



SEND INFORMATION REPORT July 2022



Denise Pilcher

SENDCO & Designated Teacher for Children in Care



SEND at Skegness Infant & Junior Academy - an overview

We pride ourselves on our inclusivity as academies who believe that SEND is 'everyone's business'. We support both children with SEND and their families to the best of our abilities in a variety of ways, using a team approach from whole Academy, Key Stage, year group, class and group. This includes educational support with both named adults and a team approach for children with EHCP's and for a team approach for children on SEND Support. We also support children and families with pastoral support, attendance and have a parent support advisor who advises families on everything from supporting well-being to housing. We see children as individuals and therefore every child with SEND has their provision tailored to meet their individual needs. Currently there are 18% of children with SEND, 19% of these have an EHCP. Our SEND Team consists of the SENDCO plus two assistants who are both Pastoral Leads, this enables us to have a successful whole academy approach for children with SEND from Nursery through to Year 6.



SEND Support

We provide support for children with a range of conditions, including:-

- ASD
- ADHD
- Dyslexia
- Diabetes
- Epilepsy
- Spina Bifida
- Downs Syndrome
- Visually Impaired
- Global Delayed Learning
- Disordered speech
- Hirshsprung's Disease

Other areas

- Behavioural Issues
- Learning difficulties
- Speech and Language
- SEMH, including emotional, anxiety and attachment

To contact the SEND department, please telephone the academy offices and ask for Mrs Denise Pilcher SENDCO or Mrs D Pries (SJA) or Miss S Ellis (SIA) - SENDCO Assistants and Pastoral Leads, if we cannot take your call we will get back to you as soon as possible.

SJA Phone 01754879166

SIA Phone 01754762059



Policies in the Academies - Links available on the Academy websites

- SEND Policy
- Behavioural Policy
- Inclusion Policy
- Accessibility Policy - moving onto new system
- Complaints procedure policy



Consulting parents

Twice yearly parents evenings and an optional meeting after end of year reports are offered. As well as this we hold regular meetings with parents of children with SEND throughout the year to support and inform.

If a child is struggling in the classroom, class teacher will speak to parents with their worries and in consultation with the SEND department will decide on the next course of action, this may be monitoring, PSP meetings with parents, behavioural support, learning support or pastoral support. SEND department also observe the child and relay back to parents and staff their findings. SEND Team then meet with staff / parents using the graduated approach to decide whether to involve other agencies such as WTT, BOSS, STT, EP, SALT, OT or Community paediatric referral. Parents will be invited to any meetings with these other professionals and are kept informed by either a phone call or email. Parents of children with SEND are encouraged to contact the SEND department if they have any worries or need advice. This is especially important for parents who struggle with behaviour at home, change of circumstances or bereavement so that we can support children with issues that we do not always see in school. We always liaise regularly with parents about what we have in place to support their children. We provide support packs for parents at home to support good routines, emotional and anxiety support for traumatic events.

Consulting children



Gaining the voice of our children is vitally important, all Teachers and teaching assistants do this on a regular basis for all children, not just those with SEND. Children are asked about each subject they engage in by either whole class voice or teacher interviews. Children are consulted by teaching staff when new IPM's are set. Designated Teacher (SENDCO) for Children in Care talks to individual children before their EPEP meetings and Child in Care reviews. Our school Council represent the views of the children, meeting regularly to bring ideas discussed by their class and year group.

Assessment and reviewing progress

- 3 x yearly data points on INSIGHT tracking
- Pupil Progress Meetings
- To Inform Planning (6x yearly SIA, 3 x yearly SJA to fit in with testing) which shows the impact of interventions
- Education and Health Care Plan Annual Reviews
- Individual Progression Maps set 3 x yearly by Class Teacher in consultation with SEND Team
- PIXL (**Partners in Excellence**) Testing and interventions
- Specialist Teaching Team observations and reports - yearly

In addition to this we have SEND discussions termly. We also have an open door policy so that assessments and reviews are discussed whenever needed with the SEND Team should staff need support. We review and tweak targets whenever needed on IPMs and EHCPs throughout the year.



