



GREENWOOD ACADEMIES TRUST

Academy: Skegness Infant & Junior Academy

SEND Information Report 2025

Last updated: July 2025

Lead: Denise Pilcher

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our academy.

If you want to know more about our arrangements for pupils with SEND, read our SEND policy.

You can find this and all other policies on our websites:-

www.skegnessinfantacademy.org

www.skegnessjunioracademy.org

Policies in the Academies - Links available on the Academy websites

- SEND Policy
- Behavioural Policy
- Inclusion Policy
- Accessibility Policy



- Complaints procedure policy
- Admissions policy

Note: If there are any terms that we've used in this information report that you're unsure of, you can look them up in the *Glossary* at the end of the report.



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 supporting 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 10.5% of children with SEND at SIA and 17.9% at SJA, with an overall SEND of 28.4% across both Academies, the National average is 36.6%. 7.4% of children with SEND 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 formed part of the focus for the two recent inspections this year. We were graded as GOOD across both sites

SIA May 25 Ofsted Report

The school is ambitious for all pupils, including the most disadvantaged and those pupils with a special educational need and/or disability (SEND). Pupils do well here.

SJA March 25 Ofsted Report

They identify quickly pupils with special educational needs and or disabilities (SEND) and give support so that they can learn and achieve well alongside their peers

1. What types of SEND does the academy provide for?

Our academy provides for pupils with the following needs:



AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties

Cognition and learning	Specific learning difficulties, including dyslexia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety, Emotional difficulties and Attachment
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment Spina Bifida
	Medical Conditions - Ehlos Danlos Syndrome Hirshsprungs Disease Tatton Brown Rahman Syndrome Epilepsy

2. WHICH STAFF WILL SUPPORT MY CHILD, AND WHAT TRAINING HAVE THEY HAD?

Our special educational needs co-ordinator, or SENDCO is Denise Pilcher, SENDCO Assistant Debbie Pries (SJA), Sue Ellis (SIA)

The SENDCO has 17 years' experience in this role and has worked as a Class Teacher and Year Group Lead. She is a qualified teacher and Assistant Head of School across SIA & SJA. She is also one of the Deputy Safeguarding Leads. She achieved the National Award in Special Educational Needs Co-ordination in 2009. She is also the Advanced SENDCO for Greenwood Academies Trust for the East Coast. She is also trained in Children in Care. She is non-teaching and devotes each day to manage SEND provision and Support for Children in Care alongside her other roles.

Class teachers

All of our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND. They also take part in SEND Staff Workshops and Outside Agency training.

Teaching assistants (TAs) across both sites

We have a team of 46 TAs, including 4 higher-level teaching assistants (HLTAs) and 5 Cover Supervisors who are trained to deliver SEND provision alongside classroom roles.

All of our TAs are trained to deliver interventions such as

Catch Up Numeracy

Catch Up Literacy

PIXL Testing

Speech and Language Programmes

Pastoral Support

EHC Provision for outcomes and Targets

Beat Dyslexia

NESSY

Little Wandle Phonics including specific for children with SEND

Makaton (specific TAs/Teachers)

In the last academic year,

SENDCO has completed Greenwood Academies Trust

SENDCO Conference

HUB - Annual Review Training

Graduated Approach briefings throughout the year

East Lincolnshire SEND Update

East Coast SEND Hub

Early Years Transition Inclusion Training

Staff have been trained in

Behavioural Outreach Support Service (BOSS) have provided staff training in

- Escalation and de-Regulation
- Attachment and Trauma
- ADHD
- Demand Avoidance
- Behaviour & Communication
- Supporting children with SEND

Staff have also undertaken training in

- ELSA (*Emotional literacy support assistants*) Training 2 x 2 pastoral staff
- 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
- SEND Staff CPD - Autism and Sensory Integration
- Menopause - Pastoral Lead SJA
- Supporting harm & Suicide - Pastoral Lead SJA
- Theraplay 6 staff
- Counsellor - Person Centered Counselling for adults and children

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include, but are not limited to;

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
- Outreach - 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
- Children and Young Person's Nurse

SENDCO uses 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.

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEND?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEND, the first person you should tell is your child's teacher. This can be at Parent Consultation appointments or you can make an appointment to discuss this.

They will pass the message on to our SENDCO, Denise Pilcher who will be in touch to discuss your concerns.

