The Skipton Academy

SEND Information Report

October 2026

Special Educational Needs and Disability Information Report - The Skipton Academy

1) The aims of our provision with regards to students with special educational needs and/or disabilities:

The aims of our policy and practice in relation to special educational needs and disabilities in this school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all;
- To ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND;

- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement:https://www.gov.uk/government/publications/national-curriculum-inengland-framework-for-key-stages-1-to-4/the-national-curriculum-in-englandframework-for-key-stages-1-to-4
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, emotional and mental health,
  4. Sensory/physical;
- To request, monitor and respond to parent/carers' and students' views in order to evidence high levels of confidence and partnership;
- To ensure a high level of staff expertise to meet students' needs, through welltargeted continuing professional development;
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals, in order to meet the medical needs of these students;
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: *A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for* them

- *A learning difficulty or disability is a* ***significantly greater difficulty in learning than the majority of others of the same age****.*
- *Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in a mainstream setting in England*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-today activities'****. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

3) What kinds of special educational needs (SEND) is provision is made for at the school? (Schedule 1: point 1)

- Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents and carers, to make the provision required to meet the SEND of students at this school;
- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the Principal a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget);
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

4) How does our school know if children need extra help? (SE7 1 Q1) (Schedule 1: Point 2)

We know when a student needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the students' previous school or the students themselves, regarding concerns relating to inadequate levels of progress or inclusion;
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills;
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress;
- Observation of the student indicates that they have additional needs.

5) What should a parent do if they think their child may have special educational needs? (SE7 1 Q1) (Schedule 1: Points 2 and 4)

- If parents or carers have concerns relating to their child's learning or inclusion then please initially discuss these with your child's subject teacher, form tutor or Key Stage team.

This then may result in a referral to the school SENCo team, that comprises of Adam McDonnell, Amy Linnegan and Heather Mason and whose contact details are; a.mcdonnell@skipton.mlt.co.uk, a.linnegan@skipton.mlt.co.uk or h.mason@skipton.mlt.co.uk. Parents may also contact the Principal directly if they feel this is more appropriate;

- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND? (SE7 Q2) (Schedule 1: Points 2, 3, 6, 8 and 10)

All students will be provided with high quality teaching that is differentiated and scaffolded to meet the needs of all learners. Where a young person with SEND is looked after by the local authority, the designated officer for Children Looked After will liaise with all of the young person's stakeholders, including the young person, so as to ensure they have full access to the curriculum. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

1. Classroom observation by the senior leadership team, the SENCo, external verifiers;
2. Ongoing assessment of progress made by students with SEND;
3. Work sampling and scrutiny of planning to ensure effective matching of work to student need;
4. Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of students with SEND;
5. Student and parent feedback on the quality and effectiveness of interventions provided;
6. Attendance and behaviour records;
7. Use of Student Passports to share information regarding students' specific needs and support them in the classroom.

- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum;
- All students have individual targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings;
- Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in regular progress meetings that are undertaken between the class teacher and relevant faculty and subject leaders in order to identify next steps in terms of support;
- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the student;
- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and will seek parent/carer partnership in order to improve attainment;

- Action relating to SEND support will follow an 'assess, plan, do and review' model:

1. **Assess**: Data on the student held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes;
2. **Plan**: If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the student will be obtained and appropriate evidence-based interventions will be identified, recorded and monitored by the SENCo, and implemented by the class/subject teacher with advice from the SENCo;
3. **Do**: SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment;
4. **Review**: Progress towards these outcomes will be tracked and reviewed regularly with stakeholders.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parental permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.

7) How will students be involved in decisions regarding provision that can better meet their needs? (Schedule 1: Point 8)

This school uses student-centred Student Passports. These are written with students wherever possible and appropriate and identify their abilities and strengths, their personal aims and the action they require to be taken by the school to reduce barriers to learning and social success. This information will be reviewed regularly and the student's views gained on the effectiveness of the action taken so far to meet their needs.

