



NEWSLETTER

MARCH '25

WELCOME TO OUR LATEST SCHOOL NEWSLETTER!

AS WE STEP INTO THE SEASON OF RENEWAL AND REFLECTION, WE ARE EXCITED TO SHARE THE LATEST UPDATES AND NEWS FROM OUR SCHOOL COMMUNITY. SPRING REPRESENTS A TIME OF NEW BEGINNINGS, AND GROWTH, AND AS A COMMUNITY WE CONTINUE TO BE INSPIRED BY THE ENERGY THIS BRINGS ALONGSIDE THE HOPE AND KINDNESS DEMONSTRATED BY OUR WONDERFUL PUPILS.

WHETHER IT'S THROUGH ACADEMIC PROGRESS, EXTRACURRICULAR ACTIVITIES, OR THE CONNECTIONS WE BUILD WITH ONE ANOTHER, WE CONTINUE TO GROW STRONGER TOGETHER (UBUNTU). THIS NEWSLETTER CELEBRATES NOT ONLY THE ACHIEVEMENTS AND EVENTS THAT HAVE SHAPED THE TERM, BUT ALSO INCLUDES IMPORTANT INFORMATION FOR YOU. PLEASE ALSO REMEMBER TO CHECK THE WEBSITE REGULARLY FOR UPCOMING EVENTS AND TO PARTICIPATE IN SOME OF OUR 'TOGETHER AT HOME' ACTIVITIES.

MANY THANKS TO THOSE OF YOU WHO HAVE PARTICIPATED IN OUR RECENT SURVEYS. WE WILL INCLUDE FURTHER INFORMATION ABOUT YOUR RESPONSES IN THE NEXT NEWSLETTER.

NEXT TERM WE LOOK FORWARD TO, AMONGST OTHER THINGS, OUR TWO-NIGHT RESIDENTIAL, PARENTS EVENINGS FOR YEAR 10 AND BELOW, YEAR 11 EXAMS AND CELEBRATIONS, AND OUR ANNUAL SUMMER TRIP TO THE SEASIDE. LET'S HOPE THIS SUNSHINE LASTS!

WISHING YOU ALL A PEACEFUL AND JOYFUL EASTER SEASON!



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Get in touch:

enquiries@pilgrim.lincs.sch.uk

01522 682319

GOVERNORS' UPDATE

One of the key targets of all governors (regardless of which educational establishment) is to: - ***Hold executive leaders to account for the educational performance of the organisation and its pupils, and the effective and efficient performance management of staff.***

So how do we aim to fulfil this target at Pilgrim? One of the best and most efficient ways is through our Senior Leadership Team Report which we receive at every full governing body meeting (6 times through the year). Each term the senior leaders update us under the headings: -

- Successes
- Challenges
- Next Steps
- General Updates/Key Dates
- Stakeholder engagement
- Policies/Documents reviewed
- Attendance general updates/analysis
- Safeguarding, general updates including CPD (Continuing Professional Development)
- SEND, general updates including CPD
- Behaviour, general updates/analysis

This document is written in such a way that through the year Governors can see how the school is progressing and moving forwards, and can look back and compare or pick up on things which may need further scrutiny.

By the end of each school year, we have a detailed overview of how the senior leaders are trying to progress the educational provision for all our students as well as continue to help the staff be as effective as possible in their performance as professionals within the school.

We strongly believe that the time spent by senior leaders in writing this report is reflective time well spent and certainly for Governors it is a vital part of our meetings. It is often the first report to read and ponder on pre-meeting in preparation for raising any questions.

We also receive a Resources Report at every meeting, so we can keep an eye on the finances, structure and general health and safety of the school. Again – vital reading for Governors.

And to make sure the Head works towards meeting Performance Management Targets; we have a specific team of governors regularly reviewing performance against the targets agreed by an external advisor to the school.

With these examples of evidence which we regularly receive, hopefully you are assured that your Governors are fulfilling their role to the best of their ability.

If you would like to volunteer to be a Governor for the Pilgrim School, we would be delighted to meet and explore the possibilities with you. Email clerk@pilgrim.lincs.sch.uk for further information.

Barbara Temple

Chair of Governor

SAFEGUARDING INFORMATION

Safeguarding Bulletin

The Springtime is upon us, and we are finally starting to see a bit more sunshine alongside some colour in the trees and the flowers starting to bloom. The Spring break is the ideal time to recharge and replenish after the Winter months. Take some time to enjoy the outdoors, soak up the Vitamin D, and spend some quality time with family and friends.

Top Tips for remaining safe over the holidays:

- Remember it doesn't need to be hot to get sunburned so keep yourself protected.
- With your children and young people going out more with their friends, reminding them of rules and boundaries and having regular check-ins and curfews will help keep them safe and give you a piece of mind.
- If you and/or your child are struggling, don't be afraid to reach out for support. Below are some useful numbers

Mind's services

- [Mind's helplines](#) provide information and support by phone and email. Our Info line is open Monday to Friday, 10am to 6pm.
- [Local Minds](#) offer face-to-face services across England and Wales. These services include talking therapies, peer support and advocacy. You can check your local Mind's website for Christmas opening times.
- [Side by Side](#) is our supportive online community for anyone experiencing a mental health problem. You can access the community any time, including on Christmas Day and other bank holidays.

Beat

Offers information and advice on eating disorders, and runs a supportive online community.

Beat

[0808 801 0677](tel:08088010677) (England)

beateatingdisorders.org.uk

Beat's helplines are open 365 days a year from 1pm to 9pm during the week, and 5pm to 9pm on weekends and bank holidays.

<https://www.beateatingdisorders.org.uk/your-stories/five-questions-about-christmas-eating-disorder/>

MoneyHelper

Provides free and impartial money advice.

The MoneyHelper helpline is open Monday to Friday, 8am to 6pm.

