



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 **2025-26 Academic Year**

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.
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language.
- Use 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 in conjunction with families.

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

- Talk to us – contact your child's class teacher in the first instance, they will have the best insight into how your child is doing day-to-day. If you have further questions or 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) Rosanna Hutchison. Appointments can be arranged in person via the office, by phone (01264 369523 or email (senco@pilgrimscross.co.uk or admin@pilgrimscross.co.uk).

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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 high quality inclusive teaching for all. As such class teachers oversee, plan and work with children with SEND on a day-to-day basis. This includes planning for support that may be delivered by LSAs (Learning Support Assistants) within the classroom.
- There may be times when an LSA or HLTA (Higher Level Teaching Assistant) work with your child either individually or as part of a group to deliver specific interventions. This provision will normally be decided upon in discussion with the school SENCo.

Our SENCo, oversees the progress and provision for any child identified as having SEND across the school.

3b – Who will explain this to me?

- Learning plans detailing targets and support for pupils will be shared with families via e-mail termly. Teachers will carry out an interim review at the half term stage.
- Class teachers will be able to answer questions you have and explain children's day-to-day support to you. They may also refer you to the SENCo if you wish to discuss support in more detail.
- Teachers meet with parents/carers at least twice a year at parents' evenings, but please contact us if you would like to arrange a meeting at other times.
- Children with EHCPs will have an annual review, at which support will be discussed in detail.

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?

- As a school our team values the wellbeing of each of our children and understand that one size does not fit all with respect to supporting social and emotional needs.
- Teachers have access to EP-recommended resources such as "Circle Solutions" by Dr Sue Roffey which provides a structured approach to supporting the social and emotional development of children through a range of whole class, group and 1:1 activities.
- We use the *Talkabout Social Skills* programmes and have staff across the school who are trained to deliver these.
- The school has an ELSA who will take referrals requesting support for pupils. Referrals can be made by teachers and parents/carers will be consulted as part of this process.
- The school buys in the support of Sunshine Play Therapy, who provide a therapeutic play-based approach for pupils who require it.
- The school has a Child and Family Support worker who can provide support for families, signposting and do individual work with children or as part of a group provision.

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.
- The school behaviour policy is available on the school website.
- The school works closely with outside agencies including the 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.

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- 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 from Children's Services.

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.
- Children are asked to contribute their views to their Learning Plans and Pupil Passports.
- If your child has an EHCP, their views will be sought as part of the annual review process (as is age appropriate).
- Pupil conferencing is used to get pupil feedback.

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?

- Teachers take an adaptive approach to planning and delivering the curriculum. This means they will consider the level at which children are accessing their learning, what resources they need to be successful and any ways in which this can be scaffolded to move towards enabling pupils to be as independent as possible.
- 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 math 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.
- Indications of impact may include improved scores on standardised assessments or specific assessments attached to interventions as well as teacher assessments of children achieving outcomes closer to their chronological peers.
- Feedback from pupils, families and staff.
- On a daily basis class teachers monitor the progress and learning of children from lesson to lesson through their ongoing assessment.
- Reviewing children's Learning Plan 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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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.
- Learning Plans are shared with families of children on our SEN register, termly. You will be invited to contribute to these plans at both target setting and review stages. The Learning Plans also contain information on how you can support at home; in addition to the views of pupils.
- Class celebrations are held throughout the year and are an opportunity for children to share their successes with you. We look forward to being able to invite families to share in these.
- If your child has an EHCP a formal review meeting will be held at least annually to discuss progress and support.

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

- Reading with children and engaging in any home learning activities provided.
- Looking at suggestions for support on children's Learning Plans.
- There are links to useful resources for you at home in the SEND section of our website.
- Accessing TT Rockstars for pupils in KS2 to develop multiplication knowledge.
- Some children will be given a log-in and access to Nessy at home to support their progress in Reading, Writing and Maths.

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

- We track and analyse progress regularly through a variety of methods:
 - Ongoing day-to-day class teacher assessments
 - Use of the Hampshire Assessment Model to track against targets across year groups on a termly basis for SEND Pupils.
 - Reviewing Learning Plans half-termly (Interim review) and a formal review at the end of each term.
 - Use of standardised assessments, termly.
 - Data is reviewed termly and pupil progress meetings are used to discuss and identify specific provision requirements to support progress.
 - The SEND Governor will report to the Governing Body with respect to the effectiveness of SEND provision within the school.

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 will discuss this in advance with parents where required.
- A risk assessment is carried out prior to any off site activity to ensure no pupil's health & safety will be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then this will be discussed with you and alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.
- Class teachers and LSAs support children during morning breaks and our Mid-day Supervisory Assistants (MDSA) and LSAs support our children at lunchtimes.

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
- 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.
- 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?

- 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, Paediatricians, Speech and Language Therapists, Occupational and Physiotherapists; Children's Services.

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, Understanding ADHD, synthetic phonics training, , input from the school's therapy team and specialist teacher advisory service on delivering occupational therapy and speech and language support.

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 contacted via email at senco@pilgrimscross.co.uk
- Further information is available from the SENDCo, 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>.
 - Special Educational Needs and Disability Information, Advice and Support (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 visit in the first instance.