MARITIME ACADEMY

SEND INFORMATION REPORT

2026-2027

Maritime Academy

Part of the Thinking Schools Academy Trust

Date of determination: September 2026

Review date: September 2027

THINKING SCHOOLS ACADEMY TRUST

office@maritimeacademy.org.uk

STRENGTH – PRIDE – UNITY

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Introduction

SENCO: Mrs M Hall **Contact:** 0333 360 2150

SEND Governor: Mr D Morrison

Dedicated SEND time: 1.0 (Full-time)

Medway Council Local Offer:

htww.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx

At Maritime Academy, we believe that children only thrive when they are happy and feel safe in their environment. Therefore, we work tirelessly to ensure that;

- We create a secure and calm environment where students feel protected and valued
- Lessons are adapted and highly structured through our Maritime 5 'Waves' of Learning so each classroom has a consistent approach to enable academic excellence to flourish
- There are high expectations for every child to fulfil their potential regardless of their starting point
- There are strong supportive connections with staff and positive social interactions to create a sense of belonging
- Every child is treated as an individual and together they understand the moral values of mutual respect, tolerance and personal responsibility
- We deliver an inclusive, rich curriculum and offer enrichment activities beyond the classroom

For this to happen, many steps are taken to support children through their learning journey. We feel that quality first teaching methods are extremely important. However, some children need extra support for them to reach their full potential. When this has been identified, the SEND Team will work with other staff to support children appropriately. At the Maritime Academy, the SENCO is Mrs Hall, and they are responsible for ensuring that children with SEND are provided for throughout the school, following the Special Educational Needs and Disabilities Policy. Mrs Hall works with staff to set targets and plan and review interventions for children with SEND as well as liaising with outside agencies to gain more specialist support. Other SENCO responsibilities can be seen in the 2015 SEND Code of Practice: 0 to 25 years) (https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

Mrs Hall is available to contact via the school office if you have any concerns or questions.

Other members of the SEND Team:

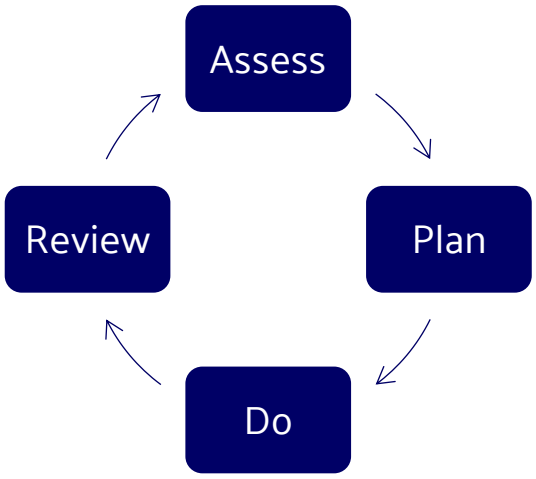
- Mrs Wilkinson-Crute – Assistant Principal Teaching & Learning and Literacy
- Mrs Neale – Assistant SENCO
- Mrs Mackay – Emotional Literacy Support Assistant (ELSA)
- Mrs Brown – Higher Level Teaching Assistant (HLTA)

- Mrs Lewis – Higher Level Teaching Assistant (HLTA)
- Ms Sage - Higher Level Teaching Assistant (HLTA)
- Miss Bridgett – Learning Support Assistant
- Mrs Burge – Learning Support Assistant
- Mrs Curram – Learning Support Assistant
- Miss Fillery - Learning Support Assistant
- Mrs Frost – Learning Support Assistant
- Miss Keane - Learning Support Assistant
- Mrs Loughery - Learning Support Assistant
- Mr Priscott - Learning Support Assistant
- Mrs Smidova – Learning Support Assistant

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer **every** child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with **all** our learners.

Underpinning **all** our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. SEND support at the Maritime Academy is implemented and reviewed using the 'graduated approach.

Assess: Students needs are assessed initially by their class teachers through their formative and summative assessments. Information is collated from all teaching staff and after a second cycle of APDR conducted by the

Head of Year. The SENCO to clearly analyse a student's need and identify whether they need SEND support. If further support is needed, students can then be raised at the In-School Review which takes place three times a year. During these meetings, it may be decided that a child will be placed on the SEND register or that an Education, Health and Care assessment will be applied for.

