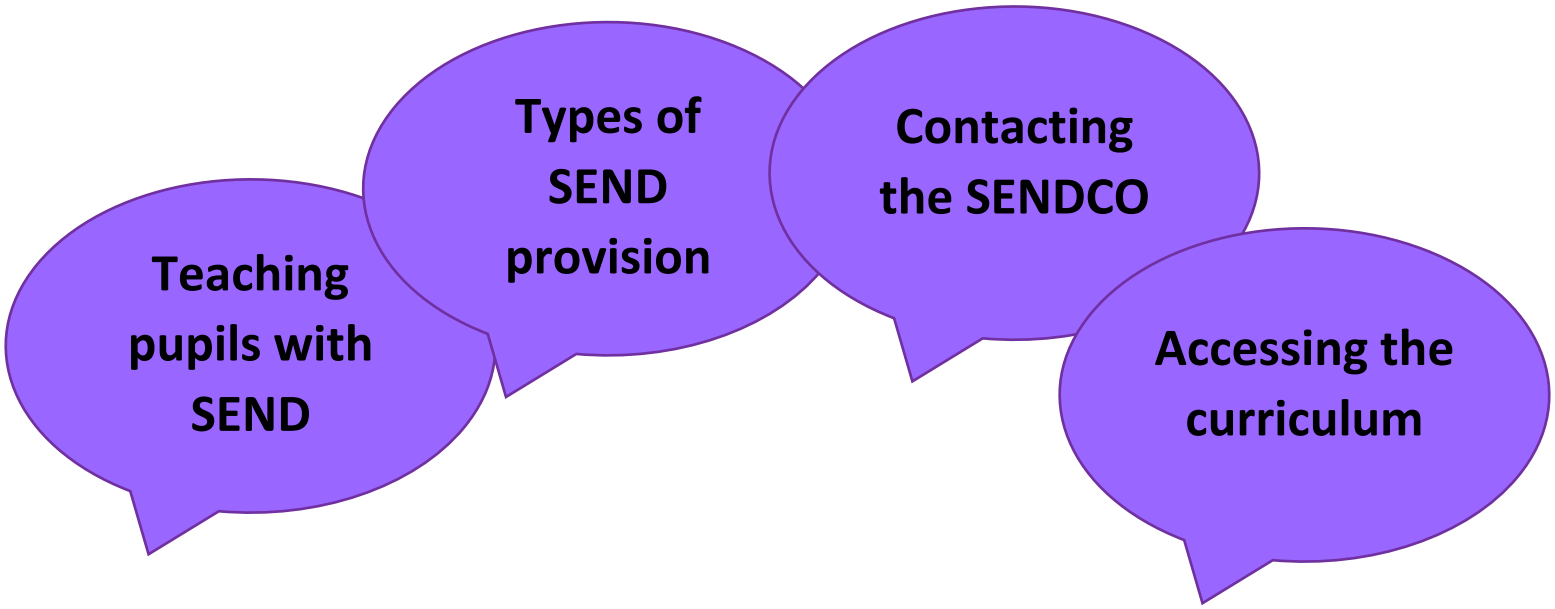


School Information Report
SEND



Skegness Academy

School Information Report 2026

Updated on	September 2026
Reviewed by	Mrs L Coates-Metheringham (SENDCO) Mrs Claire Horn (Director of SEND)
Next review date	September 2027

Who oversees the SEND needs at Skegness Academy and makes sure that all SEND needs are met?

Our school SENDCO is Lorna Coates-Metheringham

Email: lcoates-metherin@skegnessacademy.org



What do we mean by Special Educational Needs/Disability at Skegness Academy?

Section 20 Children and Families Act 2014 defines a child as having Special Educational Needs (SEN) if he or she *"has a learning difficulty or disability which calls for special education provision to be made for him or her"*.

A child is considered to have a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

In the **Equality Act 2010** a person is classed as disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Both our SEN and Disability Policy and the Physical Accessibility Plan can be found on the SEND information pages on the website.

What kinds of SEND do we have provision for at Skegness Academy?

Provision is made for children with SEND within the four categories of need, which are identified in the 2015 SEND Code of Practice. They are as follows;

- Cognition and Learning (E.G. Dyslexia, Dyscalculia, Dyspraxia, Moderate Learning difficulties)
- Communication and Interaction (E.G. ASD, Communication Difficulty)
- Sensory and/or Physical (E.G. Hearing impaired, Visually impaired, Physical Impairments)
- Social, Emotional and Mental Health (E.G. ADHD, Anxiety, ADD, Attachment Disorder)

All our SEND pupils are supported using a variety of specialist interventions. These are bespoke and are directly related to what is in a child's EHCP and to what their individual needs are. Some of our interventions include;

- In class Teaching Assistants to support
- Small group sessions
- Numeracy & Literacy intervention
- Nurture groups for year 7, 8 and 9
- Dyslexia intervention
- SEMH intervention
- Lego Therapy
- SEND hub
- Art therapy
- Garden therapy
- Handwriting intervention
- Drawing and talking therapy
- ELSA
- MELSA
- ELKLAN
- Lexia
- Touch typing

How does Skegness Academy know if a person has additional needs?

