

Name of Policy	SEND: Students with special and Education Needs and Disabilities
School lead	SENDCo
Governor lead	Chair of governors
Date of Approval	11 th March 2024
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Links to other policies	<ul style="list-style-type: none"> - Send information report - The local offer - Accessibility plan - Behaviour policy - Equality information and objectives - Supporting pupils with medical conditions policy - Attendance policy - Safeguarding / child protection policy - Complaints policy
Display/availability	Website
Signature of Chair of Governors/Headteacher	<i>B. Temple</i>

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➤ 1: Aims and objectives.

- Our special educational needs and disabilities (SEND) policy aims to:
 - Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Help pupils with SEND make a successful transition into adulthood.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

➤ 2: Visions and values.

- Every pupil in The Pilgrim School community has complex needs, therefore the structures and provisions presume the need for support and intervention. SEND systems and procedures are not 'different' or 'additional' to what is already available to every pupil, as the nature of a placement at The Pilgrim School means that education that is different or additional is the *modus operandi* of the school. **Our vision is for every pupil at The Pilgrim School to have individualised provision which meets their needs and accelerates their progress in every area of life.** We are a 'Hope-Led' school, which means that with the bedrock of caring and empathetic relationships, pupils can learn how to be motivated to have pathways to reach their goals. We do this through focusing on 5 key areas: Mastery of the Curriculum; Hearing a Hopeful Voice; Learning Hopeful Narratives; Assessment for Learning: Effective Feedback; Talking and Thinking 'Hopefully'.
- This in turn will enable young people to have improved mental health and wellbeing, improved educational outcomes and to be part of more compassionate communities. Quality First Teaching and Learning is at the heart of everything we do, and a lot of pupil need is met through their experience in the classroom (and at times, outside of it). This is detailed in the Provision Map, later in this document. Every pupil has a Pupil Passport, which details exactly what does and doesn't work for a pupil, and how to best help them to make maximum progress. It is also important to note that some pupils come to Pilgrim who are not 'education ready'. This can be for a variety of reasons, and these pupils will have access to The Bridge, which is a specific provision that focuses on recovery and building blocks towards being ready to engage in the main 'offer' that Pilgrim provides. Everything at The Pilgrim School is a balance, as improved educational outcomes are crucial, but not at the expense of improved mental-health and well-being. We aim to work on both of these things in tandem, and sometimes the balance tips one way or another. What is absolutely essential, therefore, is that we retain this focus on individual need and provision to meet pupil need and ensure their progress in every area of life is accelerated.

- Alongside this, we recognise that some pupils also need very specific provision and interventions. We aim to **prevent lack of progress where possible**, and we do this through a robust referral process which aims to assess pupil need on entry to the school, creating an individualised provision for the pupil from the very beginning. There is no time to ‘waste’ in meeting pupil need, especially as a lot of the pupils who come to The Pilgrim school have missed a lot of time in education. Some pupils come to us with their SEND needs being met and some pupils come to us with unmet (often unidentified) SEND. To ensure that we continue to meet a pupil’s SEND and/or identify unmet SEND need, we adhere to the following process:

➤ **3: Legislation and guidance.**

- This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
 - Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with SEND.
 - The Special Educational Needs and Disability Regulations 2014, which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the special educational needs (SEN) information report.
 - The Equality Act 2010 (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities.
 - The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school’s responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don’t share it.
 - The Governance Handbook, which sets out governors’ responsibilities for pupils with SEND.
 - The School Admissions Code, which sets out the school’s obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

➤ **4: Inclusion and equal opportunities.**

- At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

➤ **5: Definitions.**

- **5.1 Special educational needs:**
- A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.
- They have a learning difficulty or disability if they have:
 - A significantly greater difficulty in learning than most others of the same age.
 - 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.
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

- **5.2 Disability:**
- Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
- The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.
- **5.3 The 4 areas of need:**
- The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.
- Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

➤ 6: Roles and responsibilities.

- **6.1 The SENDCO:**
- The SENDCO at our school is Elena Wilson (email: elena.wilson@pilgrim.lincs.sch.uk).
- They will:
 - Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made.
 - Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
 - Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
 - Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
 - Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
 - Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
 - Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
 - Liaise with potential next providers of education, alongside the pupils AL and PSWS, to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
 - When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
 - Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - Make sure the school keeps its records of all pupils with SEND up to date and accurate.
 - With a member of the Senior Leadership Team (SLT), in charge of CPD, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.