Plan: Using the information acquired decisions are then made regarding the provision in place to allow the student to make better progress and achieve their full potential. Parents/carers are formally notified of the SEND support to be provided. All staff working with the student are made aware of their needs and the support provided and any teaching strategies/approaches that are required.

Do: Recommendations are then implemented by the class teachers, and they remain responsible for working with the student as well as any other staff and external agencies involved with the student. Students may also receive additional interventions outside the main curriculum, but the main focus should be on integrating all students and continuing to use high-quality, differentiated learning. Support detailed on SEND Support Agreements will be put in place and student targets will be worked on with the support of parents/carers.

Review: The impact of the APDR process will be formally reviewed regularly and as appropriate for each student and agree any changes where needed.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach. Where the needs of a student are more complex and they require support from an external agency/provider, the school will endeavour to obtain this support. The Maritime Academy will involve parents/carers and students at all stages of the decision-making process for external agency support.

Special Educational Needs and Disabilities:

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. **Cognition and Learning (CL)**
    - Specific Learning Difficulties (SpLD)
    - Moderate Learning Difficulties (MLD)
    - Severe Learning Difficulties (SLD)
    - Profound and Multiple Learning Difficulty (PMLD)

2. **Social, Emotional and Mental Health (SEMH)**
    - Attention Deficit Hyperactivity Disorder (ADHD)
    - Depression

- Anxiety
- Mental Health issues
- Eating Disorders
- Tourettes

3. **Communication and Interaction Needs (CI)**
    - Speech, Language and Communication Needs (SLCN)
    - Autistic Spectrum Disorder (ASD)

4. **Sensory and/or Physical Needs (SPN)**
    - Visual Impairment (VI)
    - Hearing Impairment (HI)
    - Multi-Sensory Impairment (MSI)
    - Physical Disability (PD)

As of September 2026, we have 201 children or young people receiving some form of SEND Support in Year 7 to Year 11. We have internal processes for monitoring quality of provision and assessment of need. These include our SEND referral form and Assess, Plan, Do and Review and termly summative and formative assessments.

SEND Provision

Our approach to identification and assessment of special educational needs is set out in our SEND Policy [Maritime Academy SEND Policy 2026-26]

The policy sets out our approach to:

- The evaluation and effectiveness of our provision for students with SEND
- Identify and provide for students who have special educational needs and additional needs
- Our approach to teaching students with SEND
- Work within the guidance provided in the SEND Code of Practice, 2014
- Provide support and advice for all staff working with students with special educational needs
- The support that is available for improving the emotional, mental and social development of students with SEND
- How we enable students with special educational needs to engage in the activities of the school together with students who do not have special educational needs
- The support that is available for improving the emotional, mental and social development of students with SEND

Arrangements for assessing and reviewing the progress of students with SEND

Every student in the school has their academic progress tracked. In addition to this, students with special educational needs may have more frequent assessments of their progress to see if students are increasing their level of skills in key areas. If these assessments do not show adequate progress is being made the provision will be reviewed and adjusted.

The Maritime Academy approach to teaching students with SEND

High quality teaching, adapted for individual pupils, is the first step in responding to pupils with SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. *'Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.'* SEN Code of Practice (2014, 6.37)

Our SEND provision will depend on the student's needs and our students with SEND have an opportunity to access:

- Quality First teaching with appropriate adaptions including best SEND practice
- Trust-wide 7 Principles of Learning pedagogy
- The Maritime 5 'Waves' of Learning'
- The Maritime '5 Sails of Success' including access to One:One devices
- Higher Level Teaching Assistant for personalised interventions
- Access to Homework Club in the Sans Pareil Library with support from Learning Support Assistants
- Learning Support Assistants support in some lessons
- Reading & Literacy Interventions (Reading Quest, Bedrock and Lexia)
- Access to an Emotional Literacy Support Assistant (ELSA)
- External agency advice or support where needed
- Robust Fleet programme with a focus on effective communication skills, Literacy and Numeracy
- The Lighthouse as a 'safe space' for social times and an intervention room
- The Lamp, a provision to support student with Emotionally Based School Avoidance (EBSA) or severe absence to reintegrate students into school.