At Skegness Academy, we use a number of ways to identify pupils as having SEND needs. These include;

- Liaising with their primary school/previous school
- Assessment of a child's skills and attainment levels when they first join the Academy
- Concerns raised by parents or teachers
- If the child is not making progress in specific areas
- A diagnosis through a health care specialist, such as a paediatrician

We, at Skegness Academy, pride ourselves on building positive relationships with parents and fully appreciate the support they offer and are happy to listen to any concerns you may have about your child.

Who should I contact at Skegness Academy to discuss my child's difficulties with learning, special needs or disability?

There are a number of ways you can communicate your thoughts to us.

- You can speak to the class teacher if you feel your concerns are just about a particular subject area.
- If you are concerned about your child's wellbeing, then your first point of call is their tutor or Head of Year.
- If your child has an EHCP then you will be able to share your views at their annual review.
- If you have concerns about a multitude of areas, then you can arrange a meeting with the school's SENDCO, Lorna Coates-Metheringham on 01754 879122 or by emailing lcoates-metherin@skegnessacademy.org. You can also email the SEND Manager, Kerry Cussons, to arrange an appointment at kcussons@skegnessacademy.org.

How will Skegness Academy let me know if they have concerns regarding my child and the possibility of a SEND need?

We think it is really important that you, as a parent, are as involved as possible in anything involving your child. We appreciate that you know your child best and it is only by us working together, that we can ensure your child's needs are fully met. Ways in which you may be contacted with any concerns are;

- The class teacher may call you if they have a concern about your child in their specific subject area. Their tutor may also call if they are concerned about a change in behaviour or a concern in lessons in general.
- You will be invited to attend parents' evening and any concerns may be discussed at this.
- The year team may contact you if they feel there has been a change in your child or they have noted any concerns.
- The SEN team may contact you about a possible referral to an outside agency if they feel your child is displaying traits of an unmet need.

What is an Education Health Care Plan and how is it different from a statement of special educational needs?

The purpose of an EHCP is: to make special educational provision to the meet the SEN of the child or young person; so as to secure the best possible outcomes for them across education, health and social care, and. to prepare them for adulthood, as they grow older.

An EHCP contains lots of information such as;

- Your child's point of view and their aspirations
- Your point of view and your aspirations for your child
- A full description of their life so far and their special educational needs and if they have any health and social care needs
- Set outcomes that will help your child to progress
- The provision that is required for your child
- Your child's needs and how the school can support the achievement of the agreed outcomes

An EHCNA (Education, Health and Care needs assessment) can be requested by either the SENDCO or by the parent. This will allow the local authority to conduct an assessment of a child's needs and can lead on to an EHC plan.

An Education, Health and Care Plan is;

- Centred around the child and has more engagement and involvement from parents, carers and the child in the process
- More co-ordinated assessment process across the education and health services
- Focussed on the outcomes that will be achieved for the child
- Runs from birth to 25 years
- Parents, carers and the child are at the heart of any changes that are made

How does Skegness Academy consult SEND pupils about, and involve them, with their education?

There are a number of ways that we involve our pupils in their own education and choices. These include;

- Inviting pupils to parental meetings so they are able give their opinion and make themselves heard and have their thoughts conveyed and appreciated.
- We hold regular student voice sessions, where pupils are asked about a variety of topics, within the school environment, and can contribute to future decisions.
- We have an open-door policy in SEND, where pupils can come and chat to any member of the team about any concerns they have or support they feel they need.
- Our SEND pupils are each given a keyworker, who will check in on them and ask if there is anything more we can be doing to support them.
- Regular review meetings gaining student feedback on their own progress to support this.

What additional support for learning is available to pupils of SEND and how will you know if it has made a difference/impact?

A key way in which progress is monitored is by termly assessments carried out by the class teacher.

Provisions and interventions offered will be monitored through the Assess, Plan, Do, Review cycle.

The effectiveness of these provisions/interventions will be reviewed regularly to ensure individual learning outcomes have been achieved. Depending on the outcome, the pupil may or may not continue to receive these interventions.

If your child has completed an intervention, but has not made the expected progress, then the SENDCO may seek specialist help.

You and your child will be kept informed and will be involved in all stages of support.

If your child has an EHCP, then you will be invited to an annual review where you can discuss any concerns, feedback from staff and set targets for the following year.

For key stage 4 pupils, aspiration and post 16 placement are also part of this process.

What arrangements will Skegness Academy make for supporting my child in transferring between phases of education and in preparing for adulthood?