[0800 138 7777](tel:08001387777) (English)

National Domestic Abuse Helpline

National Domestic Abuse Helpline

[0808 2000 247](tel:08082000247)

nationaldahelpline.org.uk

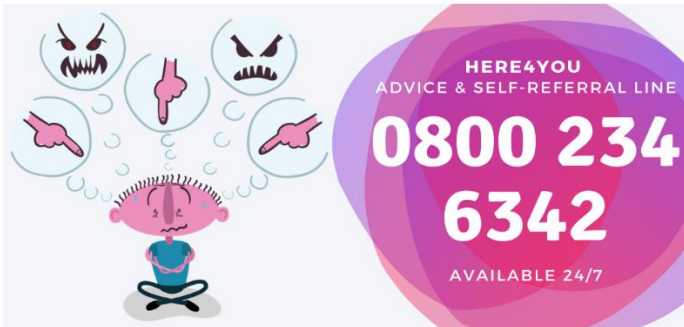
Free 24-hour helpline for women who have experienced domestic abuse and violence, with all female advisors. Also offers a live chat and can help to find refuge accommodation. Run by the domestic violence charity [Refuge](#). The National Domestic Abuse Helpline is open 24 hours a day, every day of the year. They also have a [BSL helpline](#) available Monday to Friday, 10am to 6pm. And a [live webchat](#) open Monday to Friday, 3pm to 10pm.

You don't need to be at rock bottom to ask for help

Samaritans:	116 123
Childline:	0800 111
Mind:	0300 123 3393
Young Minds:	Txt YM to 85258 (youth)
Shout:	Txt 85258 (any age)
Domestic abuse hotline:	0808 2000 247
SANEline:	0300 304 7000
Drink line:	0300 123 1110
Cruse Bereavement Care:	0808 808 1677
Age UK:	0800 169 6565

It's good to talk!
@youthwhispering

Here 4 You - For mental health Advice, Support and to Self-Refer:



<https://www.lpft.nhs.uk/young-people/lincolnshire/young-people/self-referral>

Children's Services

If you have a query or wish to report a safeguarding concern, contact 01522 782111 (Monday to Friday, 8am to 6pm). For out-of-hours emergencies, call 01522 782333.

Police

Non-Emergency 101

Emergency 999

CAREERS

Careers work with Year 10 and 11 pupils has been very busy over the last few months. I have now completed over forty Careers Advice, Information and Guidance 1 to 1 sessions with pupils across the bases and in the home and these have been very successful. These sessions enable pupils to discuss their post-16 options and aspirations in a safe environment with a view to expanding their horizons and to consider and apply for various post-16 opportunities. I have also worked with pupils in group work sessions around careers and Labour Market Information and Year 11 pupils have been involved in various visits and talks to colleges, employers etc on Wednesday afternoons between September 2024 and March 2025. Kat Shaw and I are currently working on a new timetable of careers events that will take place for the Year 11s between September 2025 and March 2026 and more information about this will follow in due course.

We have had several very successful work experience placements this year including assisting with a radio show at Endeavour FM, teaching assistants at primary schools, working in a nursery and catering. Experiences such as these are invaluable to pupils and provide them with the opportunity to experience the world of work and a taster of a career they may wish to pursue in the future. If your child is in Years 10 or 11 and would like to undertake a placement, please have a chat with their Pastoral Support in the first instance and I will fully support them with finding and accessing a work experience placement.

In February I conducted a talk with parents through the Parent Forum regarding Post 16 opportunities and Labour Market Information and for anyone who would like to know more I will be providing a further talk and discussion through the Parent Forum via TEAMS on Friday 11th July 2025 at 10am. Please get in touch with Sharon Smith if you like to attend.

In the meantime, if you have any questions relating to careers, work experience, labour market information or post-16 options then please feel free to email me at neil.blackwell@pilgrim.lincs.sch.uk .

Neil Blackwell

Careers and Community Liaison Manager

EASYFUNDRAISING

When you shop through easyfundraising, brands typically donate a percentage of your spend, such as 3% on bookings made through Booking.com, or a flat donation like £15 for car insurance purchased via Confused.com.

Easyfundraising partners with over 8,100 brands, earning a commission when purchases are made through their links. At least 50% of this commission is passed on to your chosen cause, with payments sent quarterly once a minimum of £15 is reached. The use of easyfundraising is free and doesn't increase your shopping costs, as brands cover the donation. Additionally, easyfundraising offers a browser extension to remind you of available donations while shopping, and an app for convenience. Shopping via easyfundraising doesn't affect your loyalty points with most retailers, and you can change the cause you support as often as you like. Overall, it's a simple and cost-free way to support a cause every time you shop online.



To help raise funds for our school please follow the link - <https://www.easyfundraising.org.uk/admin-dashboard/>

PARENT FORUM

We are excited to continue offering support to all parents and carers through a series of informative forums and workshops. These sessions provide a fantastic opportunity for you to connect with other parents and gain valuable insights on a variety of important topics. For details on past forum subjects and information about upcoming sessions, please visit our website:

[The Pilgrim School - Parent Forum](#)

We would be delighted if you could join us, and we look forward to welcoming you – our next session is on Tuesday 6th May 2025, 10am to 11am and is a Hope workshop with Steve Barnes – online and at Amber Hill base.

To attend, simply email me at sharon.smith@pilgrim.lincs.sch.uk or call the Amber Hill base on 01205 743107, and I will send you a Teams link the day before the session. Parents and carers who have attended previous forums will automatically receive the link.

