

<b>Name of Policy</b>	<b>SEND: Students with Special and Education Needs and Disabilities</b>
<b>School Lead</b>	SENDco
<b>Governor Lead</b>	Chair of Governors
<b>Date of last Review</b>	
<b>Date of Approval</b>	April 2020
<b>Date of next Review</b>	April 2021
<b>Links to other policies</b>	
<b>Chair of Governors sign off signature and date</b>	

## Content

1. Purpose of the policy .....	2
2. SEND at The Pilgrim School .....	2
3. Aim of this SEND Policy .....	3
4. Identification of SEND .....	3
5. Access .....	3
6. Assessment .....	4
7. Multi-Agency Working .....	4
8. The role of the SENDCo on behalf of the Headteacher .....	5
9. The role of the Governing Body .....	5
10. Training .....	5
11. Monitoring and review .....	6
12. The Pilgrim School's Local Offer .....	6

## 1. Purpose of the policy

This policy describes how The Pilgrim School will respond to the requirements and agenda of the Special Educational Needs and Disability Act and SEND Code of Practice (2014 & 2015). In addition, it has regard to the Disability and Equalities Act (2010), in order to meet, most effectively, students' special or additional educational needs.

At The Pilgrim School we welcome all students including those who have different learning styles and may be identified as having Special Educational Needs and Disabilities (SEND). We have high expectations for our students and will ensure that all students have the opportunity to achieve, to realise their potential and make progress in their academic as well as social and emotional development.

Parents, Carers and students are actively involved with their assessment and decisions. We aim to empower them, focussing on what is important to them now and in the future. Inclusion is at the centre of our aims and values and as such we have a commitment to a whole school approach; that is, the provision for students with SEND is the responsibility of the whole staff and all members of the school community. **Every teacher is a teacher of a student with SEND.** We believe that inclusion is successful when attitudes are welcoming, positive and empathetic; when there is sufficient and appropriate support for the student, the parents and the school, ensuring the establishment of good links. Our priority is to ensure that a student with SEND has access to the right support and to this end we work hard to maintain links with parents, health and education professionals.

The Pilgrim School follows the national guidance on Special Educational Needs and Disabilities (SEND), which is set out in the Special Educational Needs and Disability Act and SEND Code of Practice (2014 & 2015).

## 2. SEND at The Pilgrim School

### 2.1 Definition of Special Educational Needs and Disabilities (SEND)

A student at The Pilgrim School is defined as having SEND when their learning needs require support above and beyond that normally provided in school.

The needs might be associated with different learning style, emotional, mental, physical, communication, sensory needs or a combination of these. The SEND Code of Practice 2015 describes four areas of needs and support. It is recognised that some students will experience difficulties in more than one area:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical needs

### 2.2 Aims

- To raise the aspirations of and expectations for all students with SEND.
- To raise the expectations for all students with SEND.
- The school will provide a focus on outcomes including achievement, attainment, emotional resilience and transition.

## 2.3 Objectives

- To identify and provide for students who have special educational needs and additional needs.
- To work within the guidance in the SEND Code of Practice 2015.
- To operate a “whole student, whole school” approach to the management and provision of support for special educational needs.
- To provide and support a Special Educational Needs Co-ordinator (SENDCo) who will work within the SEND guidelines.
- To provide support and advice for all staff working with special educational needs students.

## 2.4 School ethos

- We aim to provide an enjoyable, positive educational experience, promoting psychological wellbeing to aid recovery. Staff will work sensitively with students and parents who may already be traumatised by the experience of serious illness, a complicated medical condition or mental health difficulty. Central to our approach is a focus on the strengths of the student and the development of his/her capacity to cope with difficulties.
- We aim to provide continuity and a broad and balanced curriculum through a tailored individual curriculum which is appropriate to the needs of the student at that time. This will change over time, dependent on the student’s medical condition.
- We consider all teachers at The Pilgrim School to be teachers of students with special needs and the likelihood is that all teaching sessions contain students with diverse needs that need to be considered when planning activities, lessons and schemes of work.

## 3. Aim of this SEND Policy

The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority about how we will make high quality provision for students with SEND and remove or negotiate barriers to learning.