A combination of the SENDCO and year team will work with you and your child to provide adequate support to ensure that SEND children are able to move between phases of education and prepare for adulthood.

What approach does Skegness Academy take to teaching children with SEND and how will the curriculum and school environment be adapted to meet my child's needs?

The SENDCO supports all staff at Skegness Academy to make sure that differentiated lessons are delivered to meet the child's needs and there is a whole Academy approach to CPD to ensure that all staff are trained to deliver quality lessons that allow all children to succeed and develop.

How does Skegness Academy ensure that all staff are appropriately trained to support your child's SEND?

Here at Skegness Academy, we have an extensive CPD program that all staff undertake, The program is based on the feedback of our stakeholders and our whole school priorities. Over the last 12 months we have looked at many topics such as;

- ADHD and how to support pupils with this in the classroom
- ASD and the strategies staff can use to support
- Dyslexia and strategies used in intervention, that you can use in the classroom

We have also covered ways to support some of our less familiar diagnoses such as FASD, Fragile X syndrome and Ehlers Danlos syndrome.

Our SENDCO, Lorna Coates-Metheringham has the National Award for SEN Coordination (NASENCO). In terms of our SEND team, many of them have undertaken additional training and are qualified in numerous things including;

- Sensory circuits
- Diabetes and epilepsy
- Autism awareness
- Lego therapy
- Elklan
- Catch up literacy & numeracy
- Makaton
- Art therapy
- Drawing and talking therapy
- Elsa and Melsa

We feel these things make our team stronger and allow us to support our SEND children thoroughly, and make sure their needs are met.

How does Skegness Academy evaluate the effectiveness of the provision that is put in place for children with SEND?

- Lessons will be observed by both the Teaching & Learning Leads, as well as the SENDCO as part of our School Quality Assurance Schedule. Guidelines from the Department for Education Teaching Standards are used to support this process.
- A formal lesson observation once a term is part of our QA process, as well as termly informal lesson observations.
- All our students are monitored regularly and those with SEND, are monitored by our SENDCO. If they are not making progress then they will either be picked up by the SENDCO, class teacher or Head of Faculty. They will look into any barriers to learning that may be hindering progress and they may put intervention in place to support.
- We use a range of nationally standardised tests and teacher assessments to ensure that the support put in place is supporting progress.

What are the admission arrangements for pupils with disabilities or medical conditions at Skegness Academy?

All pupils with disabilities or medical conditions are fully supported so that they have full access to education and all opportunities, the same as any other child in the Academy. The school follows the Equality Act 2010 to make sure that any child with a disability/medical condition is treated exactly the same as any other pupil in regards to every aspect of school life, including extra-curricular activities, school trips, and school facilities such as libraries and sports facilities. The Academy will make reasonable adjustments for any disabled pupil to ensure they can access the curriculum in the same way as any other pupil.

The Academy has ramp access and lifts all around the Academy, to support those with limited mobility, so that they can attend lessons in the same way as any other pupil. All our pupils are tested for access arrangements at the end of year 9, to ensure no child is disadvantaged. Modified papers are ordered in for those children who are visually impaired and laptops are given to support those who struggle with writing. We have a fully equipped hygiene suite to accommodate students with disabilities/medical conditions and we also work closely with outside agencies to ensure that all children with a disability or medical condition can have the same experience of school as any other child.

If your child has additional physical or medical needs, the Academy will work collaboratively with parents and healthcare professionals to ensure they have full access to the Academy. At Skegness Academy we are committed to ensuring equality of education and opportunity for disabled children, staff and for all those receiving services from the school. We aim to continue to develop a culture of inclusion and diversity in which people feel free to disclose their disability and participate fully in school life. The achievement of disabled children will be monitored, and we will use this information to raise standards and ensure inclusive teaching.

How does Skegness Academy enable pupils with SEND to engage in school activities, with pupils who do not have SEND?

Skegness Academy is an inclusive school. No pupil is left out and everyone is encouraged to take part and try any activity that is offered. Our staff are able to adapt activities to suit needs so that everyone gets a chance to flourish and be the best version of themselves, whilst attending the Academy. No pupil is left behind, or made to feel different as we promote all pupils learning alongside one another, so that tolerance and respect is seen amongst all our pupils. It is important to us at Skegness Academy that our SEND pupils do not feel restricted and that everyone is made to feel that they can achieve and that everyone belongs within our Academy.

How does the governing body involve outside bodies, including Health & Social Services, Local Authority Support Services & Voluntary Services, in supporting and meeting the needs of SEND children and supporting their families?

There is a huge range of outside agencies that work alongside Skegness Academy to support children and their families. We work with the local authority, specialist agencies, the NHS and a range of different agencies including Children and Adolescent Mental Health Service (CAMHS), Working Together Team (WTT), Educational Psychologists, Specialist Teaching Team, Community Paediatrics, Occupational Therapists, Sensory Education and Support Team (SEST) and Speech and Language Therapy (SALT).

