabling of lessons is managed with extreme care. As per the Curriculum Policy, students will never be removed from a core subject. It is also important to ensure they are not taken out of subjects that provide pleasure and may be strengths, for example, sport, music or art. It is vital that the student attends willingly.

Timetabling is carried out through discussions with the students and subject teachers as well as parents. Every effort is made to be as accommodating as possible to the student's wishes. This gives students more flexibility and is particularly useful for those approaching their GCSEs.

The Academic Access and Achievement Department can only provide one lesson a week for each student. Instances of unplanned absence will incur a charge. It is the student's or parent's responsibility to thus contact their LS teacher to avoid incurring additional costs.

9. Lesson structure and content

The lessons in the department are on either a one-to-one basis, small group Core Support or Academic Confidence Clinics. 1:1 lessons are recommended for any age student and can be an excellent way of ensuring the student is free from distractions and can fully concentrate on the set task.

'Overlearning' is a particularly important part of the teaching program for a student with additional needs. The lessons usually cover one or more of the following areas:

- Literacy skills, including reading and writing skills, and spelling techniques.
- Executive functioning skills

- Coursework and curriculum support
- Numeracy skills
- Study Skills including revision and exam techniques.

The lessons also provide the student with an opportunity to raise any concerns. A vital part of the department's work is boosting self-esteem and raising academic confidence. This is another reason it is so beneficial to the student to have an individual lesson.

In the Prep School, in addition to one-to-one provision, small group support within the classroom setting may be offered.

10. SEN Pupil Profiles and Passports

SEN profiles are created annually to set targets and monitor progress for students with special educational needs. These profiles are made available to all teaching and pastoral staff via ClassCharts.

The Academic Access and Achievement Department produces this resource each year. Its purpose is to provide teaching staff with a brief sketch of each SEN student's strengths and weaknesses with a guide to teaching strategies. This gives staff a useful guide of appropriate ways to support the students and adapt their teaching so that SEN students can access the curriculum. Parents and students can also feed into this profile with their comments.

For students receiving 1:1 support, profiles include regularly reviewed, annual SEN targets, which may be different from, or additional to, those already in place in the classroom. These students can also complete a student passport, which is linked to their Pupil Profile. This is created with the student, giving a student voice; helping the student to understand their needs and how they learn.

More detailed information on each student with SEN is added to the SIMS database, such as external assessment reports or any historic data from feeder schools.

11. Exam Access Arrangements

Access Arrangements for GCSE, BTEC and 'A' level exams are carried out in-school, according to JCQ regulations. We are bound by the regulations of JCQ when assessing for all exam concessions. The 'Exam Access Arrangements Guidance' document outlines the arrangements offered by the school and how these are managed. This document is made available for students, parents and staff.

Students are screened for literacy skills and speed of working, using Lucid Exact, in Year 9, within the Autumn term. Students are then seen individually by centre based EAA assessors to further assess areas such as processing speed, memory, and phonological awareness, using Standardised tests. A crucial aspect in applying for exam concessions is the student's normal way of working. This must be satisfactorily documented and provided in order to process an application.

Forms 8, 9 or 8RF (Roll Forward) are completed and an application to the exam board is submitted. Parents are notified of the outcome in writing, and any concession updated on our systems.

12. EHCPs

If a child at Seaford College has an EHCP. The strategies to meet the short-term set targets are written in the SEN profile. The SEN profile only records the strategies that differ from, or are additional to, those already being carried out in the student's adapted curriculum.

If the EHCP seeks to name Seaford College as the preferred provider, then the College would require the opportunity to contribute to the assessment of need, and whether these needs could be met at the College.

13. Annual review of EHCPs

The LEA will notify the College when it is time for the annual review of an EHCP. The annual review provides an opportunity for all the relevant participants to discuss the effectiveness and appropriateness of the EHCP. A decision can be made to end an EHCP at the review, if it is felt the objectives of the EHCP have been achieved. The EHCP may require amending to encompass newly identified needs.

14. Summary

Seaford College maintains an ethos of academic excellence by varying means. The college is a mixed academic setting and welcomes students of all abilities that are suited to the College's mainstream setting. The Academic Access and Achievement Department is regarded as a resource to be utilised by all students, and our overall purpose is to ensure every child at Seaford College realises and manages their potential.