## 4. Identification of SEND

- All students admitted as dually registered (or occasionally, singly registered) are classified as ‘School Support’.
- The Case Managers and SENDCo are responsible for planning to meet the special educational needs of the student and this includes sharing information with Pilgrim School staff.
- We will ensure continuity of education for students with special educational needs by carrying out a needs analysis and drawing up an individual passport. Targets and provision will be monitored and reviewed on a regular basis. This will include details from their existing Education, Health and Care Plan.

## 5. Access

### 5.1 Physical Access:

The teaching bases are accessible to students with SEND as far as possible within the confines of rented Local Authority venues, Youth Centres and Children’s Centres.

### 5.2 Curriculum Access:

- Whenever possible and appropriate, all students, whatever their special educational needs will be incorporated into the academic, social and general life of The Pilgrim School.

- We provide support and differentiated activities to give students access to a tailored, individual curriculum at an appropriate level. Individual learning programmes, intervention strategies and specialist staff support will be provided.
- We use a variety of curriculum frameworks to support planning, curriculum content and delivery. Aims and objectives will be discussed and shared with the learner so that assessment may be fed back and the student is actively involved in his/her learning programme. Some learning may be self-directed or resourced, but in all situations teaching and learning activities will be adapted to meet individual needs.

## 6. Inclusion

The School supports the principles of an inclusive education service and actively promotes the involvement of students with SEND in all areas of school life. We believe that inclusion is successful when attitudes are welcoming, positive and empathetic; when there is sufficient and appropriate support for the student, the parents and the school, ensuring the establishment of good links.

We continue to strengthen our commitment to inclusive practice by:

- developing an inclusive ethos.
- providing a broad and balanced curriculum for all and planning to meet individual needs by including differentiated activities in all school schemes of work, lesson plans and group teaching.
- removing barriers to learning in everyday situations and through monitoring and reviewing the school accessibility plan.
- providing and supporting staff training.
- involving students with SEND in their own learning and listening to and learning about their needs and expectations by, for example, encouraging self-advocacy, choice making, active involvement in the target setting and reviewing process and contributions to the statutory assessment process. All students are encouraged and helped where necessary to complete a student review form prior to review meetings and a yearly student survey.
- developing the role of the Reintegration & Support Officers (RSO) and Learning Mentors to improve access for all students.

## 7. Assessment

Assessment is used to inform teaching and learning.

Baseline assessment includes:

- liaising with parents and health professionals
- liaising with mainstream school
- working with the student
- observational assessment
- completion of standardised assessment schedules e.g. Alfiesoft, Accelerated Reader Reading Test
- Pilgrim emotional assessment (Pilgrim 16-a in house devised progressive scaled self-assessment )
- Individual assessment for impact of interventions (entry and exit)
- Appropriate student self-assessment and contribution to the target setting process is encouraged.
- This is all applicable within an 'assess - plan - do – review' cycle and is included as part of the Student's Pilgrim review, annual EHCP reviews and additional Team Around The Child (TAC) and Child In Need (CIN) meetings, all of which involve the student and their parents.

## 8. Multi-Agency Working

- The Pilgrim School is committed to working with outside agencies to support students with SEND. We have established strong links with the Local Authority advisory services and there are strong multidisciplinary networks to help plan and implement programmes to meet individual needs.
- The Pilgrim School has established good links with, for example: Parents, CAMHS, Education Welfare, Social Services, Educational Psychology Service, NHS, Working Together Team, The Speech Therapy Department, Occupational Therapy, Physiotherapy and the Visual Support service.

Health Professionals are invited to give guidance as necessary for:

- contributions to the review meetings and the assessment process for an EHCP application or continuation.
- referrals e.g. for education support.
- Additional assessments as part of the 'assess – plan – do – review' cycle.

## 9. The role of the SENDCo on behalf of the Headteacher

The 'responsible person' in this school is the SENDCo. The SENDCo ensures that all those who teach a student with an EHCP are aware of the nature of the specific needs.

The SENDCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with EHCPs.