WORKSHOP

As part of our ongoing commitment to expanding pupil horizons and supporting safety campaigns we invite a range of speakers from external agencies to present to pupils. This term we have had visits from:

- Online safety workshop in Amber Hill & Baumber (& Lincoln today)
- Risky behaviour workshop - all bases
- HSBC fraud workshop - all bases
- Cyberstalking workshop - all bases
- Substance awareness workshop in Amber Hill (tomorrow)

RECOMMENDED SCHOOL TERMS & HOLIDAYS 2025/2026

Inset Days Tuesday 2nd & Wednesday 3rd September 2025

Term 1 Thursday 04 September 2025 **To** Friday 24 October 2025

Inset Day Monday 3rd November 2025

Term 2 Tuesday 04 November 2025 **To** Friday 19 December 2025

**Bank Holidays:- Thursday 25 & Friday 26 December 2025
Thursday 1 January 2026**

Inset Day Monday 5th January 2026

Term 3 Tuesday 6 January 2026 **To** Friday 13 February 2026

Term 4 Monday 23 February 2026 **To** Thursday 02 April 2026

**Bank Holidays:-
Friday 03 April & Monday 06 April 2026**

Inset Day Monday 20th April 2026

Term 5 Tuesday 21 April 2026 **To** Friday 22 May 2026

**Bank Holidays:-
Monday 4 & Monday 25 May 2026**

Term 6 Monday 1 June 2026 **To** Wednesday 22 July 2026



What's been happening in our bases this term

AMBER HILL NEWS

It's been a busy and vibrant term at Amber Hill as we embrace the arrival of nicer weather! Students have been enjoying a range of outdoor activities, including exciting trips, visits, and the planting of trees around the school grounds, all contributing to a positive and engaging atmosphere. As we head towards exam season, our students have been working diligently, especially our Year 11s, who have been focused on completing coursework and practicing for their upcoming exams. Their hard work and dedication are truly commendable, and we wish them all the best of luck during this crucial time! Please read more below about our WOW trips and tree planting activities. Have a Happy Easter.


Over 200 sapling trees of various species were delivered to Amber Hill by the Woodland Trust this term. The trees, which include a mix of native species, are part of a wider effort to increase biodiversity and enhance the local environment. We look forward to seeing how they grow over the next few years and enhancing our outdoor environment.





WOW at Amber Hill


This term, our Wellbeing Wednesday afternoons have been a journey of personal development, creativity, and discovery. With the theme of Universe, we explored the wider world and the many factors that shape our lives, encouraging self-reflection, resilience, and an appreciation for the community around us.


Through a variety of engaging activities, students had the chance to develop key life skills while having fun:


 Designing Our Own Planets – We imagined what our ideal world would look like, considering key values such as kindness, respect, and sustainability.

 Lollypop Stick Challenge – Stepping outside our comfort zones, we took on experiences that tested our resilience, helping us recognize and manage emotions in new situations.

 Taskmaster Invention Challenge – With creativity and persistence, we designed our own inventions, learning that mistakes are part of the process and that it's okay to try again.

 Guide Dog Speaker – We gained insight into the vital role of guide dogs and the challenges faced by visually impaired individuals, fostering empathy and awareness of the wider community.

 Farm Visit & Peg Looming – A hands-on experience at a local farm introduced us to small businesses and the benefits of working with animals.

 Painting Bird Boxes – To support our environment, we decorated bird boxes, reinforcing the importance of protecting nature and giving back to our surroundings.





BAUMBER NEWS

Lunchtimes at Baumber have become quite an event....

We now have a common room, a room for TV series watching (age appropriate), the library as a quiet area and a separate room for games. This was started as a way to support different pupil needs at lunch times and seems to be having a positive impact in terms of interaction and having a proper brain break away from learning.

Often pupils help with lunch prep and the kitchen is a hub of activity. A firm favourite is baking and it is often used as a regulating activity to support wellbeing and our community feel. We also have Baumber Q on a Thursday, where the pupils play a vital role; collating orders and preparing food alongside staff.

Another upcoming change is the naming of Baumber classrooms. Currently they are titled KS3, KS4 and Practical room but pupils have expressed a wish to change rooms throughout the day for different lessons. From Easter, rooms will be numbered (1,2 and 3) and determined more by subject than the group to be taught. All changes are being discussed with pupils beforehand so they are well prepared for the return.



In WOW we focused on Creativity in term three and did some fabulous activities such as...

Tie dying

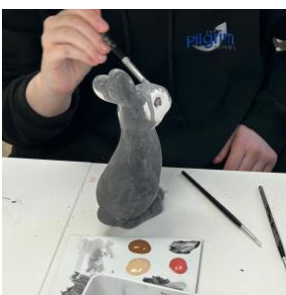
Mosaic making on tile

Photography and then recreating said images on canvas

Pottery painting in a real-life studio!

In term four, our next topic was The Universe and, to coincide with Science week, we went on a very exciting trip to the Space Centre in Leicester.

We have reached new heights in wall climbing in Lincoln and looked at emotional regulation through bubbly volcano experiments.



Now that the weather is improving, we are managing to get outside for lovely walks and to see the local horses. We often chat to local residents who are always so happy to see us and "our polite, happy students." We are looking forward to getting out and about more, both on our extensive field and in the local community as the summer term approaches.

LINCOLN NEWS

A big effort has gone into the Lincoln base over the half term - the corridors have been painted and some of our furniture has been moved around to make the most of the space available. It certainly looks a lot fresher and the notice boards have been rearranged to ensure key messages are clearer to our students.

Over the next couple of weeks, we will be introducing the option for pupils to have 'Lincoln Lunches' which will be a selection of food such as pizza's for pupils to enjoy. Prices for Lincoln lunches won't be expensive but may be £2 - £3, which will be reinvested into buying future lunches. The food provided will be based on pupil voice and will change from week to week.

We also hope to introduce a Music club and Gaming club over the next few weeks should pupils be interested.

WOW at Lincoln

Last term's WOW topic was creativity. We have been trying to keep writing to a minimum and concentrate on providing opportunities for pupils to interact with one and another and feel settled within school. One week we made clay figures - Gregg Davies even made an appearance! There are also multiple rats hiding around school now. We also drew some self-portraits and made some tie-dye bags and pencil cases.



Careers Update - Yr 11

Since September, Yr11 pupils have enjoyed experiencing lots of careers activities including working with East Midlands railways and visits to post-16 providers such as Lincoln College, Riseholme College and Hill Holt Wood. The pictures below show these visits. We have also had guest speakers from different post-16 options to talk to pupils about potential careers. A big thankyou to our Pastoral staff and Neil, who is leading on careers advice in the school and providing our pupils with careers interviews.