How the Maritime Academy adapts the curriculum and learning environment for students with SEND

At the Maritime Academy, we follow the advice from Medway LA on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Additional support for learning that is available to students with SEND at the Maritime Academy

As part of our budget, we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for students requiring SEND support. The amount of support required for each student to make good progress will be different in each case. The funding arrangements require schools to provide up to £6,000 per year of resource for students with high needs.

How the Maritime Academy enables students with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to students at the Maritime Academy are available to **all** students with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the student in the activity.

Support that is available for improving the emotional, mental and social development of students with SEND

At the Maritime Academy, we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills. We support our students to develop socially and emotionally in the following ways:

- PSHE curriculum with a SEMH curriculum
- Early Learning sessions
- Community lunches
- Horizon curriculum as part of our enrichment programme

- Lunch time clubs and activities
- Reward trips
- Celebration assemblies
- Emotional Literacy Support Assistant (ELSA)
- Mindfulness
- Social Stories

For some students with the most need for help in this area we also can provide the following:

- Emotional Regulation Time
- Movement Time
- Access to a 'trusted adult' before and after school and during break and lunchtime
- Access to The Lamp
- Access to The Lighthouse as a 'safe space' before school and during break and lunchtime
- Referral to our trained Emotional Literacy Support Assistant (ELSA)
- Mentoring from Learning Mentors
- Signposting students to online wellbeing websites for support, for example, Kooth, Young Minds and Childline.
- Referral to Medway Therapeutic Alliance Home - Medway Therapeutic Alliance
- External referral to Children & Adolescent Mental Health Services (CAMHS)

Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by students who do not need this support.

Consulting with children, young people and their parents/carers

Involving parents and learners in the dialogue is central to our approach and we do this through the SENCO being available for all Parents Evenings, review of student's school –based plans where applicable and annual reviews of EHCP students, which, wherever possible will also include external agencies involved with the student.

All parents/carers of students at the Maritime Academy are invited to discuss the progress of their children once a year and receive a written report once a year. In addition, we are happy to arrange meetings by appointment outside these times.

There are external support services available for parents of children with SEND. The contact details for these services are set out below:

- Children and Family Hubs in Medway – website: https://www.medway.gov.uk/info/200389/children_and_family_hubs
- Children and Family Wellbeing Centres in Medway – website: https://kentandmedwaylms.nhs.uk/where-birth/my-area
- Medway Autism Group and Information Centre (MAGIC) – phone: 01634 570706, website: https://www.medway-magic.org/
- Medway Family Information Service (FIS) – phone: 01634 332195, website: https://admissions.medway.gov.uk/synergy/fisd_welcome.aspx
- Medway SEND Information, Advice and Support Service – phone: 01634 566303 website: https://www.family-action.org.uk/what-we-do/children-families/send/medway-sendias/
- School health service – website: https://www.medway.nhs.uk/services/childrens-services/school-health-service.htm
- The Challenging Behaviour Foundation – phone: 0300 666 0126, website: http://www.challengingbehaviour.org.uk/
- Young Minds – parents/carers helpline – phone: 0808 802 5544, website: http://www.youngminds.org.uk/

Staff contacts and development

The SEND provision within our school is co-ordinated by the SENCO. Our SENCO is Mrs Hall who can be contacted at the school by phone: 0333 360 2150 or by emailing the school office: office@maritimeacademy.org.uk

We are committed to developing the ongoing expertise of our staff. This year, we have scheduled training into quality first teaching by ensuring whole-school CPD on thinking skills, the Maritime 5 'Waves' of Learning,' differentiation, use of One:One devices and SEND provision.