The role of the SENDCo is to:

- manage the day-to-day operation of the policy and monitor the graduated approach and 'assess -plan - do – review' cycle.
- gather evidence in preparation for making a request for a needs assessment, if appropriate.
- co-ordinate the provision for and manage the responses to children's special needs.
- support and advise colleagues.
- oversee the records of all children with special educational needs.
- act as the link with colleagues who are working with parents.
- assist colleagues in their liaison with external agencies and other support agencies.
- monitor and evaluate the special educational needs provision and interventions and outcomes and report to the governing body.
- manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- contribute to the professional development of all staff.

The SENDCo reports to the governing body to make them aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

## 10. The role of the Governing Body

- The Governing Body has due regard to the Code of Practice when carrying out its duties toward all students with special educational needs.
- The Governing Body is committed to securing the necessary provision for any student identified as having special educational needs. The Governors ensure that all teachers are aware of the importance of providing for students with SEND. They consult the LA and other schools, when appropriate.

## 11. Training

- In-service training and the continuing professional development (CPD) of all staff is valued as a means of improving the effectiveness and quality of service provided to students with SEND.

- Training of all staff is tailored to their individual needs, the needs of students and the Pilgrim School. There is opportunity to participate in 'in-school' and 'out of school' professional learning courses and coaching.

## 12. Monitoring and review

- The SENDCo and the Headteacher hold regular meetings to review the work of the school in this area.
- The Governing Body reviews this policy annually and considers any amendments in the light of the annual review findings.
- The SENDCo reports the outcome of the review to the governing body.

Appendix 1

Local Offer

## 13. The Pilgrim School's Local Offer

The school aspires to enable pupils to continue working towards achieving their potential, in the context of their particular condition and any consequent vulnerability. To achieve this, the governors and staff continue the drive towards:

- An organisation that is a centre of excellence
- Staff who have appropriately high levels of knowledge, skills and expertise across a range of curriculum subjects and additional needs and who lead at all levels
- Systems that mean we can be flexible, responsive and confident in our ability to contribute to positive change in the lives of vulnerable and troubled children and young people, and their families
- Quality assurance systems which monitor, evaluate and support all working in the school to ensure they are clear about their roles and are fulfilling these at the level of the best
- Structures which allow
  - a) locality based teams and close partnerships with colleagues in Integrated Services in CAMHS and The Local Authority
  - b) specific areas of expertise and knowledge that is easily shared across the organisation as a whole
- Professional competence and integrity which leads to high levels of trust and confidence from key stakeholders, including schools

### ***What should I do if I think my child has SEN?***

- When a child or young person is referred to us, we ask for information from their own schools.
- The progress of all pupils is monitored regularly by subject teachers and the senior leadership team, so that when a pupil is not making expected progress in a particular area of learning the school can quickly identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned.
- If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the named Case Manager to discuss their concerns, who will then liaise with our Special Needs & Disability Coordinator (SENDCo) as appropriate.

### ***How will the school respond to my concern?***

- The pastoral staff are your first point of contact. They will maintain close communication with you. Concerns can be expressed at the referral / home visit stage and at any time by email or phone to the Case Manager
- Reviews of progress are held at least once in every 12 weeks but can be arranged more regularly if required
- Further individual support can be discussed with Parents/carers and added to the pupil's SEND Passport, if appropriate or needs plan
- The Plan is shared with all involved (including dually registered school) and reviewed as above

### ***How will the school decide if my child needs extra support?***

- The school collates observations and assessments from other staff and a baseline assessment, including a writing assessment and 'Accelerated Reader'
- The data manager collates termly progress check data and this will highlight any cause for concern where progress is slow. A focussed Track and Act programme details pupils who need extra support and intervention.
- Termly Pilgrim emotional and resilience data (Pilgrim 16) followed by a Track and Act programme.
- Each pupil completes a pupil review form where their views are gathered prior to every Pilgrim review meeting and shared with all present.
- Medical advice and guidance from the health professionals involved with each pupil is sought on a regular basis.

