

INTRODUCTION TO SEND

PARENT FORUM



WHO AM I?

- My name is Elena Wilson and I am the SENDCo (Special Educational Needs and Disabilities Coordinator)
- I work alongside your child's Pastoral Support and Welfare Specialist, Academic Link and Teachers as well as their mainstream school and other outside agencies to support your child and ensure they are receiving the correct support.
- Role of SENDCo:
 - Aids the teaching and learning of pupils with special educational needs and/or disabilities
 - ensuring that interventions and support are put in place to support students to make progress,
 - Ensuring that children with unmet special educational needs are identified,
 - Ensuring that outlined provision is in place for children for with EHCP plan
- I have been working at The Pilgrim School since September 2018 and have been the SENDCo since January 2023.
- Alongside my SENDCo role I also teach Maths and Psychology.
- Contact details:
 - Email: elena.wilson@pilgrim.lincs.sch.uk
 - Phone: Call any base and ask for me or my mobile is:

WHAT IS SEND?

- SEND stands for **Special Educational Needs and Disabilities**. It is a term used to describe children who have learning difficulties or disabilities that make it harder for them to learn and achieve the same outcomes as other children of the same age.
- Children with SEND may need extra help or support in different areas, such as:
 - **Learning**: This could include difficulty with reading, writing, or maths.
 - **Communication**: Some children may find it hard to speak, understand others, or express themselves clearly.
 - **Behaviour and emotional well-being**: Some children may struggle with managing emotions or behaviour in social situations.
 - **Physical or sensory difficulties**: This includes children with visual or hearing impairments or physical disabilities.
- SEND support can vary from simple adjustments in the classroom to more intensive, individualised support. The goal is to help every child reach their full potential and feel included in all aspects of school life.

SEND CODE OF PRACTICE

- The **SEND Code of Practice** is a statutory guidance document that outlines how children and young people with Special Educational Needs and Disabilities (SEND) should be supported in schools.
- It ensures that **children with SEND** are given the right support to help them achieve their full potential.
- The Code of Practice provides a **framework** for identifying, assessing, and supporting children with SEND.
- It emphasises the importance of **early identification** and intervention to address learning needs.
- Parents are encouraged to be **involved** in the decision-making process and the creation of their child's education plan.
- It ensures **partnership working** between schools, families, and professionals to support the child effectively.
- The Code of Practice advocates for **personalised learning** and ensuring that all children can access the curriculum in ways that suit their needs.
- https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

SEND AT PILGRIM

- Due to the nature of the pupils that attend our school, all pupils are added to our SEND register when start with us.
- The **SEND Register** is a list of all children who have Special Educational Needs and Disabilities (SEND).
- 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.
- 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.

HOW IS SEND IDENTIFIED

Teacher Observations:

- Teachers monitor pupils' progress and identify if a pupil is falling behind.
- They look for any gaps in learning and provide extra tuition to address them.

Progress Monitoring:

- Termly **progress and intervention meetings** help identify pupils who may need additional support.
- If a pupil continues to struggle after extra tuition, teachers refer to the **SENDCo** for further support.

SENDCo Involvement:

- The SENDCo may observe the pupil in class and during social times.
- Discussions with teachers are held to assess any issues with progress, attainment, or behaviour.

