



Special educational needs (SEN) information report

The Pilgrim School

Written by: Elena Wilson

Last updated: Oct 2023

Contents

Contents	2
1. What is SEND?.....	3
2. What types of SEND does the school provide for?	4
3. Which staff will support my child, and what training have they had?	4
3. What should I do if I think my child has SEN?.....	5
4. How will the school know if my child needs SEND support?.....	5
5. How will the school measure my child's progress?	6
6. How will I be involved in decisions made about my child's education?.....	7
7. How will my child be involved in decisions made about their education?	7
8. How will the school adapt its teaching for my child?	7
9. How will the school evaluate whether the support in place is helping my child?	9
10. How will the school resources be secured for my child?	9
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?..	9
12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?	9
13. How does the school support pupils with disabilities?.....	10
14. How will the school support my child's mental health and emotional and social development?	Error!
Bookmark not defined.	
15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?	10
16. What support is in place for looked-after and previously looked-after children with SEN?.....	10
17. What should I do if I have a complaint about my child's SEND support?	Error! Bookmark not defined.
18. What support is available for me and my family?	10
19. Glossary.....	11

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website <https://www.pilgrim.lincs.sch.uk> or email our SEND Administrator Molly Obundu to ask for a copy molly.obundu@pilgrim.lincs.sch.uk

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What is SEND?

According to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, June 2014), children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) have 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. For children aged two or more, special educational provision means educational or training provision which is additional to, or different from that made generally for other children or young people of their age.

At the heart of all we do is the desire to improve the support we give students with SEND throughout the school and to provide them with a graduated level of support that reinforces the need for fully inclusive teaching. Every pupil in the school is allocated a SEND pathway on referral to the school. This indicated the level of involvement from the SENDCo, as can be seen below.

Pathway	Criteria (doesn't have to meet all)
Lead (L)	Complex EHCP or potential need for EHCP
	ASD Centre Place - complex
	Will need a different placement eventually
	Needs significant interventions/alternative provisions at Pilgrim
Support and Advise (SAA)	EHCP or potential need for EHCP
	Needs some interventions/alternative provisions at Pilgrim
	Will need SEND support at mainstream when reintegration happens
	Any other SEND complexities
Communication Loop (CL) <i>*Could still be complex medical*</i>	EHCP/SEND
	Needs intervention/provision which can be led by teachers/AL/RSO
	Potential need for outside agency involvement/referral (Not CAMHS)
None at Present (NAP) <i>*Could still be complex medical*</i>	No current identified SEND and needs purely 'medical'; can be referred in using referral form
Neurodivergent Link (Support from Autism Specialist with strategies)	Complex autism need
	Significant sensory processing identified
	Issues with regulation

2. What types of SEND does the school provide for?

The Pilgrim School provides education to pupils who are unable to access their mainstream school, therefore all of our pupils have SEND.

Our school provides for pupils with additional needs including but not limited to the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Anxiety
	Low mood
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

3. Which staff will support my child, and what training have they had?

Our special educational needs and disabilities co-ordinator, or SENDCO

Our SENDCO is Elena Wilson. Elena began working at The Pilgrim School in September 2018, and therefore has copious experience of the school and the types of pupils that attend The Pilgrim School. Elena is a qualified teacher with specialisms in Mathematics and Psychology, and achieved the National Award in Special Educational Needs Co-ordination in 2022. She is allocated 10 hours a week to manage SEND provision. Elena can be contacted on elena.wilson@pilgrim.lincs.sch.uk .

SEND Administrator

Our SEND Administrator is Molly Obundu. She works very closely with Elena Wilson to ensure the SEND provision runs smoothly.

Molly can be contacted on molly.obundu@pilgrim.lincs.sch.uk .

Teachers

All of our teachers receive in-house SEND training, and are supported by the SENDCO to meet the needs of pupils who have SEN. Across our teachers we have a range of specialists including in Autism, ADHD and Trauma.