HOME TAUGHT

We're incredibly proud of all our home-educated students for their dedication and the hard work they've put in this term. With the continuous support of our fantastic staff and the unwavering involvement of parents and carers, our students have shown resilience, commitment, and a passion for learning that has been truly inspiring.

We've had the pleasure of seeing many of you at our recent school outings, such as the theatre trip to see Macbeth and the visit to the Space Centre. These experiences were more than just fun – they were a significant achievement for our students. Not only did they engage with the curriculum in a practical and exciting way, but they also had the chance to interact with their peers, creating memories that will last a lifetime.

As we approach the exam season, a special shout-out goes to our Year 11 students. We understand that this time can feel challenging, but your hard work, perseverance, and determination will serve you well. We want to wish all of you the best of luck as you head into your exams. You've shown incredible dedication throughout the year, and we're confident that you will continue to excel.

Have a fabulous Easter break everyone!

READING AT PILGRIM



Thursday 6th March was World Book Day. Pilgrim staff and pupils celebrated by dressing up as characters from books. In Baumber we chose The Wizard of Oz and even Otto got involved, pretending to be Toto for the day. At the end of the day, we had a book related quiz where pupils competed to win creme eggs and an Easter egg for the top prize.


Get Caught Reading

Our Get Caught Reading challenge has continued this term. Staff in bases have been handing out postcards every time they 'catch' a pupil reading. The reading champion in each base will draw a winner just before the Easter holidays, so keep reading and see how many postcards you can get! One winner from each base will get to choose a book prize up to the value of £10.



School Library

Finally, don't forget our school library! All pupils and staff have a login and can borrow up to two books at a time. Pupils can login with their school email address and the password **Library1**. Pupils can even download the app onto their phones so they can access the library easily at any time. Why not log in and look at all the amazing titles available to you? <https://thepilgrimschool.eplatform.co/>






Access your eLibrary anywhere,
anytime, on multiple devices

SCAN TO LAUNCH APP



Or add using your setup code 5242

RED NOSE DAY

Amber Hill

To Celebrate Red Nose Day at Amber Hill we started the day with a quiz in tutor time and gave out chocolate prizes. At lunchtime, Yvonne made three different dishes for just £1 each which were very popular and enjoyed by staff and students. Later in the day we played some games and sponsored each other to try and make each other laugh and to be the last person to laugh. More chocolate was given out as prizes, and it was a fun way to end our day.



Lincoln

To Celebrate Red Nose Day at Lincoln base, the pupils baked some delicious Easter themed goodies for a bake sale; it was safe to say they went down a treat! All students and staff then took part in a quiz which had four rounds. This quiz tested everyone's knowledge and brought out some of Steve's brilliant (terrible) dad jokes!

Baumber

To Celebrate Red Nose Day at Baumber we had 'name the Teddy Bear' and 'Guess how many sweets are in the jar' competitions which were available in base for the week leading up to Red Nose Day for pupils to make their guess. Winners were drawn on the day along with a lucky dip barrel filled with sweets and red noses. We ended the day with a Red Nose Day themed quiz.

This year we raised £130 for Comic Relief.

SCIENCE WEEK



For British Science Week 2025 we embraced this year's theme, "Adapt and Change." Throughout the week, students took part in a range of fascinating activities designed to explore how living creatures adapt to their environments and how we, as a society, can change our approaches to everyday challenges.

Students investigated how animals adapt and change to thrive in their specific habitats. Students gained a deeper understanding of how different species have evolved over time to survive in varied environments, from the freezing polar regions to the heat of the desert. This exploration was extended into practical investigations, where we considered how we could adapt and change our own habits, specifically looking at how we use packaging to store food. A fun and interactive experiment involved testing different types of packaging to see which one kept crisps fresh the longest, with students ranking the various materials to find the best option.





Science Week also introduced us to the inspiring stories of individuals who have shattered the stereotypical image of a scientist. Students were encouraged to think beyond the traditional perceptions of what a scientist looks like, discovering the diverse backgrounds and unique contributions of those in the scientific community. The week kicked off early with our Space Centre trip, where students explored how astronauts have adapted to life in space. This provided a fascinating introduction to the challenges of space exploration and how we must continuously innovate to overcome them (see our student's write up). Later in the month, we welcomed back the Royal Institution for a second visit. Usmaa, their incredible presenter, amazed us with her demonstration of "super cells" and interactive experiments, including the sneeze gun, balloon antibiotics, and a rather icky snot demo—though certainly memorable!

The excitement continued as we were joined by a local primary school in the afternoon for a special science show. It was wonderful to see students from all age groups engaging in science and enjoying the hands-on demonstrations.

Science week is a great reminder of how science is ever evolving, and how we all have the power to adapt, change, and innovate. We look forward to seeing how our students continue to embrace these concepts in the future! If you would like to try any of the activities, please visit the BSW website: [Homepage - British Science Week](#)

SEND NEWS

We wanted to take a moment to explain two important tools that we use at school to support the emotional and sensory needs of our students: **Zones of Regulation** and **Sensory Circuits**. These approaches are designed to help children better understand and manage their emotions and sensory needs, leading to improved focus, self-regulation, and overall well-being. Here's an overview of each and how they may be used at school:

Zones of Regulation

The **Zones of Regulation** is a framework that helps children identify and understand their emotions. It divides emotions into four colour-coded "zones," each representing a different state of alertness and emotion. By using this system, children can develop the language and skills to recognise what they're feeling and how to manage their emotions in appropriate ways.

- **Blue Zone:** This zone represents feelings of sadness, boredom, or being tired. When students are in the blue zone, they may need strategies to feel more energised or to focus on positive thoughts.
- **Green Zone:** This is the optimal zone for learning and interacting with others. Students feel calm, focused, and ready to learn. We aim for students to spend the most time in this zone.
- **Yellow Zone:** This zone indicates heightened emotions, such as frustration, excitement, or anxiety. Students may not be fully in control of their behaviour and could need support to calm down or regain focus.
- **Red Zone:** This zone represents intense emotions, such as anger, fear, or extreme excitement. When students are in the red zone, they may have difficulty controlling their actions and need immediate intervention or calming strategies.



