



SKEGNESS INFANT ACADEMY

SEND INFORMATION REPORT

Special Educational Needs and Disabilities (SEND)

Children with SEND are supported in a variety of ways at Skegness Infant Academy.

1. Accessibility Plan <http://www.skegnessinfantacademy.org/wp-content/uploads/2012/07/Accessibility-Plan-Skegness-Infant-2014-2017-2.doc>
2. SEN and Disability Policy <http://www.skegnessinfantacademy.org/wp-content/uploads/2012/10/SEN-Policy-into-Practice.pdf>
3. Local Offer <https://www.lincolnshire.gov.uk/parents/schools/sen>
4. Send Information Report

At Skegness Infant Academy we support children with Special Educational Needs and Disabilities by :

- Effective and early identification and assessment of the needs of all children.
- Setting targets to effectively support a child with their needs.
- Monitoring and reviewing learning.
- Meeting with parents and carers.
- Liaising with outside agencies.
- Listening to the views of the child.

The kinds of special educational needs and disabilities provided for

Communication and Interaction

- Autism Spectrum Conditions (inc. Asperger's Syndrome)
- Speech and Language Difficulties

Cognition and Learning

- Dyslexia
- Dyscalculia
- Dyspraxia
- Moderate Learning Difficulties

Social, Emotional and Mental Difficulties

- ADHD
- Attachment disorder
- Mental Illness-Depression
- Self harm

Sensory and/or physical needs

- Vision/ hearing impairment
- Motor skill difficulties

The Special Educational Needs and Disabilities Co-ordinator is Mrs Denise Pilcher.

The SENDCo works with the class teachers and support staff to ensure that the needs of all pupils in the school are met.

Details about admission arrangements for all pupils, including those with SEND can be found on our admissions page.

<http://www.skegnessinfantacademy.org/parents/admissions>

<http://www.skegnessinfantacademy.org/about-us/academy-policies>

Identifying children and young people with SEN and assessing their needs.

- Meetings with Parents
- Liaison with specialists at planning meetings
- Progress monitored by teachers as part of on going observation and assessment which identifies differences between progress, attainment and achievement.
- 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

Evaluating the effectiveness of the provision made for children and young people with SEN.

- Role of the SENDCo in plan / do /review
- Arrangements for monitoring individual progress

- Review meetings
- Responses to concerns re progress
- Regular assessment arrangements -Reading Tests etc
- Provision Maps (whole academy and individual)
- Recording all interventions and outcomes
- Monitoring impact of specialist intervention programmes
- Monitoring staff deployment
- GDFT quality assurance arrangements (SEN audit/review)
- Comparison with national data

Assessing and reviewing children and young people's progress towards outcomes.

- Plan /do / review / outside agency meetings
- Focused classroom observations
- Teacher assessments
- Academy data collection
- Comparison with national data
- Review meetings
- Written reports
- Additional support
- Additional intervention
- GDFT SEN Education Advisors
- Request for LA involvement
- Access Arrangements
- Requesting an Educational Health Care Plan

The approach to teaching children and young people with SEN.

All pupils with SEN are taught a full range of subjects by teachers with training and experience of adapting lessons to make them accessible but appropriately challenging for all pupils. Pupils have access to all aspects of the curriculum unless otherwise stated in a published EHCP plan.

The quality of every teacher's provision for pupils with SEN is observed, monitored and challenged as part of the academy's quality assurance processes and the teachers' annual performance management arrangements.

The academy provides regular training throughout the year to support teachers in addressing specific SEN ensuring that pupils receive 'quality first teaching'.

Some classes provide additional support in the classroom to help pupils access the lessons. Targeted pupils may access additional learning opportunities to enrich their learning. Our aim is to encourage and prepare all pupils to become independent learners.

Extra-curricular and physical activity access.

- Activities, after school clubs and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are made to enable children to participate as fully as possible. Where this is the case parents will be fully involved in the process.

<http://www.skegnessinfantacademy.org/wp-content/uploads/2012/07/Accessibility-Plan-Skegness-Infant-2014-2017-2.doc>

Support for improving Social, Emotional and Mental Health difficulties.

