

Last updated June 2019

[Admissions policy](#) - please click.

1) The kinds of Special Educational Needs and Disabilities that can be met at our academy

The kinds of needs that the school caters for within the four areas of SEND needs as identified by the DfE (SEND Code of Practice 2014) are:

- Communication and Interaction (Speech and Language difficulties or Autism Spectrum)
- Cognition and Learning (general learning and specific difficulties including dyslexia)
- Social, Emotional and Mental Health difficulties (including ADHD, Attachment disorder, mental illness)
- Sensory and/or Physical (including hearing or visual impairment and motor difficulties)

2) Identifying and assessing pupils with SEND

For pupils with previously identified needs, the academy will be notified through relevant external agencies or the feeder school during the transition period to year 3 or upon entry into school.

Other pupils may be identified as having SEND following concerns from teaching staff, parents or pupils themselves. The academy SENDCo would then gather further information by talking to parents, teachers, teaching assistants and by carrying out relevant assessments with the individual pupil. The pupil may be referred to an outside agency for further assessment if necessary.

3) SEND provision within Skegby Junior Academy

Within class, the class teacher is the first, most important person in making sure each child has the right levels of work and support. Careful checking of progress leads to different approaches- this is known as Quality First Teaching.

For your child this would mean:

- the teacher has high expectations for your child
- all teaching is based on building on what your child already knows, can do and can understand

- different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or equipment
- specific strategies (which may be suggested by the SENDCo or other professionals) may be in place to support your child to learn
- your child's teacher will carefully check on your child's progress and will be aware that your child may need some extra support to help them make the best possible progress

Specific work in a smaller group of children.

These groups, often called Intervention groups, may

- be run within or outside the classroom
- be run by a teacher or Teaching Assistant
- be short term to tackle a specific gap in learning

This type of support is available when the academy has the capacity to offer time depending upon staff availability.

Specific Individual support

Sometimes the academy may need to provide a Teaching Assistant more often to help pupils with greater or more complex needs access their learning. This may be on a 1:1 basis and would arise following consultation with a range of professionals.

Your child may also need specialist support in school from a professional from outside the academy. This may be from:

- Local Authority central specialist education services
- Outside agencies such as the Speech and Language therapy (SALT) Service, Health services, Autism Specialist support, Educational Psychologist, Behaviour and Attendance support service.

[Click here to find out more about Notts County Council SEND services.](#)

Following discussion, permission from parents/carers will be sought before the academy requests external support.

For a few children with identified, complex, long-term needs support may be provided via an Education, Health and Care Plan (EHCP).

For these children this would mean:

- The academy or the parent/carer asks the Local Authority to consider whether it is necessary to formally assess your child's needs
- Information is gathered by the LA from parents/carers, the academy and any other agencies involved
- A decision is made by the Local Authority about whether an EHCP is needed or not

- Either an EHCP is written with support and long/short term targets agreed or the Local Authority decide that the support already provided by our academy is sufficient to meet the needs of your child

The effectiveness of this provision is evaluated regularly through:

- Reviewing and tracking your child's progress regularly
- Talking to you and your child and listening to your views
- Taking advice from and working with any professionals involved
- Monitoring the impact of interventions including discussion with Teaching Assistants where appropriate
- Whole school review of tracking data for children with SEND

What support is available for improving the emotional and social development of children with SEND?

Support may be available through 1:1 interventions or group work provided by the academy or other agencies such as School Nurse, Targeted Support, Small Steps, CAMHS, Emotional Health and Wellbeing Team.

Extra-curricular and physical activity access

Learning, activities and trips are available to all pupils. Risk assessments will be carried out and necessary procedures and provision put into place to enable all pupils to participate fully in the life of the academy. Adjustments will be made to support the inclusion of pupils with SEND in breakfast and after-school clubs, extra-curricular activities, and school visits, including residential.