### ***What will the school do to support my child?***

- Pilgrim School lessons have differentiated learning as part of the regular timetable and there are individual interventions which are tracked and time limited. All interventions are outlined on the personal plans and a plan-do-review cycle
- A 'Time to Talk' bespoke programme enables pupils to have direct 1-1 access to Reintegration and Support Officers (RSOs) where opportunities to discuss worries and concerns and put strategies in place to decrease anxieties
- The School is supported by other agencies (for example, CAMHS, Vision Impairment service, Educational Psychology)

### ***Who will support my child in school?***

- The Case Manager is the main point of contact for each pupil and will liaise with the referring school, parents, medical professionals and other agencies
- The Pilgrim School has a team of highly trained support staff – RSOs and Learning

Mentors in addition to the Pilgrim SENDCo and Pilgrim SEND team across the county □ The Governing Body has a range of skills, knowledge and experience e.g. a member of Lincolnshire Local Authority SEND team

### ***What training and experience do staff have for the additional support my child needs?***

- All staff have Safeguarding training and members of SLT have the extended Safeguarding training
- Pilgrim School has an approved teacher of specific learning difficulties (Literacy), with a licence to become an assessor for specific learning difficulties (Dyslexia) and exam access arrangements
- Pilgrim School has a teacher training in specific learning difficulties (Dyspraxia), with a licence to become an assessor for specific learning difficulties and exam access arrangements
- The SENDCo has an MA in Special Needs
- RSOs' experience and qualifications range from a diploma in school practice, a BA in Counselling and an MA in Trauma Studies
- Pilgrim School staff have been trained in the Team Teach behaviour management strategy
- The school has a trained first aider in every base

### ***Who else might be involved in supporting my child?***

- Pilgrim School has access to a range of agencies which provide individual guidance and support for example, Educational Psychologist, Working Together Team, Education Welfare, Families Working Together, CAMHS, Family Action, Targeted Youth etc

### ***What support will there be for my child's emotional and social well-being?***

- At each teaching base there is an RSO who is able to discuss immediate anxieties and suggest solutions.
- At each teaching base there is daily tutor time and opportunities to discuss topics of the day, news items and areas of interest
- 'Time to Talk' is a weekly offer of 1-1 discussion time with an RSO where there is an opportunity to speak about anything that may be distracting the pupil from learning.
- Pupils are offered a bespoke course called 'Resilient Me' which comprises a range of activities designed to promote trust and interaction, whilst forming positive relationships and raising self awareness. It has been created by Pilgrim staff in response to pupil feedback and is pupil led as much as possible.

Resilient Me has been developed as a forum to explore the issues which affect our pupils

### ***How will my child be involved in the process and be able to contribute their views?***

- Pupil review forms are completed before every review to ascertain the views of the pupil.
- The school conducts a yearly pupil questionnaire

### ***How will the curriculum be matched to my child's needs?***



- Pilgrim School arranges an individual tailored curriculum for each pupil and the timetable is extended or reduced according to the fluctuations in health, taking account of health advice.
- The school is heavily involved in planning and writing transition and reintegration arrangements as well as preparing and accompanying pupils to placements
- Pupils are expected to follow the core subjects of English, Maths and Science but will be consulted on which additional subjects they would prefer to do, according to how much time they're able to commit to their studies in the context of their illness/health problem

***What opportunities will there be for me to discuss my child's attainment and achievement?  
How will I know how well my child is progressing?***

- Pilgrim pupils are offered a period of induction when they are first admitted to the school. During this time there is direct communication with parents about what provision would be appropriate. These communications include home visits, school meetings and visits to one of the teaching bases. Discussion about prior attainment and potential curriculum can be discussed at this time.
- Review meetings are held at least once every 12 weeks and levels are reported on end of term reports 3 times a year.
- If a pupil has an Education and Health Care Plan, annual reviews are held to discuss progress against the objectives in the EHCP. A written report, to which parents and the pupil contribute, is shared with the Local Authority.
- Contact with the Case Manager by phone or email is available for Parents throughout the normal working week.

