

Pilgrim Academy

SEND Information Report

2024 – 2025

Our School

Our School Vision

At Pilgrim Academy, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

September 2024 Information

Pilgrim Academy currently has 249 children on role (September 2024).

There are currently 49 children on the SEND register with a range of needs from universal to specialist. (19.8% compared with 17.2% in September 2023, an increase of 2.6%) Of these, 9 children have finalised EHCPs (3.6%).



Meet our SENDCO and pastoral team



The SENDCO is Mrs Carolyn France.

If you would like to contact Mrs France, please call school on **01469 572368** and she will endeavour to respond within two working days. Enquiries regarding your child's progress should be directed to their class teacher in the first instant.



The deputy SENDCO is Mrs Mel Portlock.

Our pastoral support team include Mrs Lianne Senior, Miss Kat Copley and Mrs Claire Farrell (ELSA).





Special Educational Needs

At Pilgrim Academy, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Pilgrim Academy, we work closely as a team and if staff have a concern about a child, they fill in an initial concern form and discuss concerns with parents/ carers. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of around 6 – 8 weeks, we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the NELC small steps; this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

These agencies include:

- Specialist Advisory Service
- Fortis Therapy
- Speech and Language Therapy
- Compass Go
- Young Minds Matter/ Navigo
- Child Development Centre
- Educational Psychology (Lincolnshire Psychology Services)
- Cudox

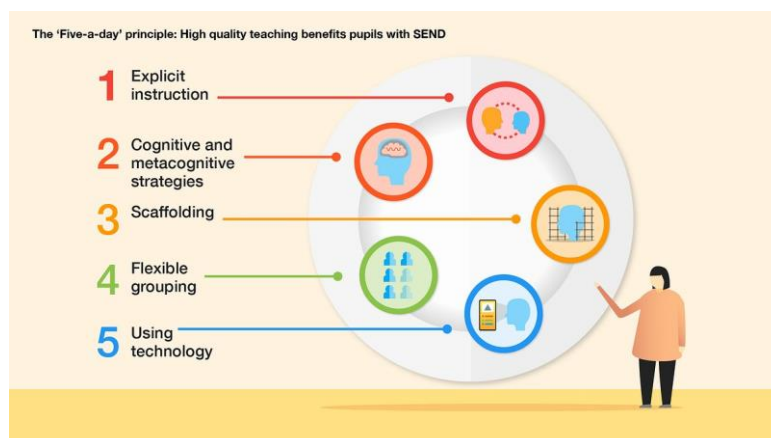


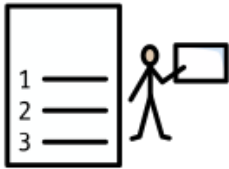
Our approach to teaching children with SEND

We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

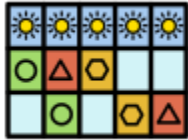
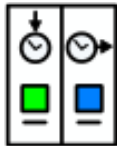


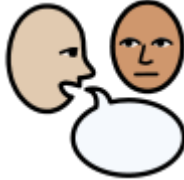







Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.





Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent/ Carer Consultations

At Pilgrim Academy, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. A parent/ carers' first port of call should always be the class teacher as they know your child best.

Mrs France and Mrs Portlock are available at parents' evenings to discuss any concerns.

We aim to hold three coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions, we gather parent/ carer feedback on SEN provision at the school, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, an annual review will be arranged two to three months before the deadline.

Parental questionnaires are shared at coffee morning events and on IEP review letters. We encourage parents/ carers to share their views to help us move forward.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. When referrals are made, we always seek the views of the child. In some cases, if the child has communication and interaction difficulties, we will try to gain their views visually.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

We review progress in SLT meetings and discussing next steps.

We discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Children's IEPs are reviewed towards the end of each term and a record is shared with parents/ carers with their new or amended targets. At this point, a questionnaire is made available to parents/ carers to give feedback via an online form.

Children working below age-related expectations are monitored using a small steps document at the appropriate level. Progress on these small steps is monitored to see whether provision needs to be amended. The SEND team monitor these levels at the point of IEP review or if a meeting with an outside agency is due. Progress for all children is discussed at monthly progress review meetings with SLT.

For children with an EHCP, an annual review will be arranged two to three months before the deadline. However, for children in year 6, an early review will be held in the autumn term so that consultations for secondary school places can be made in good time. If a child's progress is of a particular

concern, an early review can be arranged.



Staff Training

At Pilgrim Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), or school nurse, we will always discuss this with you first. In North-East Lincolnshire, schools are not able to refer to the Occupational Therapist (OT) or the paediatrician; these referrals must come from your GP.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Play Therapy	Lego Therapy	Child Development	Bucket time
Attention Autism (Level 1)	PECS	Phonics (catch-up)	Team Teach
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
De-escalation	Attachment	Reading for those	Sensory needs



Transition Support

Nursery to Reception

When children join our nursery, nursery staff first complete a home visit to meet the child and their parents/ carers in their own home. They are then invited in for sessions with their parent/ carer and build up to shorter sessions on their own before progressing to the hours they are attending.

Transition to Reception takes place in the first week of the autumn term when all our new starters are present. For the first week, children attend either the mornings or the afternoons to get used to the classroom environment and routines in a smaller group. This allows time for children and staff to build up these important relationships and for baseline assessment to be carried out before starting full-time the following week.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. This may include social stories to support them.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. All children will take part in universal transition days with their schools as well as a Compass Go transition workshop and Kooth assembly. For children who require additional transition, the new schools offer additional visits with smaller groups and Compass Go will deliver transition support to a small group.

Mid-Year new starters



When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. The SENDCO will liaise with the previous school to ensure we know what support has been in place and any paperwork will be shared.



Outside

We work with the following agencies to provide support for children with SEND:

- Specialist Advisory Service,
- Lincolnshire Psychology Service,
- School nursing,

<p>Agencies</p>	<ul style="list-style-type: none"> • Health visitors, • Speech and Language Therapy, • Fortis Therapy, • Compass Go, • Young Minds Matter, • Educational Team for Hearing and Vision (ETHV). <p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice and share the report with you.</p>
 <p>Clubs and Trips</p>	<p>All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs.</p> <p>All children are encouraged to go on school trips, whether they are local or further afield. We also try to take part in some sports trips that are arranged by the local authority specifically for children with SEND.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.</p>
 <p>Complaint Procedure</p>	<p>Your first point of contact is your child's class teacher.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to an Assistant Principal, Vice Principal or Principal.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Jane Aukett – Chair of Governors Jane Aukett – SEND Governor</p>



North-East Lincolnshire local offer

The North-East Lincolnshire Local Authority Local Offer can be found at [NELC SEND Local Offer | North East Lincolnshire Special Educational Needs & Disability \(nelincs.gov.uk\)](http://nelincs.gov.uk)

SENART	01472 326291
School nursing and health visitors	01472 323660
Child Development Centre	03033 306536
Children's disability service	01472 326292 (option 1)
SEND Information Advice Support Service (SENDIASS)	01472 326363
North-East Lincolnshire Parent Carer Forum	01472 242277



Feedback

"I found the coffee morning was a really effective way of getting the correct information and some good advice. It was refreshing to be around parents who are in similar circumstances and have the same worries and battles."

"Thank you for all your support with not only our child's worries, but also ours as well. You all do an amazing job."

"Thank you for helping me when I need it most."

Parents/ carers of children with SEND are invited to give their views through a questionnaire shared with each IEP review. We appreciate your feedback so that we can make improvements to our provision and do more of what is working well!