High-level Teaching Assistants (HLTAs)

We have two HLTA's who teach our pupils lead our reading intervention programme.

Learning Support Officer's (LSO's) and Teaching Assistants (TAs)

We have a team of LSOs and TA's who are trained to support the pupils. They work closely with our SENDCO to effectively support the SEND needs of our pupils and there is regular external and internal training opportunities available. The LSO also lead some of our interventions, including but not limited to social skills, emotional literacy and touch typing.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Child and adolescent mental health services (CAMHS)
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Social services and other LA-provided support services
- Voluntary sector organisations
- Specialist teachers

3. What should I do if I think my child has SEN?

Tell us about your concerns	We will invite you for a phone call/meeting to discuss them	We will decide whether your child needs SEND support
If you think your child might have SEND Please contact the SENDCO (details above) Or alternatively you can contact your child's Academic Link or Pastoral Support and Welfare Specialist who will pass the message onto the SENDCO	Following this we can discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child needs SEND support, we can look at making future referrals or put provision in place.

4. How will the school know if my child needs SEND support?

As previously mentioned every pupil is allocated a SEND pathway on referral to The Pilgrim School, this ensures each pupil has the correct level of involvement from the SENDCo, these pathways can change. The pupils academic link will work closely to the SENDCo to ensure the SEND pathway is correct and the pupil is receiving the correct support.

All our teachers are aware of SEND and are on the lookout for any pupils who are not making the expected level of progress in their schoolwork or socially. Furthermore termly 'progress and intervention meetings' are held which is attended by Heads of Departments, Pastoral Manager and the SENDCo where pupils who may be falling behind are identified and then a plan for support can be put in place.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCo, and will contact you to discuss the possibility that your child has SEN.

The SENDCo may observe the pupil in the classroom and at social times to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

The SENDCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

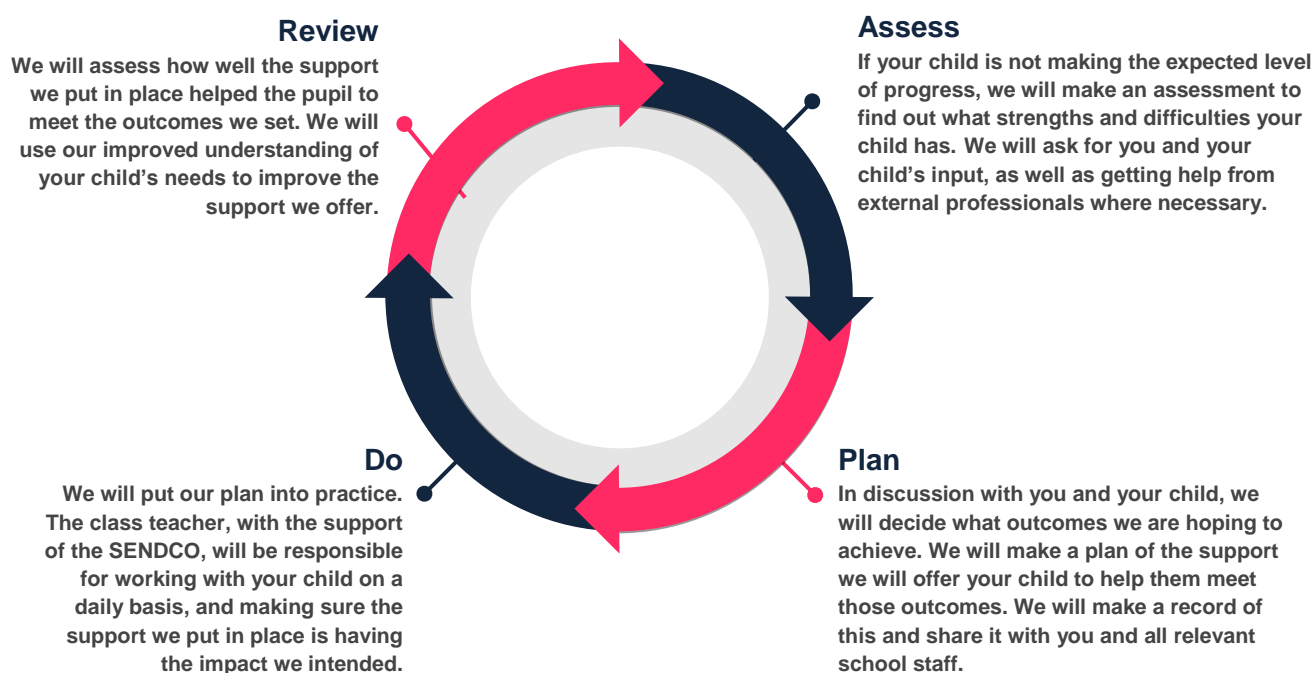
Based on all of this information, the SENDCo will decide whether your child needs any additional SEND support. You will be told the outcome of the decision in writing.