4) Name and contact details of SENDCo:

Special Educational Needs and Disabilities Coordinator -Chris Kiernan

Skegby Junior Academy, Ash Grove, Skegby, Sutton-in-Ashfield,

Notts, NG17 3FH.

Tel: (01623) 460329

Email address: ckiernan@skegbyjunioracademy.org

5) How staff are supported and trained to meet the needs of pupils with SEND

Within our family of schools (the Quarrydale Family), once each term the SENDCos meet to discuss our training needs. The Family SENDCo organises training events across the schools either in-house or using external providers.

The SENDCo also attends termly SEND meetings within the Greenwood Academies Trust.

The SENDCo supports all staff within school and will organise whole staff and individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals. The Local Authority provides training courses for teachers and teaching assistants on different aspects of SEND.

Recent training in areas of SEND:

- ADHD solutions pilot project training
- Bsquared training
- ASD training
- Attachment and trauma
- Bereavement and loss
- Dyslexia

6) Equipment and facilities to support pupils with SEND

The academy is a single storey building and fully accessible to wheelchairs. There is a disabled toilet. The academy has a range of equipment and teaching resources to support the teaching of pupils with SEND. Additional specialist equipment (such as that recommended by support services or professionals) may be made available subject to requirements and academy and/or successful LA funding.

7) Partnership between home and school.

The academy fully values the involvement of parents/carers. Review meetings, parent's evenings and regular opportunities for communication are available for parents to meet with the class teacher and/or SENDCo as and when necessary.

8) Pupil involvement

We value Pupil voice and children's views are obtained where possible via target setting and review meetings.

9) Transition arrangements for pupils with SEND

Transition, or transferring between phases of education, (Year 2 to 3, Year 6 to 7) can be a difficult time for pupils with SEND. Arrangements are made for the transition of all pupils including planned meetings, sharing of information/strategies between staff, review meetings with parents/external agencies and visits to the new school.

In addition to these arrangements, pupils with SEND may have more visits or opportunities to meet staff from their new school as necessary. It may be appropriate for some pupils with complex needs to have special preparations when moving to a new class within school if this is felt necessary by professionals who are involved.

10) Concerns or complaints procedure

We will try to resolve your concerns as soon as we can after they are raised.

The first port of call is your child's class teacher. The next step would be to contact the SENDCo to discuss your concerns. You can also arrange a meeting with Mr Pattison (Principal) via the academy's main reception. If you are still unhappy, or it is proving difficult to resolve concerns, then the more formal process outlined in our academy's Complaints Policy should be followed.

[Click here for our complaints procedure.](#)

11) The Academy Advisory Council

Each academy within the Greenwood Academies Trust has its own Academy advisory Council (AAC). The AAC comprises of staff, parent and community representatives. The AAC supports, advises and acts as a critical friend to the Principal, and also represents interests of the Academy within the local community. The AAC members are:

Principal: Pauline Marples

Staff: Helen Jones

Greenwood Academies Trust: Emma Nuttall

Parents: Beverly Hovell, Helen East

Community: Josefine Delve, Olive Parks

12) Support Services available for Parents of pupils with SEND

Sometimes we may want to make you aware of other organisations or support networks outside of the academy. Information will be given to you about such organisations by the SENDCo, the Principal or the Teaching Assistants.

Ask Us Notts (formerly known as the Parent Partnership service) and **IPSEA**(Independent Parental Special Education Advice) are available for all parents to contact if they need support regarding their child's education.

Ask Us Notts telephone number: 0115 8041740 Website: www.ppsnotts.org.uk

IPSEA website: www.ipsea.org.uk

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in our Local Authority area on the LA website www.nottinghamshire.gov.uk

APTCOO - (A Place To Call Our Own) local area parent support service, telephone number: 01623 629902 www.aptcoo.co.uk

Autism www.autism.org.uk

Dyslexia www.dyslexia.uk.net

ADHD www.youngminds.org.uk

Speech/language www.afasic.org.uk