In school, students use the Zones of Regulation to identify which zone they are in throughout the day. Teachers and staff can then help guide them toward appropriate strategies to return to the **Green Zone**, where they can be focused,

calm, and engaged in learning. These strategies could include deep breathing, taking a break, or using a sensory tool. This system helps students build emotional awareness and self-regulation skills.

Sensory Circuits

Sensory Circuits are a series of short, structured activities designed to support children in regulating their sensory needs. The aim of sensory circuits is to help students prepare for learning by engaging their bodies in activities that either stimulate or calm them, depending on their sensory needs at the moment.

A typical sensory circuit includes three phases:

1. **Alerting Phase:** Activities that increase alertness and energy, such as jumping, skipping, or running.
2. **Organising Phase:** Activities that help children develop coordination and balance, like crawling, balancing on a beam, or swinging.
3. **Calming Phase:** Activities that help children relax and regain focus, such as deep pressure activities, stretching, or breathing exercises.

Sensory circuits are often used at the beginning of the school day or after break times to help children regulate their sensory input, ensuring they are ready to focus and engage with lessons. These circuits are personalised to meet the needs of each child, whether they need to calm down or stimulate their senses to feel more alert.

How They Benefit Your Child

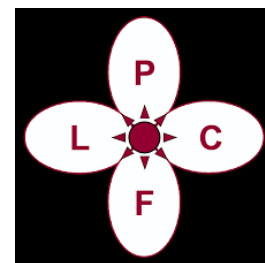
Both Zones of Regulation and Sensory Circuits are used to:

- **Promote emotional awareness and regulation:** By helping students identify their emotions and understand their sensory needs, they can learn how to manage their feelings and behaviors more effectively.
- **Support learning readiness:** Sensory activities help students feel calm, alert, and focused, which improves their ability to engage in schoolwork and social interactions.
- **Build self-confidence:** As children learn to identify and manage their emotions and sensory needs, they feel more in control and confident in their abilities.

We use these tools in a proactive way, encouraging students to practice self-regulation skills and providing support when they need it. They are particularly helpful for children who may experience heightened emotions or sensory sensitivities, but they benefit all students by promoting a positive and inclusive learning environment.

If you have any questions about how these strategies are implemented in the classroom or how you can support them at home, please don't hesitate to reach out.

Finally, we wanted to bring your attention to an important opportunity to share your experiences and views on services for children with Special Educational Needs and Disabilities (SEND) in Lincolnshire. The **Lincolnshire Parent Carer Forum (LPCF)** is conducting a **State of SEND in Lincolnshire Survey** and is inviting parents, carers, and SEND Coordinators (SENDCos) to participate.



Why is this survey important?

The survey is designed to gather feedback from families with children who have SEND, so that LPCF can better understand the current state of SEND services in Lincolnshire. Your feedback will help **measure and evidence** the quality of services and support available to families and will provide valuable insights that can contribute to improvements across the region.

This is your chance to voice your experiences, concerns, and suggestions, which will play a significant role in shaping the future of SEND services for our children.

How long will it take?

The survey takes **just 8-10 minutes** to complete, making it a quick but impactful way to help make a difference for all families in Lincolnshire.

Important details:

- **Survey Closing Date:** 4th April 2025
- **Survey Link:** [State of SEND in Lincolnshire Survey](#)

We encourage all parents and carers of children with SEND to participate. By sharing your views, you will be helping to improve services and support for children with SEND in Lincolnshire.

PAST PUPIL STORY

Finding my path: how Pilgrim changed my life by Sophia

Five years ago, I stepped out of my taxi for the last time, unsure of what came next. Covid had put my life on pause right before my GCSEs were due to take place, and I left Pilgrim with only Maths, English, Science, and Art—convinced my academic journey was over. Returning to mainstream school wasn't an option, so I enrolled in a BTEC Photography course at a college, thinking it would get me through until I was 18 and could drop out to pursue my dream of becoming a tattoo artist. At the time, it felt like my only choice.

But leaving Pilgrim was harder than I expected. I hadn't realised how much I relied on the structure, encouragement, and unwavering support I had found there. Pilgrim wasn't just a school, it was the place where I had rebuilt my confidence, where small victories were celebrated, and where the staff believed in me even when I didn't believe in myself. They never judged me for struggling through maths or getting overly excited about Shakespeare and poetry, they simply gave me the space to rediscover my love of learning.

A year into college, I realised Pilgrim had given me more than an education—they had given me the courage to take control of my future and that *'my history was not my destiny'*. I wasn't happy, and for the first time, I had the confidence to change that. I dropped out, took a risk, and committed to studying my A-levels independently. Pilgrim had shown me I was capable of more.

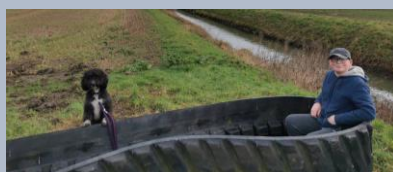
In 2023, I achieved A* A* B in my A-Levels. Currently, I'm finishing my second year studying History at the University of East Anglia, on track for a First, with plans to pursue my master's at Cambridge, where I aim to research Christopher Marlowe. Pilgrim wasn't just a bridge to get me through a difficult time, it was the turning point that changed everything. It gave me the positive school experience I had never had, and the belief that I was more than just another statistic.

Without Pilgrim, I wouldn't have the confidence to be who I am today. I will always be proud to say that I went to The Pilgrim School and will be forever grateful for their time, patience and understanding.



OTTO

Winter makes it difficult to get pupils out and about with Otto, but he has had a busy term nonetheless with plenty of adventures....



HOPE

Over the last two years, in this termly newsletter, we have shared snippets of information about the different elements of the Hope Curriculum that we follow here at The Pilgrim School.

This curriculum brings together different components with the intention of building hope across our community. We have shared information about our Hopeful Heroes and Hopeful words, as well as a broad overview of the other ways we bring hope alive in school.

