Special Educational Needs and Disabilities Information Report

2025-2026

Welcome to our SEND Information Report which works in conjunction with Lincolnshire County Council's Local Offer. A link to the Local Offer can be found at the end of this document and it will provide you with information about support for children and young people with Special Educational Needs and Disabilities (SEND). It directs parents/carers and young people aged 0 to 25 years to information about specialist and targeted services and activities in Lincolnshire.

Skegness Grammar School is committed towards enabling all learners to make significant progress in knowledge, understanding and skills; in attitudes and in values; as social beings and as lifelong learners. We nurture aspirations for all and understand that some children will need additional help in progressing towards their goals.

All staff and governors actively support inclusion and work hard to ensure that our students are given the opportunities and encouragement to be the best they can be. We believe that significant progress can be made towards overcoming the challenges young people face by working in partnership with our students, their families and carers and external colleagues. Our commitment to this is further outlined in our SEND Policy.

Decisions about whether a child has Special Educational Needs	
How does the academy know if my child needs extra help and what should I do if I think my child may have special educational needs	• All students are individually discussed as part of the transition process during Year 6 (or mid-year transfer), in liaison with feeder schools. Students with complex needs are made known to us in Year 5. • Teaching staff share information and raise any concerns • Each child is considered on their individual circumstance • Should a parent/carer believe their child to have a special educational need, they can contact the academy directly. Opportunities also exist for contact with staff at the regular open events and following each assessment point. • Discrepancies between reading/spelling ability and chronological age are investigated. • Robust monitoring highlights underachievement and triggers a holistic approach to identify areas of need and appropriate interventions.
How is the decision made about how much individual support my child will receive?	• Decisions are made between teaching staff, support staff, Assistant SENDCO, Operational SENDCO and Lead SENDCO after reviewing assessment data/observations/feedback/staff referrals. • The level of support depends on the child's individual need • Where intervention is deemed appropriate, parents/carers are informed. • External agencies may become involved if required. • The Inclusion Team will liaise with parents/carers and staff regarding their input.
Support for Learning and Well-Being	
How does the academy support students with special educational needs	• Quality First Teaching; a style of teaching that emphasises high quality, inclusive teaching for all. Teaching and scaffolding are the first steps in meeting the needs of all students. • All teachers teach students with SEND; every member of staff supports students with SEND.

	• Student progress is reviewed following every data cycle/assessment • Lessons are regularly observed and quality assured to ensure the needs of all are being met • Staff are notified of change and are regularly updated regarding SEND through CPD sessions. • Support staff provide pastoral as well as academic support. They are skilled in providing a range of support measures including literacy, numeracy, social emotional and well-being counselling and support for transition. • The SEND governor is actively involved as well as all Governors, who review progress of students with the Executive Headmaster and Headteacher. • Reasonable adjustments are implemented to ensure students with SEND are supported to achieve academic outcomes by having access to a full curriculum • Extra-curricular activities including external visits are risk assessed and supported when deemed appropriate • Coffee Mornings have begun this year for families to discuss the local offer and selected academy policies. • Staff have access to individual SEND Inclusion Pupil Profiles which highlight strengths, needs and strategies to support students who require them.
What mechanisms are in place for supporting students' overall wellbeing?	• Tutors are available as a first point of contact for all students • There is a well-established inclusion system in place to quickly address any inappropriate behaviour, working to avoid exclusions and improve attendance. • Students are actively encouraged to attend extra-curricular opportunities • Mentoring and buddy systems are in place • An external counsellor is employed to provide weekly appointments • A full time Inclusion Support Worker is on site to work with students during the school day • The Attendance Team target learners at attendance risk. • Medically trained staff manage the administration of medicines, and a team of First Aiders are available, deployed at various points across the academy • Positive behaviour is recognised and rewarded; achievement is celebrated. • All concerns are logged electronically and followed up without delay. • Student voice is considered through student counsellor and the addition of a new student voice to be implemented in October 2025 "Bee Heard".
Progress, Planning and Keeping Parents Informed	
How will I know how well my child is doing?	• Information is shared with parents/carers following every assessment point to enable them to understand the progress their child is making. • The academy tracks the progress of every student via a data assessment system, which then informs planning. • Opportunities are available for regular contact between home and school via the My Child at School app. • In addition to regular reporting arrangements, parents/carers are warmly invited to discuss progress during open events, reviews and/or at other times of mutual convenience.
How are parents involved in discussions about planning for their child's education? How are children able to contribute their views?	• We encourage parents/carers to get involved with all aspects of their child's education. Numerous events take place at the academy throughout the year, including induction evenings, open events, SEND review meetings, coffee mornings, extra-curricular activities and award ceremonies. • Student and parent/carer views are taken into account via questionnaires, forums and person-centred reviews.