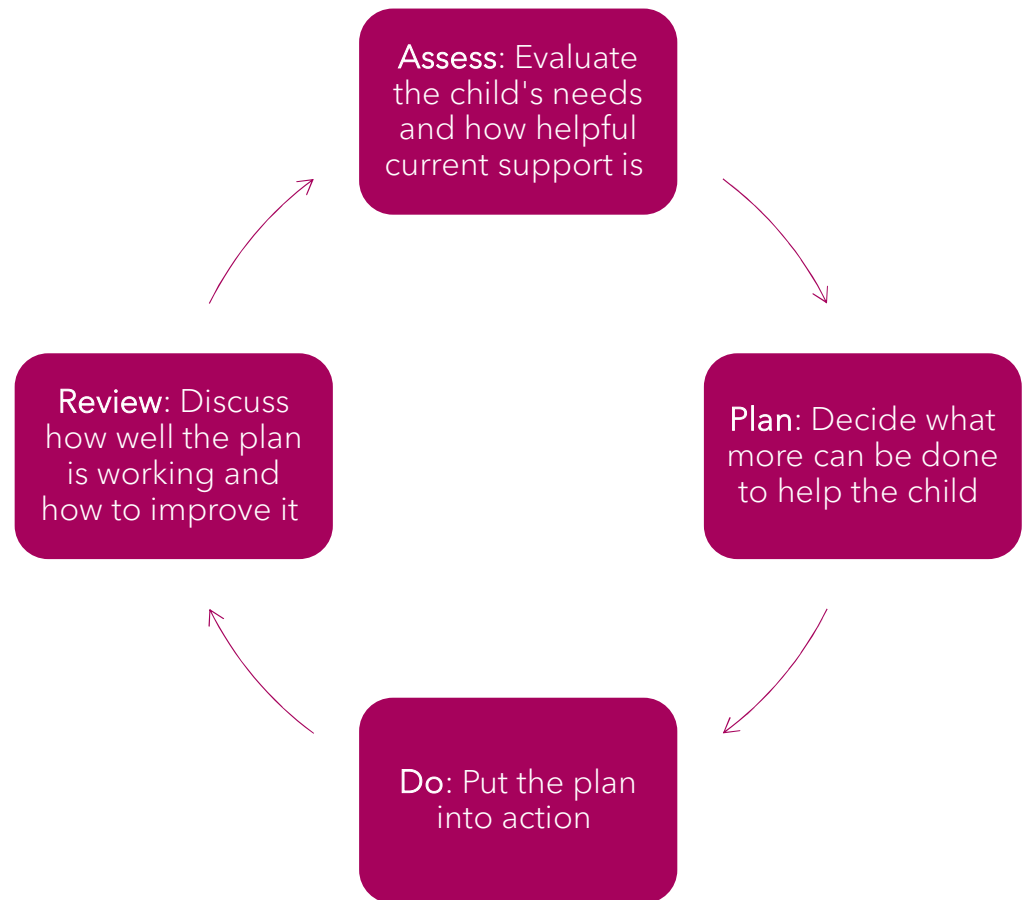
Other Input:

- The SENDCo gathers input from both parents and the pupil to better understand their needs.
- The SENDCo may consult other professionals if necessary.

HOW IS SEND IDENTIFIED:

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.



INTERVENTIONS

- We offer a range of interventions to support the academic, social, and emotional development of our students. These interventions aim to address specific needs and provide targeted strategies to help students succeed.
- If your child needs anything additional to our normal offer such as an additional intervention, you will be informed of this. However, all of our pupils, when appropriate, take part in a comprehensive reading assessment which provides all the insights needed to guide literacy growth for emergent readers, struggling readers, and high achievers. Dependent on the outcome of this assessment pupils will then be put on different reading pathways, some of which may involve reading intervention or further testing.
- Any pupil can access interventions.
- Interventions include:
 - Handwriting
 - Touch typing
 - Reading
 - Writing fluency
 - ELSA
 - Social skills

EXTERNAL SUPPORT

Community Paediatrics: Provides outpatient services for children with conditions such as ADHD, Autism Spectrum Disorder, developmental delay, and cerebral palsy.

SEST (Sensory Impaired Education Support Team): Specialist teachers provide support for children and young people with sensory impairments.

Speech and Language Therapy (LCHS Children's Therapy Team): Offers support for children with Speech, Language, and Communication Needs (SLCN) and motor difficulties related to eating, drinking, or swallowing.

Specialist Teaching Team (STT): Provides targeted support for children with SEN, including assessments for dyslexia and specific learning difficulties (e.g., dyscalculia), and visual processing challenges.

Visual Processing: This is a team based at the hospital. Visual processing affects how the brain processes visual information, often leading to difficulties with drawing, copying, shape recognition, and letter reversals. It is distinct from dyslexia, which involves struggles with connecting letters to sounds. Different strategies are needed for each condition.

ANY QUESTIONS?