This time, we're going to consider our "Golden Thread". The Golden Thread represents the concept that Hope runs and exists throughout the school and within each of us. This relies on and develops the skill of reflexivity; the ability to examine your own feelings, reactions and motives and how these influence what we do or think in any situation.

Prompted by reflective questions in lessons, tutor times or in conversations with staff, pupils are encouraged to think about goals, pathways and agency in both hypothetical and real-life situations which may impact them directly or indirectly. Each base then has a 'golden thread' display where answers are collated for all to share and see.

Some example questions are given below:

What aspect of your work are you most proud of?

What is one thing you are doing already to work towards your goal?

What options are available to you in this situation?

What do you hope your future holds?



MEET THE TEAM CLASSROOM SUPPORT

Amber Hill

Georgina

After I graduated from university, I started working as a child minder for my sister, looking after my nephew who was born around the time I finished my degree. When we moved to Lincolnshire, I started looking for a different job and found Pilgrim. I've been here ever since.

I enjoy my job here; the highlight of my day is the things that pupils say, they always make me laugh! I also enjoy supporting them in the classroom and helping them understand things.

When I'm not at work, I spend my time with my cat, Cece. She always runs to greet me at the door before running to the lounge for a fuss. She sits on my lap while I play video games (usually Stardew Valley or Pokémon), watch TV or read books. She'll also stand in front of my phone if I Facetime my family, almost like she's jealous that I'm talking to someone else. A couple of fun facts about me are that I used to live in France and I lived in Japan for six months, so I speak both of those languages. 面白い, n'est-ce pas?

Jane

I'm Jane and I started working at Pilgrim when my youngest son was 7. He is now 23! I started here as a teacher but decided shortly after the Amber Hill Base opened that I would rather be working as support staff. I love running, usually clocking up around 20 miles a week. I also love art and do lots of paintings for family and friends. My favourite part of the Pilgrim day is the times when we all sit around in the library chatting to each other and the students join in, some shyly and some in full on banter mode! There is a lovely family atmosphere at these times and the students all relax into it.

My favourite dinosaur is the compsoognathus.

Kev

Hello, I am Kev and work as a Learning Mentor currently at the Amber Hill base. I have worked at The Pilgrim School for over 6 years now after retiring as a Police Officer with Lincolnshire Police which I did for 23 years. Prior to being in the Police I served in the Royal Air Force for 10 ½ years where I was stationed in different locations including Cyprus and the Falkland Islands before finishing my career at RAF Cranwell.

My hobbies include playing golf and darts, but I also like watching most sports. I enjoy keeping fit and regularly go to my local gym where I do circuit training.

My favourite part of my job is helping students in lessons and seeing them grow as individuals. Often the students don't realise how far they have come in just a short space of time. Helping the students not only educationally but also with life skills is a big thing.

Sally-Anne

Before working at Pilgrim, I have worked in many different roles with young people, from newborn to young adult. I have also worked with adults in mental health and had a few retail jobs, such as working in a post office and running a village shop. I enjoy spending time with my grown-up children and grandchildren and also walking my dog. I do quite a lot of reading and listening to music to relax as well as the odd jigsaw puzzle. I like travelling and I am currently learning Norwegian on Duolingo.

My dream is to own a property in Cornwall and spend most of my time there.

Vicky B

Before joining the Pilgrim team, I worked as a Nursery Nurse, supporting children with special educational needs in the baby room through to preschool, I also worked as a stable hand on weekends. Outside of work, I enjoy going on adventures with my family and have a passion for drawing, particularly flowers. In the past, I was actively involved in competitive football and participated in dressage and carriage driving competitions with both horses and donkeys. My Favourite part of the school day is lunchtime, when staff and students come together in the library to enjoy a relaxed and enjoyable atmosphere, share a meal and have a laugh.

Looking ahead, I hope to return to my love of riding, something I truly miss.

Baumber**Maisie**

I have been at Pilgrim as the TA in Baumber for 7 months now and am really enjoying working here. I discovered my love for education while on a primary school placement for my Level 3 Extended diploma in Health and Social Care. I went on to study at Bishop Grosseteste University and graduated in 2024 with a degree in Special Educational Needs, Disability and Inclusion where I gained experience in early years, primary education, SEND and SEMH based schools.

I love travelling, reading and baking and have recently taken up running and learning to play the piano! I have always been passionate about inclusion and helping others, so I am really enjoying working with our students and lovely staff members.

Nat

I am originally from Manchester and live with my husband, my 2 teenage boys, a dog, cat, rabbit and bearded dragon. I enjoy shopping, visiting family and friends, going to theme parks, the beach when it's hot and cheering my sons on at the side of football pitch.

Since moving to the area 13 years ago, I have worked mainly in Early Years and supporting children with SEND. I have been at The Pilgrim School just over a year now and I love that every day here is different from the last. My favourite part within my role is the Intervention work I do with individual students. I have always been passionate about working with children of all ages to support them through their learning journey to becoming the best young adults they can be.

Lincoln**Chelsee**

Before joining Pilgrim Lincoln base as a TA, I previously trained as a mental health nurse and have also worked for Pilgrim, previously as a home PSWS. Outside of my role at Pilgrim I spend my time with my 3 year old daughter, my husband and puppy.

My best part of the day at Pilgrim is welcoming everyone into the school, finding out how all the students have spent their evenings and weekends and sharing important milestones with them such as birthdays, siblings being born etc. In the future I would love to stay with Pilgrim and continue to expand my skill set and help and support many more pupils in future years.

Jess

I am a Learning Mentor and part-time Home PSWS based at Lincoln. Before joining the Pilgrim family, I worked in a number of places, these include retail stores, supported living homes, Children's Hospital, Nursery, SEND and mainstream schools. I studied Childhood Studies and Play work at Leeds University for three years. I then went to Africa for 6 weeks as a volunteer for Play Action International Charity to support children and families in schools and build a playground!

My hobbies outside of school are hiking, shopping, seeing friends and family, travelling, trying new foods and watching crime documentaries and films.

