



PILGRIMS' CROSS CE AIDED PRIMARY SCHOOL – *Learning, to make a difference, in God's world*



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Pilgrims' Cross CE Aided Primary School SEND Information Report April 2023

To ensure our school values are achieved by ALL our children we will work with pupils experiencing SEND and their families to secure the best possible outcomes. Enabling access to all areas of the curriculum through high quality classroom teaching and provision. We strive to ensure that needs, whatever area they may be in, are met with the appropriate support at the right time. This will support our children with SEND to thrive as happy, confident individuals who understand their own strengths and achievements.

PILGRIMS' CROSS IS A MAINSTREAM PRIMARY SCHOOL WITH AN INCLUSIVE ETHOS.

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

At Pilgrims' Cross CE Aided Primary School, children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting.
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings).
- Concerns raised by a parent/carer.
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.
- Where specific needs are apparent, the school has a range of standardised assessments which can be used to explore a child's strengths and difficulties in more depth. Whilst these tests do not provide formal diagnosis they can inform us as to the areas of difficulty that children may be experiencing.
- Children with an Education Health and Care Plan (EHCP) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority.

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us – contact your child's class teacher in the first instance. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs and Disabilities Coordinator) Hannah Clark. Appointments can be arranged in person, by phone or by email. Please see the school contact details at the top of this report.

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3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a – Who will oversee, plan and work with my child and how often?

- As a school we believe in higher quality inclusive teaching for all. As such class teachers oversee, plan and work with children with SEND on a day-to-day basis. This is done with the support and guidance of the school's leadership team.
- Our SENDCo, oversees the progress and provision for any child identified as having SEND across the school.
- There may be times when an LSA (Learning Support Assistant) or HLTA (Higher Level Teaching Assistant) working with your child either individually or as part of a group. Such support is decided upon by the class teacher in consultation with the SENDCo where needed. This forms part of a bespoke programme of learning support for children with SEND which is reviewed and shared regularly (at least once a term) and recorded through the ISP document.

3b – Who will explain this to me?

- The class teacher will meet with you formally at parents' evening or other regular intervals as required, in order to discuss your child's progress and the support that they are receiving.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this.
- An appointment can be made with the SENDCo to discuss support in more detail if required.
- Targets and support will be reviewed and recorded on Individual Support Plans (ISPs) and shared with parents and children via a one-page document (developed with input from our parents) detailing targets and support. .

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELLBEING?

4a – What is the pastoral, medical and social support available in the school?

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- We are a Thrive ambassador school and use the THRIVE approach to support our children's emotional development and wellbeing (www.thriveapproach.com). This enables us to create individual profiles and bespoke plans to support children where emotional needs are identified.
- The class teacher has day to day responsibility for the pastoral, medical and social care of every child in their class.
- The school has two trained THRIVE Practitioners, as well as three trained ELSAs and two other members of staff who are Nurture trained.
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the Class Teacher, SENDCo or Deputy Headteacher.

4b – How does the school manage the administration of medicines?

- For detailed information on this please refer to our Supporting Pupils with Medical Conditions Policy, which also covers the administration of medicines. This can be found on our website Policies page.

4c – What support is there for behaviour, avoiding exclusion and increasing attendance?

- Behaviour is recognised as a form of communication and the school aims to work in a supportive role with children and families to understand the cause of difficulties and to take steps to address this.
- We use Thrive to inform behaviour strategies and create individual support plans where needed. These plans are reviewed regularly and adapted to meet the needs of children as and when required.

- The school behaviour policy is available on the school website.
- The school works closely with outside agencies including Hampshire Primary Behaviour and Inclusion Services to provide the best support possible to children and families.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher, please see Attendance Policy for specifics.
- The school are also able to support families in making contact with other agencies who can provide appropriate support. This includes making requests for Early Help, where this is considered appropriate.

4d – How will my child be able to contribute their views?

- Children discuss their progress and targets with classroom staff regularly as part of our standard classroom practice, which aims to develop children's metacognitive skills through reflecting on their own achievements, progress and next steps. If your child has an EHCP, their views will be sought as part of the annual review process (as is age appropriate).
- Within the wider school children have the opportunity to take on additional responsibilities within the Junior Leadership Team and in various Ambassador roles. This gives pupils an opportunity to voice their thoughts and opinions. The views of each class are often sought by the Junior Leadership Team to inform their decision making. This enables pupils to feel they have a strong voice whatever their role.
- Pupil conferencing is used to get pupil feedback on how they are experiencing learning and the wider school experience.

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- All areas of the school are accessible by wheelchair. Ramps are provided near stepped areas and two disabled parking bays are available in the staff car park, with a further two outside the Community Centre on the roadway that leads to the staff car park.
- Accessible toilet facilities are available both by the main reception and two at the lower end of the school (one of which is also a wet room where changing facilities could be installed).
- If you have specific access queries or concerns, please speak with us.

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- All learning adventures within class are planned and differentiated/adapted at an appropriate level, so that all children are able to access learning according to their specific needs.
- The class teacher, alongside the SENDCo discuss children's needs and what support will be appropriate.
- Children with SEND will have access to the appropriate resources needed in order to help them to access their learning and make progress e.g. phonic mats, concrete maths resources, writing slopes. .

7. HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- What we want to see is the gap narrowing between those children on our SEND register and their peers. This is a clear indicator that support is having a positive impact.
- Class teachers continually monitor progress against learning objectives for individual lessons, a sequence of lessons and through evidence of the application of skills in other contexts.
- Reviewing children's ISP targets half termly to ensure that they are being achieved and remain appropriate. .
- Work sampling enables us to demonstrate evidence of this progress and to moderate judgements.