In addition, the teaching staff have attended specific training on SEND support and the SEND Code of Practice. Further training and development needs are identified and implemented as necessary. Where a training need is identified beyond staff within the Academy, we will find a provider who is able to deliver it. Training providers we can approach are; Fortis and Marlborough Outreach Teams, Educational Psychologist, Speech and Language therapist, Occupational therapists and Behaviour specialists. The cost of training is covered by the notional SEND funding.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed based on their experience and expertise within different areas. It is important that staff feel able to support the students they are working with and understand the expectations of the students within their key stage. Through ongoing training, communication and support, we are able to ensure that our support staff are well equipped to successfully support our students to make progress and develop as individuals. When new staff are employed, we use the interview process to make decisions about where they should be placed based on their experience and the vacancies, we have available within the Academy. Sometimes it is necessary to move staff around year on year depending on pupil need and staff expertise.

School Partnerships and Transitions

The Maritime Academy works with a number of external partners including CAMHS, Occupational Therapy, Educational Psychologist, AAP, Exam Concessions testing, School Nurse, Hearing Impairment Service, Speech & Language Therapist, Medway Inclusions, Marlborough and Fortis Trust Outreach Teams.

Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account. We believe this has benefited our children/young people and their families in the following ways:

- The early identification of children and young people's needs and early intervention to support them
- Greater choice and control for young people and parents over support
- Collaboration between education, health and social care services to provide support

The Maritime Academy works closely with the Local Authority, which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer which can be found at: http://www.medway.gov.uk/carehealthandsupport/supportfordisabilities/medwayslocaloffer.aspx

Our academic assessment for children and young people with special educational needs is moderated with other academies within our Trust as well as other Local Authority schools This year, we worked with our feeder partners to welcome 31 students with special educational needs or disabilities.

Our approach involves:

- Phone conversations between the previous or receiving schools prior to the student joining/leaving. These phone conversations are shared with teaching staff to ensure that they are aware of the needs of any new student
- Where a student may have more specialised needs, a separate meeting can be set up with Mrs Hall, the previous school's SENCO and the parents/carers.
- Mrs Hall is always willing to meet parents/carers prior to their child joining the school or after they have started
- All students attend at least one transition session where they spend some time with their new class and teacher.
- Additional visits are also arranged for students who need extra time in their new school
- A member of our middle leader or senior leadership team always shows new families around the school to ensure that students are familiar with our setting.

Once the Academy is full, we will ensure that student destination data is closely monitored and all relevant information is shared with the next education setting to support their onward destination.

Complaints

The normal arrangements for the treatment of complaints at the Maritime Academy are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class or subject teacher, the SENCO or the Leadership Team to resolve the issue before making the complaint as we value working in partnership with our families.

There are some circumstances, usually for children who have an EHCP, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

Our complaints procedure is in the link below: https://www.maritimeacademy.org.uk/wp-content/uploads/2022/06/Complaints-Policy-Maritime-Academy.pdf

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Keeping staff up to date with relevant legislation and policies in relation to SEND
- Developing the use of TAs through deploying all TAs to specific interventions and developing the necessary knowledge through bespoke training and support
- Implementing child-friendly versions of SEND Support Agreements for students to have access to know what they are working towards and how

- Invest in training for our Emotional Literacy Support Assistant (ELSA) to support students with social and emotional difficulties
- Ensuring all staff are Emotionally Based School Avoidance trained to provide them with the knowledge and skills to understand and support students experiencing EBSA
- Develop our in-school provision, The Lamp, for students experiencing EBSA and severe absence as a learning environment to re-engage students in their learning

Relevant school policies underpinning this SEND Information Report include:

- Teaching & Learning Policy
- Behaviour Policy
- Medical Policy
- Admissions Policy
- Safeguarding Policy
- Special Educational Needs Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 0-25 (September 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- Teachers Standards 2012

In preparing this report we have considered all relevant stakeholders within the Academy. We hope that these have answered any queries you may have but please do not hesitate to contact the school if you have any further questions.

Date presented to/approved by Governing Body: September 2026

Date of next review: September 2027

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a 'local offer of all services available to support disabled children and children with SEN and their families. This easy-to-understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.'

What will it do?

The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/carers and young people know how schools and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group developed questions for schools, and trialled them with a small number of settings.

There are a series of questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how best to support their child's needs.