My favourite part about my job at Pilgrim is the lovely bonds I get to make with the pupils. I feel happy knowing they are comfortable to tell me about their worries and just love having a general chit-chat. I love seeing how much the pupils grow and flourish during their time at Pilgrim, academically, socially and emotionally. My aspirations are to continue working in provisions which support children and families, and to hopefully travel to some new and exciting places!

ONLINE SAFETY DAY

Safer Internet Day 2025 was on 11th February with the theme 'Too good to be true? Protecting yourself and others from scams online'.

Pupils around the bases joined an online event about hacking and scams with other schools across Lincolnshire before receiving an extended tutor time covering key content.

In addition to this, this term has seen external Online safety workshops from the Lincolnshire Stay Safe Partnership.

If you have any concerns about your child's online activity, please speak to their PSWS or the safeguarding team.

ONLINE SAFETY- Artificial Intelligence

What is AI?

AI is when a computer / machine can learn and perform tasks like a human. Its popularity continues to increase, and examples include:

- **Virtual Assistants** like Alexia and Siri.
- **Chatbots** such as ChatGPT and My AI from Snapchat

Potential Risks of AI?

- **Chat Apps** - A simple search of 'AI Chat' within the App store highlights a number of apps already available and just scrolling through you can see that they are not suitable for children with many rated 17+.
- **Image Manipulation** - There are AI tools that can be used to digitally remove clothes from photos, which clearly raises serious safeguarding and privacy concerns.
- **Deepfakes** - There are also AI tools that can create realistic, fake videos which can be used to spread misinformation or cause harm.

Child Rescue Coalition discuss the dangers in more detail here: <https://childrescuecoalition.org/educations/the-dark-side-of-ai-risks-to-children/>

How can I protect my child?

As always, to keep your child safe online, it is important to:

- Develop your child's digital literacy by highlighting the risks of AI and showing them how important it is to verify what they see online.
- Set up appropriate parental controls on their devices / broadband.
- Chat to your child regularly and ensure your child knows they have safe trusted adults to talk to if they have concerns.

Further Information

- For further information the NCPCC and Internet Matters provide useful guides on their websites:
- <https://www.nspcc.org.uk/about-us/news-opinion/2025/artificial-intelligence-safety-tips-for-parents>
- <https://www.internetmatters.org/resources/parent-guide-to-artificial-intelligence-ai-tools/>

TIKTOK

TikTok is a social media platform for sharing and watching short video clips. Some of the videos may not be appropriate for your child to view and there may also be a risk of strangers contacting your child. If your child is using TikTok the make sure appropriate security/privacy settings are applied. **You must be over 13 years of age to use TikTok.**

Account set up

It is important that when setting up an account, your child enters their real date of birth as accounts are tailored by age e.g. Direct messaging is disabled for accounts aged 13-15 years. In addition, advertisements are tailored by age. By default, accounts for people under 16 are set to private and we would recommend keeping it as this. This means

your child must approve follower requests. You can read more about the other settings available, such as switching off comments and restricted mode here:

<https://support.tiktok.com/en/account-and-privacy/account-privacy-settings/privacy-and-safety-settings-for-users-under-age-18>

Family Pairing

This allows you to link your own account to your child's account. You can then set controls such as restricted mode. You can find out more here:

<https://support.tiktok.com/en/safety-hc/account-and-user-safety/family-pairing>

Inappropriate content, themes, and challenges on TikTok

Whilst against TikTok guidelines, explicit and inappropriate content can be found on this platform, for example nudity/sexual content and hate speech. Some of the songs available to lip sync to may contain inappropriate lyrics or adult themes. We often see viral challenges on social media, some of which can be dangerous. If your child is using TikTok, chat to them regularly about what they are viewing.

Stranger Contact

Talk to your child about who is following them online and ensure that they understand that people may not be who they say they are when online. It is important that children understand not to share personal information.

Refresh your feed

You can refresh your 'For You' feed to update the content recommended:

<https://support.tiktok.com/en/account-and-privacy/account-privacy-settings/refresh-your-for-you-feed>

Blocking and Reporting

Ensure your child knows how to use the safety features available to them, including how to report comments, direct messages and another user.

Further Information

<https://parentzone.org.uk/article/tiktok>

<https://safeguarding.thekeysupport.com/factsheets-and-briefings/child-safety-tiktok-parent-factsheet/>

How this affects Pilgrim

At Pilgrim we understand that pupils have missed a lot of education and have become reliant on their mobile phones based on their past experiences, as a safety tool for communication with parents. The Department for Education has advised a full school ban on mobile phones which we are reluctant to put in place. We therefore devised a mobile phone protocol alongside our pupils.

It would be helpful if you could discuss the importance of following this with your child so that the protocol can remain effective. Filming and photographing pupils and staff in school without their consent is prohibited (even if they are in the background) due to safeguarding reasons. Not all of our pupils have photo permissions for safety reasons.

<https://www.pilgrim.lincs.sch.uk/site/data/files/documents/policies-and-key-documents/5A352E48F095F696C7682487918C33FA.pdf>

At Pilgrim we are noticing an increase in dependency on mobile phones, we are supporting pupils to reduce this dependency in a safe, realistic, and supportive way. Please speak to a member of staff if you are concerned about your child's phone or internet usage so we can work together to support your child.

PHONE PROTOCOL

Lately there has been much coverage nationally about phone use in education settings. Like all schools, we aim to work with pupils and families to reduce reliance on phones and minimise any impact on learning. We also recognise that, particularly in the early days, being able to contact home is a safety net and enables our pupils to settle and gain trust in staff.

Please see below a reminder of our phone protocol and support us where you can by restricting any contact to outside of lesson time and/or encouraging your child to speak to staff in school.



Mobile Phone Protocol

Created jointly by key staff and pupils within pupil forum

Department for Education Guidance

New guidance from the Department for Education will back head teachers in banning mobile phone use throughout the school day, including at break times, to tackle disruptive behaviour and online bullying while boosting attention during lessons. It aims to support the wider work the government is doing to raise standards in schools by increasing students' focus and reducing distractions.

Pilgrim Staff Voice

Mobile phones can be a distraction to learning but can equally support engagement.