You can also contact the SEND team directly through the school office by phone or email

SJA Phone 01754879166

SIA Phone 01754762059

SIA Email admin@skegnessinfantacademy.org

SJA Email admin@skegnessjunioracademy.org

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you and ask you to sign the SEND Referral Form and your child will be added to the academy's SEND register.



4. HOW WILL THE ACADEMY KNOW IF MY CHILD NEEDS SEND SUPPORT?

All our class teachers are aware of children who may need SEND support and are on the lookout for any children who aren't making the expected level of progress in their academy work or socially.

If the teacher notices that a child is falling behind, they try to find out if the child has any gaps in their learning. If they can find a gap, they will give the child extra tuition to try to fill it. Children who don't have SEND usually make progress quickly once the gap in their learning has been filled. These children will be monitored by staff and a Cause for Concern filled in which will alert the SEND department.

If the child is still struggling to make the expected progress, the teacher and the SEND Department will have a discussion and will then contact you to discuss next steps.

The SEND Team will observe the child in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher, to see if there have been any difficulties with, or changes in, their progress, attainment, or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, an occupational therapist, a paediatrician or in some case a specialist advisory teacher/team. This may include a Specialist Teaching Assessment (STT), referral to an Outside Agency such as Working Together Team (WTT), Behavioural Outreach Service (BOSS), Speech and Language (SALT) and at SJA Mental Health Support Team (MHST).

Based on all this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision and asked to sign a SEND referral Form.

If your child does need SEND support, their name will be added to the academy's SEND List, and the SENDCO will work with you to create a SEND support plan for them.

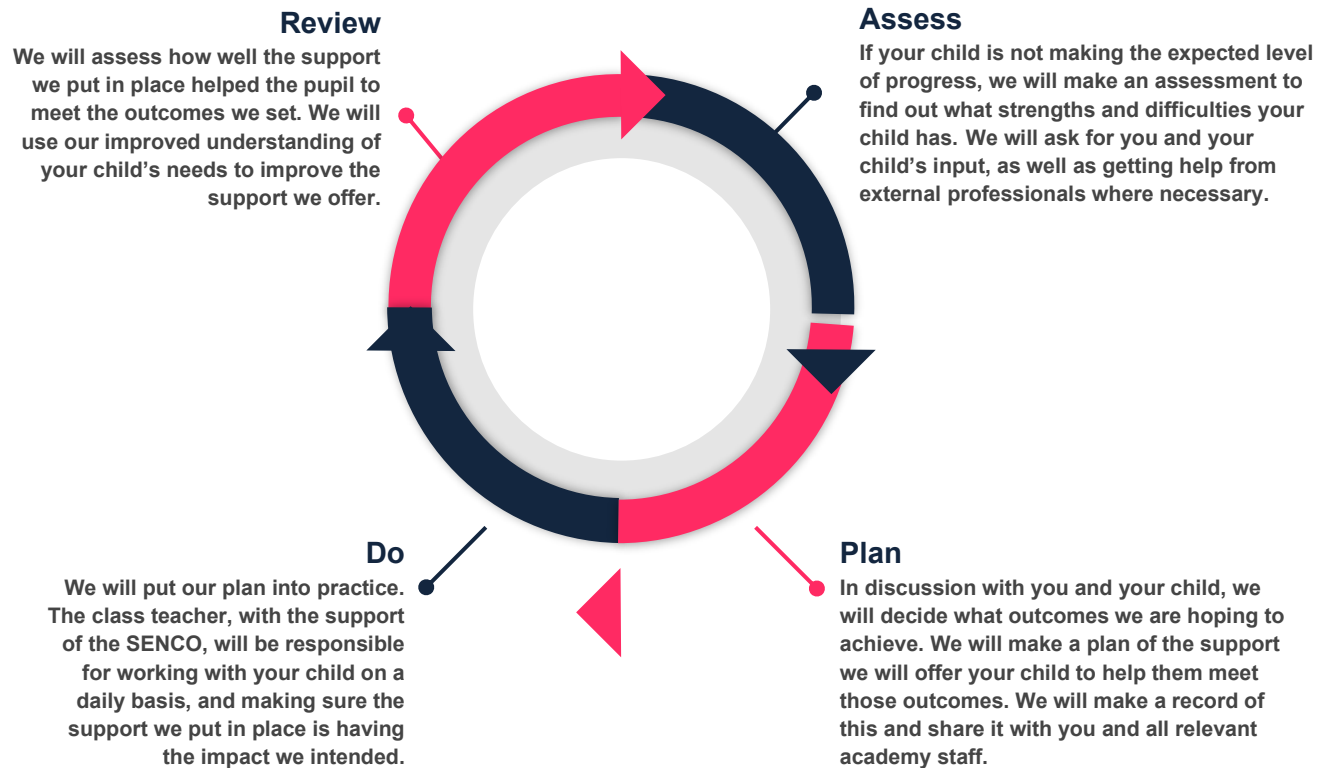
As part of our offer we will also monitor your child's attendance, this is to ensure that children attend the academy as much as is possible. We recognise that there are times when children are absent due to illness and we strive to work with you to offer any support needed to ensure they attend when able, ensuring that your child has good attendance (95%+) will ensure they make the most of all the support available for them to fulfil their potential.