8) How will the curriculum be matched to each child's needs? (SE7 Q3) (Schedule 1: Point 3)

- Teachers plan using students' achievement levels, curriculum adaptations and scaffolding tasks to ensure progress for every student in the classroom;

- When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily;
- These adaptations may include strategies suggested by the Special Educational Need Coordinator (SENCo) and/or external specialists;
- In addition if it is considered appropriate, students may be provided with specialised equipment or resources such as ICT and/or additional adult help.

9) How will parents know how their child is doing? (SE7 Q4) (Schedule 1: Point 7)

Attainment towards any identified outcomes will be shared with parents regularly through feedback regarding SEN support meetings but also through the school reporting system and Parents' Evenings;

- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01756 792965.

10) How will parents be helped to support their child's learning? (SE7 Q4) (Schedule 1: Point 7)

- Please look at the school website.

It can be found at https://www.theskiptonacademy.co.uk and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home;

- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning;
- The school gives regular opportunities, such as Parents Evenings, for parents and carers to learn more about how to support your child's learning;
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area.

11) How will the school evaluate the effectiveness of the SEN provision made for students? (Schedule 1: Point 3)

The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same level prior learning level. This data will be shared regularly with governors and be judged by external moderators such as Ofsted.

12) What support will there be for children's overall well-being? (SE7 Q5) (Schedule 1: Point 3)

The school offers a wide variety of pastoral support for students. This includes:

- An evaluated Personal Development Time programme (PDT) which encompasses RE, PSHCE and RSE;
- Small group evidence-led interventions to support students' well-being are delivered to targeted students and groups. These aim to support improved interaction skills, emotional resilience and well-being;
- Students who find outside class times difficult are provided with alternative small group opportunities within the school TMP or student services and action is taken to develop their social interaction skills;
- Targeted individual and group work with our Education Mental Health Practitioner, in conjunction with Bradford and Craven District NHS Trust;
- The school is working towards gaining Healthy Schools Status to evidence the work undertaken within the school to supports students' well-being and mental health.

13) Students with medical needs (Statutory duty under the Children and Families Act) (SE7 5)

- Students with medical needs will be provided with a detailed Individual Medical Plan, compiled in partnership with parents, relevant medical professionals and if appropriate, the student themselves;
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by appropriate Senior Leadership staff as being competent;
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within *Supporting Students at School with Medical Conditions* (DfE) 2014 and identified in the School Medicine Administration Policy.

14) What specialist services are available at the school? (SE7 Q6)

The school has access to a range of specialist support that are identified in (6) above.

15) What training do the staff supporting children and young people with SEND undertake? (SE7 Q7) (Schedule 1: Point 5)

Teaching and support staff have access to training in the following areas:

- How to support students with dyslexia and literacy difficulties;
- How to support students on the autistic spectrum;
- How to support students with behavioural difficulties;
- How to support students with speech, language and communication difficulties.

Further training is provided to Teaching Assistants and the SEN team on:

- Developmental coordination disorder and dyspraxia;
- Supporting the deaf and hearing-impaired child in school;
- Speech and language support and intervention;
- Attendance at the weekly SEND meeting and training from external agencies regarding specific SEND needs.

Specialist training has been provided to the SENCo on:

- The SEND Coordination award NASENCO qualification

- The school has regular visits from SEND specialist teachers, the Educational Psychologist and other external agencies, who provide advice to staff support the success and progress of individual students;

16) How will my child be included in activities outside the classroom including school trips? (SE7 Q8) (Schedule 1: Point 3)

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities;
- The school ensures it has sufficient staff expertise to ensure that very few children with SEND is excluded from any school provided activity.

17) How accessible is the school environment? (SE7 Q9) (Schedule 1: Point 3)

- Disabled parking spot marked and located close to school reception;
- There are 2 toilets that have been adapted to ensure accessibility for visitors with a disability;
- A medical room has been provided in order to enable a safe place for insulin testing/injections;
- A support space, called The SSC, has been developed to improve inclusion in the mainstream classrooms for vulnerable students.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment and the curriculum. Printed information is available via the school website. https://www.theskiptonacademy.co.uk/our-school/policies/

18) How will the school prepare/support my child when joining or transferring to a new school? (SE7 Q10) (Schedule 1: Point 12)