Below are Maritime Academy's responses to these questions:

1. How does Maritime Academy know if children need extra help?

- Concerns may be raised by teachers or Learning Support Assistants
- There may be a lack of progress
- There may be a change in the child's behaviour
- Parents/carers may raise concerns
- The child may not perform well in tests
- A student may be frequently asking for extra help or unable to complete their work

2. What should parents/carers do if they think their child may have Special Educational Needs?

Initially, contact the Class Teacher or Fleet Captain regarding your concerns. Parents/carers can also contact Mrs Hall (SENCO) or Mrs Neil (Assistant SENCO).

How does Maritime Academy support children with SEND?

- Class Teachers plan for each child in their class. They will adapt their teaching to meet individual needs. These adaptions may be through extra support in a small group from a Learning Support Assistant.
- Interventions for specific areas of the curriculum will be planned for by the Class Teacher and monitored by the SENCO. Intervention groups will be run by Learning Support Assistant.
- These interventions could be for Maths, Reading, Fine Motor Skills, etc. Interventions are reviewed each short term (every 6-8 weeks). This allows staff to regularly monitor their impact and ensure that interventions remain appropriate. Interventions are recorded on a provision map which highlights the provision available for individual children.
- If it is felt that a child requires extra support from an outside agency, then the SENCO will make a referral to them. These agencies are listed in question 9.

- Once this referral is made, the agency may observe or assess the child and then send a report to the school including recommendations. These recommendations are then shared with the Class Teacher who will put them in place for the child, as appropriate.
- The Governors at Maritime Academy are responsible for entrusting a named person, Mr Evans, to monitor Safeguarding and Child Protection procedures across the school. He is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central Record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

4. How will the curriculum be matched to a child's needs?

- The Class Teacher will adapt work to enable all children to access the curriculum.
- Teaching Assistants may work with children in small groups or on a one-to-one basis to focus on specific needs of children.
- Sometimes specialist equipment is provided for children to help them access the curriculum. for example, pencil grips, writing slopes, move 'n' sit cushions, tangle teasers.

5. How will parents/carers know how their child is doing at school?

- We have parents' evenings within the year. This is an opportunity to discuss children's progress and parents/carers are invited to make an appointment with the SENCO if they feel they would like to discuss any concerns further.
- Parents/carers can informally speak to Fleet Captains at the end of the school day, but if they require a longer meeting, they can arrange this with the Fleet Captain directly or via the school office. In addition, parents/carers can request a phone call from their child's Fleet Captain or subject specific teacher.
- SEND Support Agreements (SSAs) are reviewed with children and parents/carers three times a year.

6. How does Maritime Academy help parents/carers to support their child's learning?

- Mrs Hall (SENCO), may meet with you to discuss how to support your child's learning at home or discuss strategies to use if there are problems with a child's behaviour/emotional needs.
- If outside agencies have been involved, suggestions and programmes of study are normally provided that can be used at home.

- The SEND Support Agreement also details a child's targets and the strategies being used in school. Once shared with parents/carers, a copy of this is sent home so that parents/carers can support children with achieving targets.

7. What support will there be for my child's overall well-being?

- The school offers a variety of support for pupils who are encountering emotional difficulties. These include:
- Members of staff such as the Class Teacher, Learning Support Assistant, ELSA and SENCO are available for pupils who wish to discuss issues and concerns.
- A full time Emotional Literacy Support Assistant works with a range of pupils to support them specifically with emotional difficulties.
- Social Skills groups are run for specific groups of pupils, where appropriate.
- The Early Help Assessment (EHA) is used to support the wellbeing of a child and their family, the child is invited to attend if appropriate. The assessment and follow up meetings are normally led by the Designated Safeguarding Lead (DSL).
- Where necessary, parents/carers are invited to Attendance Review meetings with the Attendance Advisory Practitioner (AAP) to improve attendance.
- We offer all pupils equal opportunities regardless of age, gender, ethnicity, ability or background. To achieve this, we provide support for individual needs to ensure that all pupils meet their potential. We recognise the range of needs and value the wide diversity and culture of each child. We do not tolerate discrimination of any kind (see Anti-Bullying Policy

8. What support will there be if my child has medical needs?

- If a pupil has medical needs, then a detailed Health Care Plan is compiled by Miss Cutler in consultation with parents/carers. These are discussed with all staff who are involved with the pupil so that all staff are aware of what action needs to be taken in an emergency.
- Health Care Plans are reviewed each year or more frequently if needed.
- The School Nurse will come in to talk to parents/carers or children as necessary and with the parents'/carers' agreement.
- Where necessary, and in agreement with parents/carers, medicines are administered in school but a form is in place to ensure the safety of both the child and the member of staff.
- Staff are EPIPEN trained on an annual basis and where necessary, staff are trained in Diabetes management.
- Key staff are First Aid trained.