- With a member of SLT, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.
- **6.2 The SEND link governor.**
- The governing board has delegated the responsibility for making sure the following duties are carried out (The SEND link governor is Barbara Temple):
 - Help to raise awareness of SEND issues at governing board meetings.
 - Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
 - Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.
 - Co-operate with the LA in reviewing the provision that is available locally and developing the local offer.
 - Do all it can to make sure that every pupil with SEND gets the support they need.
 - Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND.
 - Inform parents when the school is making special educational provision for their child.
 - Make sure that the school has arrangements in place to support any pupils with medical conditions.
 - Provide access to a broad and balanced curriculum.
 - Have a clear approach to identifying and responding to SEND.
 - Record accurately and keep up to date the provision made for pupils with SEND.
 - Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report.
 - Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans.
 - Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out.
 - Determine their approach to using their resources to support the progress of pupils with SEND.
- **6.3 The headteacher.**
- The headteacher will:
 - Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
 - Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
 - Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
 - Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
 - Make sure that the SENDCO has enough time to carry out their duties.
 - Have an overview of the needs of the current cohort of pupils on the SEND register.

- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.
- **6.4 Teachers.**
- Each teacher is responsible for:
 - Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
 - The progress and development of every pupil in their class.
 - Working closely with any Teaching Assistants (TAs), Learning Support Officer (LSOs), and Higher Level Teaching Assistants (HLTAs) or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
 - Working with the SENDCo to review each pupil's progress and development, and decide on any changes to provision.
 - Ensuring they follow this SEND policy and the SEND information report.
 - Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.
- **6.5 Parents or carers.**
- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:
 - Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
 - Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
 - Given an annual report on the pupil's progress.
 - The school will take into account the views of the parent or carer in any decisions made about the pupil.
- **6.6 The pupil.**
- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:
 - Explaining what their strengths and difficulties are.
 - Contributing to setting targets or outcomes.
 - Attending review meetings.
 - Giving feedback on the effectiveness of interventions.
- The pupil's views will be considered in making decisions that affect them, whenever possible.

➤ **7: SEND information report.**

- The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.
- The information report will be updated annually and as soon as possible after any changes to the information it contains.

➤ **8: Our approach to SEND support.**

• **8.1 Identifying pupils with SEND and assessing their needs.**

- The level of pupil SEND determines the involvement of the SENDCo from entry to The Pilgrim School. If a pupil is Singly Registered with The Pilgrim School, or is dual-registered but has complex SEND and needs provision/intervention over and above the normal Pilgrim offer, the SENDCo will be the Academic Link for that pupil and will lead and guide their provision and intervention (BLUE). If a pupil has an EHCP that is less complex, or is very likely to need one before leaving The Pilgrim School, the SENDCo will support and advise the Academic Link (AL) and Pastoral Support and Welfare Specialists (PSWS), guiding intervention that is needed above the normal Pilgrim offer (GREEN). If a pupil will have their needs met through the normal Pilgrim offer and their needs are identified and supported, then the SENDCo will be kept in the communication loop and will support the AL/PSWS where needed (CITRUS). If the pupil does not need any involvement from the SENDCo, then they will not be involved in the case (PINK). It is important to note that pupils can move between pathways at any time. This approach is designed to ensure that lack of progress is prevented, that intervention happens quickly and that ultimately pupil individual need is met to enable accelerated progress.

Neuro-divergent link *PURPLE*	SEND Lead *BLUE*	Support and advise *GREEN*	Communication Loop *CITRUS*	No involvement at present *PINK*
<p>Pupil may have Complex autism need and/or Significant sensory processing identified and/or Issues with regulation</p> <p>Support from Autism Specialist with strategies</p> <p>Review x3 per year after EBSA process</p> <p>SEND team attend meetings where possible/relevant and advise Academic Link.</p> <p>SEND team liaise with mainstream regarding additional support if relevant.</p>	<p>Pupil has complex SEND. Most likely have an EHCP in place.</p> <p>Longer term placement may be at an alternative setting or there may be dispute with LA.</p> <p>Need for significant intervention in addition to normal Pilgrim offer (not to be confused with Bridge pupils)</p> <p>Review x3 per year after EBSA process</p> <p>SEND team are Academic Link</p>	<p>Pupil has EHCP in place or it is likely to be needed before leaving Pilgrim.</p> <p>Some intervention needed above normal Pilgrim offer.</p> <p>Review x3 per year after EBSA process</p> <p>SEND team attend meetings where possible/relevant and advise Academic Link.</p> <p>SEND team liaise with mainstream regarding additional support if relevant.</p>	<p>Pupil may have an EHCP in place before Pilgrim.</p> <p>Needs identified and supported, eg. dyslexia</p> <p>Normal Pilgrim offer and intervention plan is sufficient.</p> <p>Review x3 per year after EBSA process</p> <p>SEND team to be kept in communication loop and monitor remotely.</p>	<p>No identified SEND needs requiring intervention.</p> <p>(Note: Can still have complex MEDICAL needs)</p> <p>Review annually after EBSA process unless need presents</p> <p>No SEND team involvement</p>

- We will assess each pupil’s current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.
- Teachers will regularly assess the progress of all pupils and identify any whose progress:
 - Is significantly slower than that of their peers starting from the same baseline.

- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.
- This may include progress in areas other than attainment, for example, wider development or social needs.
- When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCo to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.
- Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.
- Potential short-term causes of impact on behaviour or performance will be considered, such as mental health. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.
- When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.
- If a pupil is joining the school, and:
 - Their previous setting has already identified that they have SEND.
 - They are known to external agencies.
 - They have an education, health and care plan (EHCP).
- Then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.
- **8.2 Admissions, consulting and involving pupils and parents.**
- Please see the attendance policy in regards to admissions and consults.
- The school will put the pupil and their parents at the heart of all decisions made about special educational provision.
- When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:
 - Everyone develops a good understanding of the pupil's areas of strength and difficulty.
 - We take into account any concerns the parents have.
 - Everyone understands the agreed outcomes sought for the child.
 - Everyone is clear on what the next steps are.
- Notes of these early discussions will be added to the pupil's record and given to their parents.
- We will formally notify parents if it is decided that a pupil will receive special educational provision. However every pupil registered with The Pilgrim School will be on the SEND register due to the nature of the pupils who attend The Pilgrim School.
- **8.3 The graduated approach to SEND support.**
- Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.
- 1. Assess:
 - The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

- The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.
2. Plan:
- In consultation with the parents and the pupil, the teacher and the SENDCo will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.
 - All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded, and will be made accessible to staff in an appropriate manner.
 - Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.
3. Do:
- The pupil's class or subject teacher retains overall responsibility for their progress.
 - Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
 - The SENDCo will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.
4. Review:
- The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.
 - We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:
 - The views of the parents and pupils.
 - The level of progress the pupil has made towards their outcomes.
 - The views of teaching staff who work with the pupil.
- The teacher and the SENDCo will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.
 - **8.4 Levels of support.**
 - School-based SEND provision.
 - All pupils will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.
 - On the census these pupils will be marked with the code K.
 - Education, health and care (EHC) plan.
 - Pupils who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.
 - The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).
 - On the census these pupils will be marked with the code E.
 - **8.5 Evaluating the effectiveness of SEND provision.**
 - We evaluate the effectiveness of provision for pupils with SEND by:
 - Tracking pupils' progress, including by using provision maps.
 - Carrying out the review stage of the graduated approach in every cycle of SEND support.

- Using pupil questionnaires.
- Monitoring by the SENDCo.
- Holding annual reviews for pupils with EHC plan.
- Getting feedback from the pupil and their parents.

➤ **9: Expertise and training of staff.**

- Training will regularly be provided to teaching and support staff. A member of SLT, who takes a lead on staff CPD and the SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

➤ **10: Monitoring and evaluation arrangements.**

- The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:
 - Speech and language therapists.
 - Specialist teachers or support services.
 - Educational psychologists.
 - Occupational therapists, speech and language therapists or physiotherapists.
 - General practitioners or paediatricians.
 - School nurses.
 - Child and adolescent mental health services (CAMHS).
 - Education welfare officers.
 - Social services.

➤ **11: Monitoring and evaluation arrangements.**

- **11.1 Evaluating the effectiveness of the policy.**
- We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.
- We will evaluate how effective our SEND provision is with regards to:
 - All staff's awareness of pupils with SEND at the start of the autumn term.
 - How early pupils are identified as having SEND.
 - Pupils' progress and attainment once they have been identified as having SEND.
 - Whether pupils with SEND feel safe, valued and included in the school community.
 - Comments and feedback from pupils and their parents/carers.
- **11.2 Monitoring the policy.**
- This policy will be reviewed by the SENDCo every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.
- It will be approved by the full governing board.

➤ **12: Links with other policies and documents.**

- This policy links to the following documents:
 - SEND information report.
 - The local offer.
 - Accessibility plan.
 - Behaviour policy.
 - Equality information and objectives.

- Supporting pupils with medical conditions policy.
- Attendance policy.
- Safeguarding / child protection policy.
- Complaints policy.