Staff at Skegness Academy also attend CPD sessions with these agencies and any actions relating to education will then be implemented within the classroom, meaning that children are supported by all.

For more information or if you have a query about any of these agencies, please do contact our SENDCO, Lorna Coates-Metheringham at locates-metherin@skegnessacademy.org.

How will Skegness Academy assess and review the progress of pupils with SEND?

All subject teachers at Skegness Academy make regular assessments of progress for children in the Academy. They will identify if the pupil is making the expected progress based on their age and individual circumstances. Progress should be made given the high quality teaching in the classroom which targets the areas of development.

If progress is less than expected, then the subject teacher and SENDCO will identify what interventions can be put into place to support, based on the child's individual needs.

What support is available for improving the emotional, mental and social development of pupils with SEND?

At Skegness Academy, we have a staff member within the team who devotes her time to supporting the SEMH of our SEND pupils. Miss Peak covers a wide range of support topics including anger management, online safety and managing emotions, as well as covering many other subjects. Our staff also offer lego therapy and friends groups to help build social and emotional skills. All our staff are readily available to meet the emotional, mental and social needs of the SEND children, should any issues arise.

How are parents consulted as to what is happening with their SEND child?

- At Skegness Academy, each pupil on the SEND register will have a provision map. It will include specific targets for your child and these will be reviewed regularly.
- Parents will also have access to classcharts. Here you can review how your child's day has gone and if there are any causes for concern.
- Any parent is free to email the SEND team to communicate any issues or concerns they have.
- Parents will receive three calls per year to discuss progress and review personal targets set for SEND children.
- Parents will be contacted with details of any extra teaching or support your child is receiving. EHCP students shall have their annual reviews to discuss support and progress.

Who do I contact if I have any concerns/complaints about the provision that is being made for my SEND child?

Initially, we would suggest speaking to our SENDCO, Lorna Coates-Metheringham who will be able to hopefully resolve any issue you have. If not, then please contact Mr Gissendorf, Principal. If you are still not happy with what has been offered, please refer to the Academy's Complaints Policy, which can be found on our Academy website.

What is the Local Offer and where can I find it?

This is the council's offer to parents and young children. It includes provisions that are both in and out of the Academy and will include support and services that are provided by private and voluntary sectors, as well as the council and the NHS.

Lincolnshire County Council's local offer is aimed at providing better support and services for young people with SEND, and also for their families.

The Local Offer has been developed in close partnership with a wide range of service providers.

The aim of the Local Offer is;

- To improve outcomes for children and young people by making more information easily available to help make better choices.
- To enable children, young people and families to be informed and empowered to make choices.
- For you to be clearer about what is available and why, and what alternatives are available.
- To provide more effective signposting and get it right first time.

The Local Offer can be found at https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/home.page

Where can I find external support and further information?

Information and advice for SEND children in Lincolnshire - https://lincolnshire.fsd.org.uk/kb5/lincs/fsd/service.page?id=oKSWUu0PMNA

Lincolnshire Children's therapy - https://www.lincolnshirechildrenstherapyservices.nhs.uk/

NHS Lincolnshire - https://lincolnshire.icb.nhs.uk/your-health-and-services/mental-health-and-disabilities/send-local-offer/

Shine Lincolnshire - https://shinelincolnshire.com/

British Dyslexia Association - https://www.bdadyslexia.org.uk/

Fragile X Society - https://www.fragilex.org.uk/

National Autistic Society - https://www.autism.org.uk/

National organisation for FASD - https://nationalfasd.org.uk/

ADHD aware - https://adhdaware.org.uk/

The Ehlers Danlos Society - https://www.ehlers-danlos.com/what-is-eds/

Here4you - https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/self-referral

National Literacy Trust - https://literacytrust.org.uk/

National Numeracy Family tool kit - https://www.nationalnumeracy.org.uk/helping-children-maths/family-maths-toolkit

Healthy Minds workshops - https://www.lpft.nhs.uk/young-people/online-workshops

Lincolnshire Parent/Carer Forum - https://www.lincspcf.org.uk/P_Information.php

Emotional wellbeing and mental health - http://search3.openobjects.com/kb5/lincs/fsd/family.page?familychannel=2_9_9

The Lucy Faithfull Foundation has produced some fantastic, bitesize, information clips and resources for parents around protecting children and young people from harmful sexual behaviour both online and offline. Child sexual abuse is a major public health problem affecting more than a million children under the age of 16 in the UK. All available evidence indicates that the risk to children has grown during the Covid-19 pandemic. Parents can learn from short films telling them what they need to know about child sexual abuse and how to prevent it, including spotting the signs and online safety.

https://www.parentsprotect.co.uk/