The SENDCo is also part of the Academy Attendance group and monitors attendance for children with SEND, providing support to families.

5. HOW WILL THE ACADEMY MEASURE MY CHILD'S PROGRESS?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve, these may be recommended by Specialist Teaching Report, Working Together, Behaviour Outreach Service or Educational Psychologist.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and change and tweak as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the academy's targets, strategies and provisions will be revisited and refined.

6. HOW WILL I BE INVOLVED IN DECISIONS MADE ABOUT MY CHILD'S EDUCATION?

We will provide annual reports on your child's progress, but we will keep you informed throughout the year. The SEND Team are available for parent meetings if requested

Your child's class teacher will meet you at parent Consultations in October and March, with an optional one in July to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENDCO may also attend these meetings to provide extra support.

We know that you are the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we are trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of academy.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can chat with the class teacher at the end of the school day or you can make an appointment for a longer discussion. They may ask somebody from the SEND/Pastoral team to attend as well

7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

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. Children's voice is gained for EHCP Annual reviews. Designated Teacher (SEND/CO) 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.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a child survey



8. HOW WILL THE ACADEMY ADAPT ITS TEACHING FOR MY CHILD?

Your child's teacher is responsible and accountable for the progress and development of all the children in their class.

High quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our academy.

We will adapt how we teach to suit the way the pupils work best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

Teaching children with SEND

- All children have their own class base
- All children with SEND have Learning Plans with relevant targets set
- Learning is adapted to meet their needs and closely monitored
- EHCP targets and outcomes are implemented - monitored termly
- Additional adjustments are made in class to support children - such as own equipment, seating, visual timetables, Now and Next, Brain breaks
- Interventions in maths, reading, writing, phonics and grammar are in place

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. This is monitored through the Insight tracking system.

These adaptations may include but are not limited to;

- Adapting and scaffolding our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Carefully considering our teaching approach, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing, making 'reasonable adjustments' for all children
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, Now and Next etc.
- Teaching assistants may support pupils in small groups
- 1:1 instruction will be considered in specific circumstances, at which point funding requirements may need to be considered
- Providing children with their own resources, table aids and learning environment to support high quality teaching.
- Providing brain break activities for children who need to step away from the learning for a short period

Checking children's seating in class and that classroom environment suits individual children



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, theraplay and outdoor therapy such as gardening and learning.



Owl Room – Internal Enhanced Provision

We provide a bespoke provision to support children with specific needs at SIA. This comprises of

- A safe space

- Sensory experiences
- Tailored activities to meet individual child needs
- EHCP targets and outcomes
- Quieter/less busy environment

This is used depending on the needs of the children.

We also provide the following interventions for specific needs:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Now and Next Social stories Pastoral Support ELSA Support Theraplay Sensory Circuits Nurture Lunch Club Nurture Playtime
	Speech and language difficulties	Speech and language therapy Colourful Semantics Language for Thinking Oracy
Cognition and learning	Specific learning difficulties, including dyslexia and dyscalculia	Writing slope Wobble cushion Fiddle Toy Own work station Own resource pack Accessible Learning Pencil grips Project Learning

Social, emotional and mental health	ADHD, ADD	Quiet workstation Visual timetables Now and Next Social stories Pastoral Support ELSA Support Theraplay Sensory Circuits Nurture Lunch Club Project Learning
	Adverse childhood experiences and/or mental health issues	Nurture groups Pastoral/ELSA Support
Sensory and/or physical	Hearing impairment	Input from Sensory Support Service
	Visual impairment	Limiting classroom displays Matt windows Matt laminating sheets Input from Sensory Support Service Font size
	Multi-sensory impairment	Input from Sensory Support Service
	Physical impairment	Access arrangements Physiotherapy exercises Input from Sensory Support Service Occupational Therapy Children's Nurse

These interventions are part of our contribution to Lincolnshire County Council's local offer.