Mobile phones can have a detrimental impact on a pupils wellbeing if over used or an over reliance is formed.

Mobile phones can cause a barrier to forming relationships with peers and staff but can equally aid this in non-verbal circumstances.

Concerns for other pupil and staff safety and privacy regarding photos / video's being created in school.

Pupil Voice

Mobile phones support us with a sense of security as we have easy access to contact with parents.

Mobile phones support with reducing anxiety as we can communicate with friends and play games during free time.

Mobile phones support with emotional regulation as listening to music while working independently helps me to stay calm and focussed.

Due to the living distances between friendships made in school, school is the only face to face contact for making and recording memories.

Joint Pupil and Staff Voice

Mobile Phones can support with learning by using apps and tools.

Mobile phones can aid communication for pupils who struggle to talk.

Pupil and Staff Agreement

- Mobile phones will be allowed in school.
- Mobile phones can be used at social times and pupils agree to using these safely and will seek support from staff if concerns arise.
- Mobile phones should only be used in lesson for listening to music when working independently, and if directed by a teacher for example for research purposes, academic tools and apps, calculator etc.
- If a pupil receives an urgent call or message from a parent they can leave the classroom in order to answer / respond to ensure the lesson is not disrupted for others.
- Pupils can take photos of themselves and friends so long as they have consent to do so, no other pupils or staff are in the background, and there is nothing that can identify the school or their location.

Additional Information

Where pupils use phones as a transitional object and for direct communication with home, we will support to work towards communicating with school in the first instance.

Persistent misuse of phones may result in them needing to be handed in on arrival at school.

Any concerns by peers or staff for pupils becoming over-reliant on phones, misusing in school or accessing harmful content should be reported to key staff.

TRIPS

English Trip to see Macbeth

At the beginning of the month, we took a group of Year 10 and 11 pupils to the Guildhall Arts Centre in Grantham to see a production of Macbeth, one of our GCSE set texts. As always, Pilgrim pupils were incredibly well behaved and a real credit to the school. The production, which was created with GCSE pupils in mind, was excellent, and pupils were gripped throughout the performance prompting lots of discussion at the interval and on the journey back to school.

Space Centre

To celebrate British Science week and our WOW topic of My universe for this term we visited the Leicester National Space Centre.



Here is a write up from one of our students:

"I had a lovely time. I really liked the Demonstration on how rockets launched and controlling a mini mars robot. It was great!!"

STAFFING CHANGES

This term we have had the following changes to our staff:

Staff Leavers:

Nicky Irvine - Home Teacher - Left Feb 25

Gary Fenwick - Pastoral Home - Left Feb 25

Yvonne Prendergast – Amber Hill Teacher – Retiring July 2025

Other:

Chelsey Bamford – Moving to qualified Teacher position – May 2025

Vacancies

Home Teachers - Relief Contracts - on-going requirement

Pastoral Home staff - Relief Contracts - on-going requirement

EXAMS UPDATE

The arrival of GCSE exams is just a few weeks away and most Year 11s will be sitting exams at their respective Pilgrim base. We also have some pupils sitting exams in the home or at their mainstream school. Individual exam timetables have been sent out to pupils recently so everyone should be aware of when their exams are taking place.

Some key things to note regarding GCSEs:

- Written exams run from Thursday 8th May - Monday 16th June 2025 (apart from some of the external assessments for Art and those dates will be listed on the timetables for relevant pupils)
- Pupils should remain available until **Wednesday 25th June** which is the exam boards contingency date in case any exam has to be rearranged due to national emergencies or incidents (i.e. extreme hot weather). Please bear that in mind when arranging holidays etc.
- Pupils who attend a base should continue to attend for their normal timetable on days with no exams.
- On exam days pupils only attend for the morning or afternoon session that their exam is in.
- Taxis will be amended by Pilgrim to reflect this.
- The last official day for Year 11s is Friday 27th June. Attendance between your final exam and 27th June is not expected unless you have course work etc to finish off.
- GCSE results day is Thursday 21st August.

JCQ
CIC

On your exam day

This checklist will help you to be as prepared as possible for your exams so that you can focus on doing your best on the day.

Before sitting your exams, ensure you know:

- the date, time and location of each of your exams. You might find it helpful to write this information in a calendar or planner.
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam.

What you cannot take into exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)

What you will need:

- a clear pencil case
- at least two black ink pens – blue pens are **not acceptable**
- an approved calculator for relevant exams
- appropriate apparatus such as a ruler or protractor for relevant exams
- a clear water bottle if you wish to take one in – it **must not** have a label

Other important information:

- Listen carefully to the invigilator's instructions which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator to respond.
- Fill in your details on the front of your answer booklet.
- If you need additional answer sheets, raise your hand and wait for an invigilator who will provide you with one. Remember to add your details to this booklet.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator who will escort you from the exam room.
- Remember to stay silent – talking to a fellow candidate could result in disqualification from all your exams.

Contingency sessions:

- There are contingency sessions within the Summer 2025 exam timetable – the afternoon of 11 June 2025 and the morning and afternoon of 25 June 2025. Make sure you are available on all three dates even if you do not have an exam.

If you have any questions about your exams, please ask your teacher or exams officer. ?

You can also find useful information about preparing for exams at www.jcq.org.uk/exams-office/information-for-candidates-documents

EFFECTIVE FROM 1 SEPTEMBER 2024

There are a lot of rules and regulations around exams. This video gives a useful run down of the things that pupils will need to know - please share it with your child if they are a Year 11 sitting exams. Thank you. <https://www.youtube.com/watch?v=-U0gqUOSuAE>

Everyone's Pilgrim journey is unique, and exams are no different. Your results do not define you. All our staff are here to support pupils through their exams and onto the next phase in their lives.

If you have any questions about exams, please feel free to email our exams officer liz.hallissey@pilgrim.lincs.sch.uk or call the Amber Hill base on 01205 743107. If you have questions relating to access arrangements, please contact our SENDCo elena.wilson@pilgrim.lincs.sch.uk