Provisions, Resources and Services	
How is learning and development provision matched to individual student's needs?	• Students are taught in mixed ability sets and are closely monitored. • The academy aims to remove any barrier to learning and close gaps to allow accelerated progress through inclusive, quality first teaching. • Intervention involves a variety of programmes based on individual need. • The Exams Officer and SEND team work closely together to ensure provision is arranged for students entitled to examination access arrangement.
How are the academy's resources allocated and matched to students with SEND?	• The academy's notional SEND budget is allocated by the Headteacher, which then becomes the responsibility of the SEND team to match student need to targeted provision. • Learning Support Assistants are deployed in accordance with need. • Reasonable adjustments are implemented to meet the needs of individual students. • The academy has "The Hive" where students who need extra support either with their learning or SEMH needs can always access staff and resources.
What specialist services and expertise are available at the school or accessed by the school?	• Specialist staff are employed to administer a range of assessments. • Diagnostic assessments, together with outside agencies, identify students who require examination access arrangements. • The academy accesses other specialist services including health, therapy and social care as required. • Further support is provided by our SEND Team, Safeguarding/Pastoral Team, Careers Adviser and Counselling Services.
How accessible is the School environment?	• Ramps and chair lifts are installed in and around the school site for access. • Disabled access toilets are available.
How are students included in activities outside the classroom including trips?	• All SEND students are encouraged to participate in all extra-curricular opportunities including residential visits. • We have specially trained teaching and non-teaching staff to support activities and/or provide alternative opportunities as required. • Parents are made aware of opportunities and invited to meetings to discuss individual needs. • SGS work with our local School Games Organiser to take part in a range of activities and 2025 we will be looking to host these events within SGS.
Staff Training	
What training have the staff supporting students with SEND had, or what are they expected to have?	• Our training programme is based on the needs of all stakeholders however further specialist training is undertaken to ensure specific needs are catered for. • Local Authority SEND and safeguarding training is cascaded to all staff. • The Academy offers high quality professional development and training to all staff members on a regular basis.
Transitions	
How does the school prepare and support students who join the school, transfer to a new school or the next stage of education and life	• The Transition Team visit the feeder schools to meet with teachers and students. • Academy staff attend reviews and multi-agency team meetings at feeder schools. • All students are invited to attend additional transition visits prior to the Y6 induction days held in July. • Parents/carers are welcome to tour the academy and meet with the SEND team and other key staff prior to transition. • All students receive support and guidance in readiness for the next stage in their education.

in order to ensure their well-being?	• Students and parents are encouraged to attend our post-16 and careers events. • Academy staff liaise with Key Stage 5 providers to enable a smooth transition. • The SEND team may support transition to post-16 education during college taster events and interviews if and when required.
Who can parents contact for further information?	• Tutor • Head of Year • Subject Teacher • Head of Department • Named SENDCO – Mr Jay Sturman. • Operational SENDCO – Miss Sarah-Jayne Smith • Assistant SENDCO – Miss Chloe White • Lincolnshire SEND Local Offer - SEND Local Offer – Lincolnshire County Council