9. HOW WILL THE ACADEMY EVALUATE WHETHER THE SUPPORT IN PLACE IS HELPING MY CHILD?

We will evaluate the effectiveness of provision for your child by:

- Using Individual provision maps, learning plans and academy data to measure progress each term
- Reviewing the impact of interventions after each cycle of Assess-plan-do-review
- Using child questionnaires
- Observations by the SEND Team
- Feedback from outside agencies
- Regular feedback from parents and carers
- Termly Monitoring and analysis by the SENDCO/SEND Team
- Specialist Teacher update assessments
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

Analysis of Insight data and National data is used along with discussions with Class Teacher, Termly Pupil Progress meetings, SLT discussions

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 Provisions (Interventions) tracked on Insight and PIXL, (**Partners in Excellence**) which outlines all interventions with a starting point and end point so that we can see the effectiveness. This is then evaluated.

Effectiveness of SEND and Pastoral support of our children is not just measured by data outcomes. We also measure success by:-

- Children being happy
- Children enjoying school
- Children having confidence to approach learning
- Children fulfilling their potential

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
- Small focused group work
- Key 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/Anxiety who struggle to cope in the dining hall and outdoor play
- Alternative playtimes
- Brain breaks - games, football, table tennis, basketball
- Target Bookmarks



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

Assessment and reviewing progress

- 3 x yearly data points on INSIGHT tracking
- Pupil Progress Meetings termly
- Provisions for interventions on Insight tracking 3 x yearly
- Education and Health Care Plan Annual Reviews
- Learning Plans 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 Learning Plans and EHCPs throughout the year.



10. HOW WILL THE ACADEMY RESOURCES BE SECURED FOR MY CHILD?

All children are provided with resources to meet their need be that equipment, space, visual aids and/or Pastoral support.

Staff are deployed wherever there is deemed need, this may be with deployment in certain classrooms to support specific children, to deliver interventions and to support with EHCP targets and outcomes.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support staff hours
- Further training for our staff
- New intervention resources
- External specialist expertise
- Advice from Lincolnshire County Council SEND department (ASK SALL)

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The academy will cover costs in line with the SEN Notional funding it receives. Beyond this the academy will consult with the local authority to secure funds.

11. HOW WILL THE ACADEMY MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

All of our extra-curricular activities and academy visits are available to all our pupils, including our breakfast club and after-academy clubs.

All children are encouraged to go on our academy trips, including in Year 6 on our residential trip to Ullswater.

All children are encouraged to take part in Sports day/academy plays/special workshops/Nativities (SIA) and end of year shows.

No child is ever excluded from taking part in these activities because of their needs. We will endeavour to make whatever reasonable adjustments are needed to make sure that they can be included.

12. HOW DOES THE ACADEMY MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

Every child is valued whatever their need. All admissions are dealt with in accordance with our Admissions Policy which can be found on the Academies websites.

We liaise with parents prior to their child starting at the Academy so that we can support children in the best way possible

13. HOW DOES THE ACADEMY SUPPORT PUPILS WITH DISABILITIES?

- All children are treated the same regardless of their ability
- The Academies are all on one floor and accessible to all. We make reasonable adjustments for all children who require them eg black and yellow stripes to aid partially sighted children, wheelchair access and provision.
- The Academy Accessibility plan can be found on the Academies website under the SEND/Special Educational Needs tab, this explains how we
 - Increase the extent to which disabled children can participate in the curriculum
 - Improve the physical environment to enable disabled children to take better advantage of the education, benefits, facilities and services you provide
 - Improve the availability of accessible information to disabled children

14. HOW WILL THE ACADEMY SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL 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 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 SIA and 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.

Nurture Playtime

Daily Nurture playtimes are provided on both sites should they be required, where children play structured games with staff to support turn-taking, peer sharing and social skills

We also provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the academy council and eco warriors
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the academy by having a robust PSHE Curriculum, Behaviour Policy and Pastoral check ins



15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS?

Support for transition of children with SEND

Transition plans are now back on track after the restrictions of the pandemic.