9. What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Attendance Advisory Practitioner
- Bradfields Specialist Support Service
- Educational Psychology Service
- Fortis Trust Outreach Support
- Inclusion Team at Medway Council
- MAGIC (Medway Autism Group and Information Centre)
- Marlborough Outreach Team
- Medway Community Child Health
- NELFT (North East London NHS Foundation Trust)
- Occupational Therapy
- PASS (Physical and Sensory Service) to support pupils with hearing/visual impairment
- School Nurse
- Social Services
- Speech and Language Therapy

10. How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all children to participate.
- If a health and safety risk assessment suggest that an intensive level of one-to-one support is required, a parent/carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- Breakfast Club runs from 7:45am with a selection of breakfast choices and the offer of a **free** bowl of porridge.

11. How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Easy accessibility for wheelchairs in and out of the building with flat paved access
- Two toilets adapted for disabled users
- Wide doors and corridors throughout the building
- A medical room
- Shower room with disabled access
- Disabled parking spaces
- Ramps and a lift where required

12. How will the school prepare and support my child when joining Maritime Academy or transferring to a new school?

Maritime Academy understands what an anxious time transitioning from primary to secondary school can be. moving schools can be. To enable the student's transition to be as smooth as possible, a number of strategies are implemented to support students. These include:

- Phone conversations between the previous or receiving schools prior to the students joining/leaving. These phone conversations are shared with Class Teachers to ensure that they are aware of the needs of any new student.
- Where a student may have more specialised needs, a separate meeting can be set up with Mrs Hall, the previous school's SENCO and the parents/carers.
- Mrs Hall is always willing to meet parents/carers prior to their child joining the school or after they have started.
- All students attend at least one transition session where they spend some time with their new class and teacher.
- Mrs Littlemore (Head of Year 7) visits feeder primary schools.
- We offer an enhanced transition for our most vulnerable students.
- Additional visits can also be arranged for students who need extra time in their new school.

13. How will the school support pupils who join throughout the year?

- Students who join Maritime Academy later are given a tour of the school by a member of the senior leadership team and the provision offered is explained
- Previous schools are contacted to discuss any concerns and information is shared
- A follow up with parents/carers is arranged within six weeks to discuss how the students has settled and take care of any concerns

Transition to a new class each academic year

- Transition to a new class within Maritime Academy is facilitated by several sessions to meet new class teachers and get used to a new class environment
- Students who may find this more difficult are given additional support where needed

Children leaving Maritime Academy to join other schools

- Where notice is given, the SENCO can liaise with the new school to pass on information
- All paperwork is sent to the new school as soon as possible

14. How are the school's resources allocated and matched to children's special educational needs and disabilities?

- The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
- Resources are requested and ordered as necessary to support students' learning.
- Provision maps are used to track spending on each student.
- Pupil Premium payments are used to support these students' learning, development and wellbeing.
- The Governing Body is kept informed of funding decisions.
- Resources may include deployment of staff depending on individual circumstances.
- The additional provision may be allocated after discussion with the Class Teacher at Pupil Progress Meetings or if a concern has been raised at another time during the year.
- If any concerns are raised after assessments are undertaken, then further support or resources may be allocated to your child.

15. How is the decision made about how much support my child will receive?

- When children join the school, support is allocated on the information provided by the feeder school. The SENCO will allocate Teaching Assistants to deliver interventions or support in class to individuals or small groups of children.
- During their school life, if further concerns are identified due to the student's lack of progress or well-being then other interventions will be arranged.
- Decisions are made in consultation with the class teacher and Inclusion Team
- Decisions are based upon tracking of student progress and results of assessments and recommendations from outside agencies.
- Students may be discussed at an In School Review (ISR) three times a year where key members of the Inclusion Team and the SENCO meet to try to provide solutions to challenges that are not solved by Quality First Teaching.
- Parents/carers can request to see an outline of the support their child is receiving.