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

This may include one or more of:-

- Adaptations including workstations, visual timetables and nurture playtimes
- Class TA targeted support
- Differentiated curriculum
- Behaviour / social skills intervention
- Targeted IPM support
- SMILES
- Communication and Language interventions in the Foundation stage.
- Reward systems
- Outside agency support

Support for improving Communication and Interaction

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

This may include one or more of:-

- Class TA targeted support
- 1:1 reading support and targeted reading support
- Speaking and listening intervention
- Speech and Language Therapy programmes
- Targeted IPM support

Support for Cognition and Learning

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 and visual timetables
- Class TA targeted support
- Differentiated curriculum
- 1:1 reading support and targeted reading support
- TELL phonics
- Literacy intervention.
- Maths intervention
- Targeted IPM support.

- Reward systems.

Support for improving Sensory and physical development

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

This may include one or more of:-

- Class TA targeted support
- 1-1 support where EHC specification requires
- Fun Fit
- Dough Gym
- Occupational Therapist and physiotherapy support
- Targeted IPM support
- Access arrangements

The name and contact details of the SENCO.

- SENDCo's Mrs D Pilcher, Tel 01754762059
email dpilcher@skegnessinfantacademy.org
- Principal Mrs R Pryme, Tel 01754762059
- Senior Admin Mrs C Dixon, Tel 01754762059
email cdixon@skegnessinfantacademy.org

<http://www.skegnessinfantacademy.org/contact-us>

Our staff have a variety of expertise and training which support children with additional needs and there is a continual professional development programme for all staff

These staff have experience or are trained in

ELKLAN

TELL

Catch up literacy and numeracy,

Fun Fit

Speech and language program delivery

Physiotherapy program delivery

Autism

Makaton

Medical Needs for example diabetes, allergies, eczema, asthma.

Dyslexia and dyscalculia.

ADHD

Foetal alcohol syndrome

Separation anxiety

Adaptations to equipment and facilities.

We have a range of facilities to meet the needs of children with SEND including large equipment such as:

- Ramp access
- Disabled toilet and hygiene suite
- Changing bed

And smaller equipment for use within the classrooms such as:

- Coloured overlays
- Magnifiers
- Tangles
- Ear defenders
- ICT programs

Consulting parents of children with SEN and involving them in their child's education. _____

- Initial discussion with SENDCo about assessments and concerns
- Progress meetings at Parent Consultation

- Written reports
- Informal discussions with Class Teacher at beginning /end of day
- Times of transition if appropriate
- Review cycle

Consulting children with SEN and involving them in their education dependent on the age and ability of the child.

- Sharing targets
- Encouraging self-evaluation
- Involving children in discussions about their learning
- Review of progress

Parents who have a concern regarding the provision for their child's SEN should contact the class teacher in the first instance. If you remain concerned, your specific enquiry should be addressed to the SENDCo.

Skegness Infant Academy Advisory Council Membership

Skegness Infant Academy has an Advisory Council (ACC) that works closely with the principal.

Senior Education Advisor - Clare Willerton

Principal - Rona Pryme

Community Members – Ian Hall, Richard Brown, Mandy York

Parent Member – Paul Dixon

Staff Member – Tara Paulson

Staff Member – Nicky Vincent

For further details of the role of the Academy Advisory council please follow this link.

<http://www.skegnessinfantacademy.org/about-us/governance>

<http://www.skegnessinfantacademy.org/about-us/academy-policies>

External Agencies

External agencies which could become involved if there are still concerns about progress after intervention and Quality First Teaching include

- Educational Psychologist education_psychology@lincolnshire.gov.uk
- Specialist Teacher www.lincolnshire.gov.net
- Working together team outreach@gosberton-house.lincs.sch.uk
- Speech and Language Therapist LHNT.lincschildrenstherapyservice@nhs.net
- Occupational Therapist and Physiotherapist www.lincolnshire.gov.uk
- School Nursing Team 01790752374
- Parent support worker 07507826061
- Visual Impairment Service www.lincolnshire.gov.uk
- Hearing Impairment Service www.lincolnshire.gov.uk

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

Supporting children in moving to and from the academy and between key stages of education.

- Liaison between settings
- Parents meeting with both schools
- Joint reviews
- Enhanced Transition packages and plans if appropriate
- Information sharing meetings with teachers and SENDCo's
- LA involvement for EHCP's

<https://www.lincolnshire.gov.uk/parents/schools/sen>

Review date - June 2018