This year in Term 6 we are providing:-

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 (SENDSCO 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, SENDSCO 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, assembly in Term 5 with SKA staff from Year 7 and SENDSCO.

In addition:- Specifically for Children with SEND/vulnerable children/ Children in care - Accompanied by SENDSCO and Pastoral Lead

- Small group visit and tour of the school by SENDSCO Assistant with Lunch in the BISTRO
- 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/SENDSCO, Carers, Virtual school's and new school designated teacher.

6. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

Our Assistant Head of School/SENCO is the Designated Teacher for Children in Care and she ensures that all teachers understand how a Child in Care or a previous Child in Care's circumstances and their SEND might interact, and what the implications are for teaching and learning.

These children will be supported much in the same way as any other child who has SEND. However, Children in Care will also have a personal education plan (PEP) as well as Child in Care Reviews (CiC). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEND SUPPORT?

The Trust takes very seriously any concern or complaint about the education or other services we provide or about the conduct of our staff. We believe that by tackling concerns at the earliest possible stage it allows us to improve relationships, enhance learning, prevent issues escalating and reduce the number of formal complaints we receive. Complaints about SEN provision in our academy will be dealt with in accordance with our complaints policy and procedure which is available on the academies websites.

You should exhaust all stages of our complaints procedure before considering any escalation to other agencies.

All complaints are investigated by either the 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.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our academy discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-academy/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Details of this can be found within the local offer.

18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Our Family Key Worker :- Nicky Vincent works across both academies to support families. You can contact her through the office

SIA - 01754762059

SJA - 01754879166

To see what support is available to you locally, have a look at Lincolnshire County Councils local offer. Lincolnshire County Council publishes information about the local offer on their website:

[SEND Local Offer – Lincolnshire County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[Liaise – What is Liaise? - Lincolnshire County Council](#)

Local charities that offer information and support to families of children with SEND are:

[Skegness Charities & Voluntary Groups | Find a Charity or Voluntary Group in Skegness \(locallife.co.uk\)](#)

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

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.

Dad said Mrs Pilcher is an amazing lady and cannot thank her enough for the kind and caring manner and support she has given to him, he said it has made a massive difference to him.

Parent to support staff

"You have been wonderful, an absolute diamond!"

Foster Carer of a child with Cystic Fibrosis moving on to Secondary

THANK YOU ALL so much for all your help and support, you have been amazing, we can't thank you enough.

Parent of Y1 & Y2



SIA and SJA have fully adapted their practice to embrace our new referral pathway
Working Together Team

"I don't know what I would do without you"

Lincolnshire Virtual School

Provision is perfect for this young man -you have really taken the pressure off

Educational Psychologist

We can't express how thankful we are to the SENDCo and their team at his school, they've been absolutely amazing. Feel like a weight (one of many) has been lifted off our shoulders. Denise Pilcher you rock!

The SENCO at this school are amazing and work above and beyond.

The coffee morning was a great idea a chance to talk to the SEND Team and other parents.

Linda regularly tells me about the wonderful the support that you offer to our children. She feels that all our children are made to feel part of your school community. I understand that you attend all PEP Meetings in person rather than delegating as many schools do, and how you involve each child in allowing them to share their voice.

When we talked about you recently in supervision Linda said "I just love watching our children thrive within a school that is child focused and so inclusive. Denise and staff will always see behavioural difficulties as a child trying to communicate, and they will explore and try to understand any underlying causes and seek outside support/health if needed, or change the environment within school" I recorded it verbatim as I felt it was such a lovely thing to say and wanted to share it with you.

Trish McDonnell
Education Progress Lead (North)
Virtual School

19. GLOSSARY

- **Access arrangements** - special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** - an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** - the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** - child and adolescent mental health services
- **Differentiation** - when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** - the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** - an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** - a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a academy or local authority due to SEND
- **Graduated approach** - an approach to providing SEN support in which the academy provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** - a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** - information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** - target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** - changes that the academy must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** - the special educational needs co-ordinator
- **SEN** - special educational needs
- **SEND** - special educational needs and disabilities
- **SEND Code of Practice** - the statutory guidance that academies must follow to support children with SEND
- **SEN information report** - a report that academies must publish on their website, that explains how the academy supports pupils with SEN
- **SEN support** - special educational provision which meets the needs of pupils with SEN
- **Transition** - when a pupil moves between years, phases, academies or institutions or life stages