Support for transition of children with SEND

Transition plans for the past two years have been somewhat curtailed due to lockdown restrictions introduced during the pandemic. As children were not allowed to mix bubbles, staff produced Sway's with year group introductions and information and they had teacher and TA meet and greets before starting the new school year. The Sways were important for children with SEND as they could be used by parents over the six weeks holidays for reference and reminders.

This year in Term 6 we are:-

All children to visit their new class, new teacher to teach/read a story in present class and a whole academy move up afternoon from Nursery to Y6

All vulnerable children have pictures of their new classroom, new staff, cloakroom, entrance -drop off and pick up point, playground, hall and for Y2 moving to Y3 SEND Office (SENDCO friendly face from SIA)

SIA :- Nursery, Reception & Year 1 :- Identified children have a transition package with extra visits with an adult to new class , new teachers and TA's spend time in classes

SIA Year 2:- As they are moving to year 3 and SJA across the carpark

- Whole year group yoga sessions with SJA Pastoral Lead
- Identified children have extra visits with, SENDCO and Pastoral Leads.
- Teachers spend time in class with identified children

SJA :- Year 3, 4 & 5 :- Identified children have extra visits with an adult, new teachers and TA's spend time in classes with identified children.

SJA Year 6 - Children go to a variety of secondary schools

Skegness Grammar - Staff come into the academy and a taster day for all

King Edwards - Staff come into the academy and a taster day for all

There is no extra provision for children with SEND

Skegness Academy - Pack and Taster day for all and

Specifically for Children with SEND- Accompanied by SENDCO and Pastoral Lead

- Small group visit and tour of the school by SENDCO Assistant
- Lunch in the BISTRO
- Lesson with some Year 7 children. This includes lego therapy, theraplay and pastoral activities.
- Passports for information

Staff from SJA - Teaching and SEND team liaise with secondary schools to provide as much relevant information on individual children's needs to ease the settling into new classes and schools.

Transition meetings take place for children in care with Designated Teacher/SENDCO, Carers, Virtual school's and new school designated teacher.

Teaching children with SEND



- All children have their own class base
- All children with SEND have IPMs with relevant targets set
- Learning is differentiated to meet their needs
- EHCP targets and outcomes are implemented
- Additional adjustments are made in class to support children
- Interventions in maths, reading, writing, phonics and grammar are in place

- Social interaction skills provision has taken place daily at SJA with a group of 8 children with 2-3 adults. Children have completed non-core learning through themed play and practical PSHE activities to enhance their learning and social skills. Children with EHCPs have predominantly made up the group but it has been open children who staff feel would benefit from this support.



Curriculum Adaptations

Adaptations are made for individual children to suit their needs. If children are learning within a different year group, the learning is differentiated to suit their ability. Specialist Teaching observations and subsequent report provide targets which are implemented on IPMs. Any children with EHCP's have their learning tailored to match the outcomes and targets on their plan including social interaction skills.

- Own Curriculum

Children with needs that require them to learn from an alternative curriculum such as play or practical based learning have their planning completed by the Class teacher with support from TAs and the SEND department. This can include having own learning material, own learning environment, brain breaks, sensory circuits, therapy and outdoor therapy such as gardening and learning.

Staff Training

- ELSA (Emotional literacy support assistants) Training 2 x 2 pastoral
- SEND Training for all staff throughout the year
- Autism Awareness - all staff from both sites
- Masking Autism in the classroom - SENDCO
- Speech and Language course - Speech and Language TA
- EBSA (Emotional Based school Avoidance) - SENDCO and Family support
- Designated Teacher training for each County - SENDCO
- Jane Considine Writing - SLT & Teaching Staff
- Little Wandle Phonics - SIA all staff
- Monster Phonics - SJA all staff
- Autism Awareness - staff from both sites
- Graduated Approach training - SENDCO and SENDCO Ass SIA
- Educational Psychologist CPD Training - SENDCO and SENDCO ASS SIA & SJA
- Team Around the Child - forum - SENDCO and SENDCO ASS SIA & SJA
- SENDCO GAT (Greenwood Academy Trust) Advocacy Training - SENDCO
- GAT SEND Webinars x 3 - SENDCO and members of SIA & SJA staff



Evaluating the effectiveness of provision

Termly TALE (Teaching and learning Evaluation) report 3 x yearly

SENDCO produces this report based on the data for children with SEND compared with children without SEND in

- Reading, writing, maths
- Disadvantaged, non disadvantaged with SEND
- Girls, boys with SEND
- Children with English as an additional Language and SEND

In addition to this all children with SEND have individual IPM's (3x yearly) which are reviewed and new ones set. These can be tweaked during each term should staff need to. We also have To Inform Planning which outlines all interventions with a starting point and end point so that we can see the effectiveness. This is then evaluated.