***How does the school know how well my child is doing?***

- Pilgrim School undertakes academic assessment progress checks 3 x a year detailing National Curriculum or predicted GCSE grades.
- The Pilgrim Emotional Scale (Pilgrim 16) progress checks 3 x a year with Track and Act to monitor individual interventions
- Pilgrim School undertakes engagement level assessment checks 3 x a year
- Pilgrim has a specialised reading scheme ('Accelerated Reader') and individual levels are assessed 3 x a year
- All pupils are assessed on entry to the school using teacher assessment together with a free writing assessment. Assessment data and GCSE predictions are requested from school on referral
- Teachers use Assessment for Learning strategies in lessons so that pupils are constantly challenged to make progress but also supported through a 'small steps' approach where this is needed

***How will my child be included in activities outside the classroom including school trips?***

- The school arranges supported visits to work experience and post 16 placements on an individual basis
- Pupils are invited to visits outside of school to support curriculum work as appropriate (e.g. BTEC sport, RE)

***How accessible is the school environment? How accessible is the curriculum?***

- The school accessibility plan and risk assessments provide details of each base.

- The curriculum is individual and tailored to the needs of each pupil

***How will the school prepare and support my child to join the school?***

- After the referral is discussed, visit to base or a home visit is offered. Following this, there may be staged visits to the base and a gentle introduction to teaching venue/staff/other pupils. A 6 week induction period is in place for all pupils.
- Social Stories can be used to support pupils who are anxious about new situations and individual stories are written with the pupil and key workers.

***How can I be involved in supporting my child?***

- Parents can support their child by facilitating transition to Pilgrim school, reintegration to school and post 16, attending medical appointments and attending Pilgrim review meetings
- Parents are encouraged to communicate with school, particularly about attendance and other issues they are concerned about
- Parents are welcome to join us to celebrate success (Award Evening, Open days)

***How can I access support for myself and my family?***

<b>Organisation</b>	<b>Telephone</b>	<b>Website / Email</b>
Lincolnshire County Council Support and Aspirations	01522 782030	<a href="http://www.lincolnshire.gov.uk/parents/supportand-aspiration">www.lincolnshire.gov.uk/parents/supportand-aspiration</a>
Lincolnshire Children's Services	01522 554673	<a href="http://Lincolnshire.gov.uk/children">Lincolnshire.gov.uk/children</a>
Parent Partnership	01522 553351	<a href="http://www.lincolnshireparentpartnership.org.uk">www.lincolnshireparentpartnership.org.uk</a>
Parentline plus	0808 800 2222	<a href="http://www.parentlineplus.org.uk">www.parentlineplus.org.uk</a>
PAACT (Autism Support)	07935 222963	<a href="mailto:paactsupport@hotmail.co.uk">paactsupport@hotmail.co.uk</a>
Lincolnshire ADHD Support Group	01522 539939	<a href="mailto:lincoln.adhd@btconnect.com">lincoln.adhd@btconnect.com</a>
Family Action	01522 69010	<a href="mailto:lincoln@family-action.org.uk">lincoln@family-action.org.uk</a>
Targeted Youth and Careers	01522 552078	<a href="http://lincolnshire.gov.uk/careers">lincolnshire.gov.uk/careers</a>
Relate-Family Relationship Counselling	0845 166 4110	<a href="http://relate-lincs.org.uk">relate-lincs.org.uk</a>
Action for Young Carers	01205 358834	<a href="http://lincolnshire.gov.uk/">lincolnshire.gov.uk/</a>

CAMHS Child and Adolescent Mental Health Service	0303 1234000	www.lpft.nhs.uk
Gingerbread	0808 8020925	www.gingerbread.org.uk
Families Working Together	01522 552078	fwf@lincolnshire.gov.uk
Lincolnshire Grief & Loss	01522 546168	www.lcgl.org.uk

Lincolnshire County Council Local Offer can be found at:

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

***Who can I contact for further information?***

- Parents are welcome to contact staff via the Pilgrim School Office - 01522 682319 and by email - [enquiries@pilgrim.lincs.sch.uk](mailto:enquiries@pilgrim.lincs.sch.uk)
- Pastoral Staff and Case Managers can be contacted by email e.g [firstname.surname@pilgrim.lincs.sch.uk](mailto:firstname.surname@pilgrim.lincs.sch.uk) □
- Pilgrim School SENDCo can be contacted by email [clare.andrews@pilgrim.lincs.sch.uk](mailto:clare.andrews@pilgrim.lincs.sch.uk)