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- We use a range of assessment tools including the Hampshire Assessment Model to support in identifying gaps as well as to demonstrate areas of progress. We also use a range of standardised assessments.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.
- Through children moving off the SEND Register when they have made sufficient and sustained progress – parents will always be informed where this is the case.

8. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

8a – What opportunities will there be for me to discuss my child's progress?

- You are welcome to make an appointment to meet with either the class teacher or SENDCo at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home.
- All parents are invited to attend parents' evening during the course of the school year.
- Children on the SEND register will have bespoke targets. These are shared with you on at least a termly basis and parents are provided with a copy.
- If you need to make contact with class teachers outside of drop off and pick up times then please do so via the admin office. They will be able to pass this to the appropriate member of staff.
- Class celebrations are held throughout the year and we look forward to being able to invite families to share in these..
- If your child has complex SEND, an EHCP, a formal review meeting will be held at least annually.

8b – How can you help me support my child's progress at home?

- Reading with children and engaging in home learning activities is also a key way to support children at home.
- We are developing our SEND section of the school website to provide useful information and resources for families to support their children at home.
- Online learning platforms (bug club, purple mash, times table rockstars and spellingframe) are used to enable children to access activities that will support their learning at home.

9. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- We track and analyse progress regularly through a variety of methods. A range of standardised assessments are used each term and progress against ISP targets and the Hampshire Assessment Model are reviewed at least termly.
- Class teachers continually monitor progress against learning objectives for individual lessons, a sequence of lessons and through evidence of the application of skills in other contexts.
- As a school, we use Insight as our tracking system to monitor pupil progress from KS1 onwards. Year R use their own tracking system and the end of EYFS judgements are added to Insight.
- Phase Leaders work with their teams to review pupils' progress ensuring this is sustained, and to quickly identify any difficulties in making progress and to address this as quickly as possible.
- The progress of children with SEND and how resources are being used is reported to the governing body. Information provided will never name individual children in order to maintain confidentiality at all times.
- The SEND governor will meet with the SENDCo throughout the year and report back to the governing body.

10. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- A risk assessment is carried out prior to any off site activity to ensure no pupil's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Our Midday Supervisory Assistants (MSA) and Learning Support Assistants (LSA) support the children during lunchtimes and any further support is considered on an individual basis, dependent on the specific needs of the child.

11. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting or in the current circumstances to contact us to make appropriate arrangements to discuss and facilitate transition.
- For children starting in Reception, we have a series of settling sessions over the summer term as well as a staggered start to the year in September. Should additional arrangements be necessary then these can be discussed and measures put in place based on the needs of individual children
- We liaise with pre-schools and other schools prior to children transferring to Pilgrims' Cross and a member of our staff will visit settings where possible.
- We work with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then they may have an EHCP in place. The annual review that takes place in year 5 is used to begin the process of planning for secondary transition. Further reviews or transition partnership agreements (TPAs) may be put in place which also include input from the receiving educational setting in year 6.
- Transition between year groups and key stages within the school is managed as part of our annual programme of transition and handover to the next class teacher.
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.
- Secondary schools have their own transition programmes and we will work with them to ensure that children leaving our school have the smoothest transition possible. Where there is a need for additional transition arrangements these can be made in liaison with the receiving secondary school based on the needs of individual children.

12. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENDCo holds the national SENDCo accreditation.
- There are 2 Thrive practitioners on our staff team.
- We have ELSA trained members of support staff .

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- Within the school we have a culture of sharing good practice and expertise; this enables us to ensure our staff have as much knowledge as possible within the field of supporting children with SEND.
- The environment is designed to support children with individual needs e.g. visual timetables, individual workstations, safe spaces etc. as required.
- As a school we work closely with any external agencies that we feel are relevant to supporting individual children's needs within our school including: Primary behaviour service, specialist teacher advisory service, health services including: GPs, school nurse, CAMHS (Child and Adolescent Mental Health Service), educational psychologists, pediatricians, speech and language therapists, occupational and physiotherapists; Children's Services including: Early Help locality teams, social workers.

13. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way.
- Support staff have received a variety of training including; autism awareness, dyslexia awareness, Precision Teaching, synthetic phonics training, ELKLAN (speech and language), input from the school's therapy team and specialist teacher advisory service on delivering occupational therapy and speech and language support. .
- Qualified ELSA, Thrive and Nurture practitioners are available to support children with social, emotional and mental health needs.
- The school also operates an internal continuing professional development (CPD) programme for support staff, based upon the needs of both children and staff.

14. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance.
- General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website.
- Our SENDCo can be contact via email at senco@pilgrimscross.co.uk
- Further information is available from the SENDCo, Deputy Headteacher, Headteacher or, in exceptional circumstances, the SEND Governor.
- The school has a complaints policy, which is available on the policy page of the school website
- You might also wish to visit the following websites:
 - Hampshire County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at <https://fish.hants.gov.uk/localoffer>.
 - As of 1st January 2019 Special Educational Needs and Disability Information, Advice and Support (SENDIAS) Service has replaced both Support4Send and Parent Voice as the single point of contact, encompassing the support provided by both agencies. SENDIAS web link: <https://www.hampshiresendiass.co.uk/>

15. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please contact our admin team for further information about the school and to arrange a meeting with the Head Teacher, in the first instance.

Tel: 01264 365434 adminoffice@pilgrimscross.hants.sch.uk