Enabling children to engage

We use a variety of approaches which include

- Technology
- Practical Activities
- Overlearning
- Directed teaching
- Theraplay
- Sensory Circuits
- Own packs of equipment
- Quiet areas to learn
- Hive provision (see above)
- Small focused group work
- Adult support with individual children
- Pastoral support, check ins, meet and greet, check outs, outdoor support at break and lunchtimes
- Lunch Clubs at SJA for children with SEND who struggle to cope in the dining hall and outdoor play
- Alternative playtimes
- Brain breaks



Engagement for children is the key to our learning and we tailor our provision to suit individual children's learning style and learning ability.

Support for improving social and emotional development

Pastoral support



The pastoral team across both academies regularly meet children to discuss any worries and anxieties. Staff are trained in ELSA and use the strategies to help children. They work on emotions, friendship groups, attachment, trauma, loss and worries. Staff also assist when children are in crisis and need help to self regulate. They also pick up on any worries that parents share with us to help children work through for a positive outcome. A variety of strategies are used, therapy, social stories, gardening therapy.

Counselling

We have a trained counsellor who counsels children at SJA. Permission for these sessions is sought from parents. We have engaged with the MHST (Mental Health Support Team) who have worked with some children at SJA.

We have also run workshops to encourage children to be Mental Health Champions.

Lunch Clubs

Daily Lunch Clubs are provided at SJA for children with SEND who struggle to cope in the dining hall and outdoor play. They eat lunch and are encouraged to talk to each other. Children then play games, learning to take turns and socialise. It is extremely rewarding seeing children who struggle with friendships and interacting joining in together.



Involving outside agencies and other bodies

We work with a variety of outside agencies which we involve as part of the graduated approach to support, when it is applicable. This year we have liaised and worked with:-

- WTT - Working Together Team
- STT - Specialist Teaching Team
- BOSS - Behavioural Outreach Team
- EP - Educational Psychologist
- OT - Occupational Therapist
- SALT - Speech and Language Therapy
- ECLIPS - Enhanced Communication & Language
- EDAN - Domestic Abuse Service
- Virtual Schools - Children in Care
- SEST - Sensory Educational Support Team
- Social Workers
- Early Help Workers
- County Case Workers
- Mental Health Support Team

SENDCO has used Ask SALL (Lincolnshire SENDCO Advice line) to discuss and seek advice for the best way forward for support for individual children. This has been a

useful tool for finding other services to support and as a way of checking that we have exhausted all possible avenues of support open to us.

Handling complaints

All complaints are investigated by either SENDCO, SLT, Head of school or Executive Principal. Once the investigation is complete meetings are arranged with the complainant to discuss the findings and bring about a solution. Should there be any other concerns these are dealt with by class teacher and / or SENDCO, Pastoral Lead with phone calls and /or meetings.

Summary of SEND

We strive to provide provision based on a child's individual needs and to facilitate inclusivity. We work hard with the staff to provide the best we can for children with SEND. It is a testament to the hard work of the SEND / Pastoral department that parents, carers and fellow professionals give us positive feedback.



Our son has come on so much in the year he has been at SJA, we wish we had started him at SIA in Reception
Parents of a Y5 pupil with Down's Syndrome

Thank you so much for your support and help with everything
Mum of a child with anxiety, based school refusal

You are a credit to this child for supporting him through the Infants with the severity of his needs.
Teacher from St Lawrence on transition visit.

I see the strategies I have suggested going on throughout the academies as soon as I suggest them!
WTT Advisor

You are the best school in the area for supporting both me and my child.
Parent of Y2 child transitioning to Y3