If your child does need additional SEND support, the SENDCo will work with you to create a SEND support plan for them.

5. How will the school measure my child's progress

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress

Your child's PSWS and academic link will meet you initially every 6 weeks to:

- › Set clear outcomes for your child's progress
- › Review progress towards those outcomes
- › Discuss the support we will put in place to help your child make that progress
- › Identify what we will do, what we will ask you to do, and what we will ask your child to do

After 18 weeks (once the 6-, 12-, and 18-week reviews have happened) these may reduce in frequency.

The SENDCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's academic link or PSWS.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- › Attend meetings to discuss their progress and outcomes
- › Prepare a presentation, written statement, video, drawing, etc.
- › Discuss their views with a member of staff who can act as a representative during the meeting
- › Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- TA's/LSO's will support pupils on a 1-to-1 basis as decided by the SENDCo.
- TA's/LSO's/HLTA's/Teachers will support pupils in small groups when facilitating interventions.

We may also provide (but not limited to) the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Social skills
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Reading intervention Printed hand outs Coloured overlays
Social, emotional and mental health	ADHD, ADD	Quiet workstation Rest breaks
	Adverse childhood experiences and/or mental health issues	Time to talk Well-being intervention School counsellor We also have offered alternative therapies such as art and play, however these are dependent on currently placements.

Sensory and/or physical	Hearing impairment	Support via SEST
	Visual impairment	Support via SEST
	Multi-sensory impairment	Support via SEST
	Physical impairment	Physio therapy as instructed by external professions

These interventions are part of our contribution to Lincolnshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals regularly
- Reviewing the impact of interventions at each full term
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. These will normally be funded by their mainstream school.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in celebration day and whole school days.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

The Pilgrim School is a short-term intervention school, and therefore not a school of choice. Pupils are referred to The Pilgrim School (normally by the mainstream school) after following the EBSA pathway. More information regarding this can be found by contact the pupil reintegration team.

13. How does the school support pupils with disabilities?

See Accessibility Plan.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. Things we may offer to support the transition:

- Staggered transition at a pace appropriate to the pupil,
- Visits supported by your child's PSWS,
- Availability to access both schools at the same time.

Onto Adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

We also offer extensive work experience opportunities.

We have life skills lessons which all pupils can access.

We currently have a staff member training to become a level 6 careers advisor who can offer career guidance to pupils.

16. What support is in place for looked-after and previously looked-after children with SEN?

Our designated teacher is Jennifer Dunn, she will work with Elena Wilson, our SENDCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Lincolnshire's local offer. Lincolnshire publishes information about the local offer on their website:

<https://www.lincolnshire.gov.uk/send-local-offer>

National charities that offer information and support to families of children with SEND are:

- > [IPSEA](#)
- > [SEND family support](#)

- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

18. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENDCO** – the special educational needs and disabilities co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEND support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