16. How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with their Fleet Captain
- Discussions at Parents' Evenings

- Discussions with Mrs Hall (SENCO) or professionals from outside agencies
- Parents/carers are also encouraged to attend a review meeting, three times a year to contribute to the review of their child's SEND Support Agreement

17. How does Maritime Academy evaluate the effectiveness of provision for pupils with SEND?

- Discussions with students with SEND
- Discussions with parents/carers of students with SEND
- Monitoring of progress of students with SEND
- Student and parent view sections on SEND Support Agreements
- Monitoring of interventions/provisions in place for students with SEND
- Student, parent/carer and professionals views sought during Annual Reviews of EHCPs
- Classroom observations
- Monitoring of staff in relation to meeting the SEND Code of Practice

18. Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child, please contact one of the following via the school office

- Your child's Fleet Captain
- Your child's Head of Year
- Mrs Hall (SENCO)

Admission arrangements for pupils with SEN or disabilities

Maritime Academy follows Medway Council's guidance regarding admissions for pupils with SEN or disabilities. This means that if a child has an EHCP, they will not go through the main admissions process and will discuss decisions with the SEN Team at Medway Council. If a student has a medical, health condition or disability, parents/carers will need to provide Medway Council with details of the diagnosis and a supporting letter from the GP or consultant which demonstrates a specific link between their child's needs and how our school can meet these needs.

Admission arrangement for pupils with disabilities

Some children may have a disability within the meaning of the Equality Act 2010. It is unlawful for a school to treat a disabled child less favourably than a non-disabled child, without justification.

A disability is defined as a physical or mental impairment that has a substantial and long-term adverse effect on the person's ability to carry out day to day activities.

There will be some children who have an Education Health and Care Plan (EHCP) who do not fit this definition but, equally, there will be children who do not have an EHCP who are considered to have a disability.

When considering the admission of a pupil with a disability, meetings will be held with the parent/carer and child, where appropriate, to ascertain reasonable adjustments that need to be made and whether the school can meet the needs of the pupil. A decision regarding the admission of the pupil will be made based on these discussions.

Relevant school policies underpinning the SEND Information Report

- Anti-Bullying Policy
- Behaviour Policy
- Complaints Policy
- English as an Additional Language Policy
- Equality Policy
- Special Educational Needs and Disabilities Policy

Legislative Acts taken into account compiling the SEND Information Report

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

In preparing this report we have considered all relevant stakeholders within the academy.

We hope that these have answered any queries you may have but do not hesitate to contact the school if you have any further questions.

Glossary of commonly used acronyms

AAP	Attendance Advisory Practitioner
ADHD	Attention Deficit and Hyperactivity Disorder
ADD	Attention Deficit Disorder
ASD	Autistic Spectrum Disorder
BSP	Behaviour Support Plan
CAMHS	Child and Adolescent Mental Health Service
ChiN	Child In Need
CP	Child Protection
CT	Class Teacher
CoP	Code of Practice
C&L	Cognition and Learning
C&I	Communication and Interaction
DCD	Developmental Co-ordination Disorder
EHA	Early Help Assessment
EYFS	Early Years Foundation Stage
EP	Educational Psychologist
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
EAL	English as an Additional Language
FSM	Free School Meals
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
ISR	In School Review
KS	Key Stage
LA	Local Authority
LAC	Looked After Children
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
ODD	Oppositional Defiance Disorder
PR	Parental Responsibility
PD	Physical Disability
PMLD	Profound and Multiple Learning Disability
PP	Pupil Premium
SBSP	School Based Support Plan
SSG	School Support Group
SENSA	SEND Support Agreement
S&P	Sensory and/or Physical Needs
SPD	Sensory Processing Disorder
SLD	Severe Learning Difficulty
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Co-ordinator
SpLD	Specific Learning Difficulty
SaLT	Speech and Language Therapy
TA	Teaching Assistant

TAF	Team Around the Family	VI	Visual Impairment