A number of strategies are in place to enable effective students' transition. These include:

On entry:

- A planned introduction programme is delivered in the summer term to support transfer for students starting school in September;
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine;
- The SENCo meets with new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry. The SENCo also attends any meetings planned at primary school during Year 6, (and Year 5 for those young people with EHCPs), in order to ensure smooth transition;
- If students are transferring from another setting, the previous school records will be requested immediately. An extended transition programme for our most vulnerable learners transferring into high school is available and focuses on a number of extra visits outside the school's standard transition programme;

- For students transferring to local schools, the SENCos of both schools will communicate to discuss the needs of students with SEN in order to ensure a smooth transition.

After school:

- The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* April 2014. This places a duty on schools to secure independent careers guidance for all Year 813 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways;
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages, or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post16 options – and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job. The website is available at https://nationalcareersservice.direct.gov.uk/
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How are the school's resources allocated and matched to children's special educational needs? (SE7 Q11) (Schedule 1: Point 6)

The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

1. A proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit.
2. The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of students with SEND.
3. For those students with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND funding allocation, which is attached to the student's EHCP;

This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities through support that might include:

1. Targeted adaptations to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. different recording strategies, additional time etc.);
2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc.);
3. Out of class support (relationship building, social, emotional skill development);
4. Small group tuition to enable catch up (subject or targeted at additional need);

5. Specific support, advice and guidance is provided to parents and families to improve student's readiness for learning (relating to student's difficulties in attendance, behaviour, physiological and emotional needs etc.);
6. Provision of specialist resources or equipment (use of ICT, coloured overlays, electronic versions of text etc.);
7. Partnership working with other settings on action to improve inclusion;
8. Access to targeted before/after school clubs (homework clubs targeted at increasing resilience);
9. Access to health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs);
10. Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities and community sources (e.g. SELFA, Outreach Programme and NCOP);
11. Implementation of strategies from support agencies e.g. Behaviour Support/Attendance Support.

In addition:

- The Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

19) How is the decision made about how much support each child will receive? (SE7 12) (Schedule 1: Point 7)

- For students with SEND but without an EHCP, the decision regarding the support provided will be taken through discussion with the SENCo, Teachers and/or Pastoral Teams and Parents, and will involve consultation with the Principal and Governing Body regarding SEN Funding deployment as appropriate;
- For students with an EHCP and funding, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

20) How will I be involved in discussions about and planning for my child's education? (SE7 Q 13) (Schedule 1: Point 7)

This will be through:

- discussions with the class teachers, SENCo or senior leadership team member;
- Parents' Evenings;
- meetings with support and external agencies.

21) Who can I contact for further information or if I have any concerns? (SE7 Q 14) (Schedule 1: Point 9)

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:

- Your child's Form Tutor (or subject teacher if your enquiry is subject specific);
- The SENCo;
- The Principal.
- For complaints, please visit the Moorlands Learning Trust (MLT) Complaints Policy on the MLT website: https://www.moorlandslearningtrust.co.uk/

22) Support services for parents of students with SEN include: **(Schedule 1: Point 8)**

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service https://councilfordisabledchildren.org.uk/information-advice and https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services.
- https://www.northyorks.gov.uk/send-complaints-about-school
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-anddisability

23) Information on where the Local Authority's Local Offer can be found. **(Schedule 1: Point 11 and 13)**

There is a range of support available in North Yorkshire to support children and young people with special educational needs and disabilities (SEN and disabilities) to enjoy and achieve in education, more information is available on the following website: https://www.northyorks.gov.uk/children-and-families/send-local-offer

References:

- **Schedule 1** of **The Special Educational Needs and Disability Regulations 2014**. The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the
- Children and Families Act 2014 and associated regulations http://preview.tinyurl.com/nenth62
- **Supporting students at school with medical conditions** Sept 2014.
- http://preview.tinyurl.com/nrv8wxy
- **SE7 Local Offer: Framework and Guidance**. http://preview.tinyurl.com/otma4gj
- Glossary (A glossary of SEND terms is included in the appendices of the SEND • Code of Practice http://preview.tinyurl.com/nenth62