



Skegness Junior Academy

Identification for Additional Needs

Identification of pupils with SEND will come from a range of sources:

- Progress monitored by teachers as part of ongoing observation and assessment which identifies differences between progress, attainment and achievement – this is formally recorded 6 times each year
- Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- Standardised screening and assessment tools
- Signposted from pre-Nursery information, parental concerns
- Concerns raised on entry to school in any year group or concerns raised by previous school
- Concerns raised because a child is under the care of the local authority

In the event that your child is not making the expected progress, in consultation with you we may identify that they have an additional need.

If you are concerned about your child's progress, the Class Teacher is the first person you should contact.

Provision for Additional Needs Support

The provision will provide a graduated response in order to meet a child's individual additional needs

This may include one or more of:-

- Dyslexia support
- Adaptations including workstations, visual timetables and nurture playtimes
- Class TA targeted support
- Accessibility curriculum
- 1:1 reading support and targeted reading support
- Behaviour intervention
- Targeted IPM support
- Little Wandle Catch up/SEND phonics
- Literacy, speaking and listening, numeracy, and social skills intervention.
- Sensory Circuits
- Maths intervention
- Speech and Language Therapy programmes
- Occupational Therapist and physiotherapy support
- Access arrangements
- Pastoral Support
- Theraplay
- Nurture Lunch time / Nurture play

Our staff has a wide range of expertise to support children with additional needs and there is a continual professional development programme for all staff. Staff are trained and deployed within the Academy in response to the identified needs of the children.



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- TA's with specialist responsibilities
- SEN Teaching Assistants
- Designated Key adults for individual support
- Small group support.
- Class teachers.
- Autism aware TA's
- Makaton trained TA's
- Staff medically trained by specialist nursing team eg Buccalam administration, Tracheostomy care
- Dyslexia and dyscalculia aware teacher's and TA's

If concerns about your child's progress continues after a period of provision and or intervention then the Academy may contact other additional outside agencies, these include:

- Educational Psychologist,
- Specialist Teacher's,
- Speech and Language Therapist,
- Occupational Therapist,
- Physiotherapist,
- School Nurse and Specialist Nursing Team
- Family support worker.
- CAMHs
- ESCO
- WTT
- BOSS

You will be consulted and your consent required before a referral is made to any of the above

Monitoring and Reviewing Additional Needs Support

The SENCO and class teacher will be responsible within the Academy for monitoring and evaluating the provision that has been put in place for your child.

This may involve

- Focused classroom observations
- Staff meetings
- Reviews of IPM targets
- Your child's progress
- Parent Consultations
- Informal updates between you and class teachers
- Outside Agency meetings, observations and assessments

Transition

If your child has an identified additional need prior to attending the Academy, a SENDCo will endeavour to attend any review meetings at the previous setting. An enhanced or phased introduction into school may take place if it is felt that it is in the best interest of your child. Children moving onto the Junior Academy may have an enhanced transition if parents and staff feel it is appropriate. Parents will be invited to joint reviews with the SENDCo from both academies to discuss your child'.

Contacts

Any concerns please feel free to speak to a member of the additional needs team or contact the school office on 01754 762059 to make an appointment.



Skegness Junior Academy

- Class Teacher
- SENDCO – Mrs Pilcher
- Head of School – Mrs Lewis Bettison
- Executive Principal – Mrs Pryme