



Pilgrims School

SEND Policy

July 2021

Next review date: June 2022



Please note: 'School' refers to Early Years Foundation Stage (Little Pilgrims and Pre School) and Pilgrims Main School.

The aim of this policy is to define and explain the responsibilities the School is able to accept, the support it is able to provide, and the responsibilities of parents in relation to pupils who may experience learning difficulties or have any additional needs and therefore may require learning support during their time at Pilgrims school.

This policy has been informed by the following legislation and regulations:

- The SEND Code of Practice: 0-25 years 2015
- The Children and families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014

Related Policy

The School has an Admissions policy which clearly outlines its policy on admissions and procedures in relation to children with 'Special Educational Needs and Disability' (SEND). For the sake of this policy, three terms will be applied to children requiring additional help. The first term 'Learning Needs' will be applied to children who have a '*Physical or mental impairment which has a substantial and long-term adverse impact on the person's ability to carry out normal day-to-day activities*' (Equality Act 2010). Children who may require some additional academic support for a short period of time will be classed as having 'Academic Needs'. Children who require support for behavior and or other specific difficulties that are not necessarily academic will be referred to as having 'Additional Needs'.

At all times the parents are encouraged to inform the school of any special educational needs on admission.

1. Values and Principles

Pilgrims is a non-academically selective independent pre-prep school which caters for children from babies to Year 2 (6-7 years of age). At Pilgrims we support and value the abilities of all the children in our care. It is our duty to provide equal opportunities for every child in our care and a safe, fully equipped learning environment which endeavors to cater to the needs of every child. Through early identification, we are able to support the children on their learning journey and provide additional support and resources if needed within the school curriculum. This ensures that all children are able to fully access and participate in all aspects of school life. The School adopts a 'whole school approach' to all children including those with special educational needs where: "*all teachers are teachers of children with special educational needs (Special Needs Code of Practice 2014)*".

A child with significant and complex needs will be referred to as having 'learning needs' (LN). A child who requires some additional support for academic learning will be referred to as having 'academic needs' (AN). Finally, a child who requires support for behavior or non-academic reasons will be referred as having 'additional needs' (ADN).

All staff work to ensure the inclusion of all pupils and the school is committed to ensuring that all pupils can fulfil their potential and achieve optimal educational outcomes. The school will use its best endeavours to meet any SEND legislation.

2. Definition of Additional or Special Educational Needs

A child has a 'learning difficulty' within the meaning of Section 20(2) Children and Families Act 2014 if s/he has a significantly greater difficulty in learning than the majority of children of his/her age; or a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions. A child must not be regarded as having a learning difficulty solely because they have been identified as having English as an additional language (EAL). A child has a 'disability', within the meaning of the Equality Act 2010, if he/she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

A child under compulsory school age has SEND if he or she is likely to fall within the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

For children of two or over, special educational provision is educational provision that is additional to or different from that made generally for other children of the same age by mainstream schools, maintained nursery schools, or by relevant early years providers.

For children under two years of age, special educational provision means educational provision of any kind.

At Pilgrims we ensure that all children have access to high quality teaching which is differentiated and personalised in a safe and secure environment (see Safeguarding Policy). However, if a child requires any additional support that is different from what is provided for all, then they will be regarded as either having a 'learning need' (LN), an 'academic need' (AN) or an 'additional need' (ADN).

A child's needs will be identified using the four broad areas of development:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health**
- **Sensory and/or physical needs**

3. School Policy

The school encourages early identification, intervention and assessment of children with special needs. It promotes integration of children with SEND enabling them to work with their peers.

We aim to:

- achieve high standards for all children by providing high quality provision

- provide a variety of opportunities for all pupils by helping them achieve the best possible outcomes
- meet legislative requirements according to the revised Code of Practice (January 2015)
- give access to and, where necessary, make reasonable adjustments to the curriculum
- identify and assess pupils with any special needs or disability as early as possible in their school career and to follow the graduated approach of: Assess, Plan, Do, Review
- have regard to the views, wishes and feelings of the child and their parent or carer
- involve parents at every stage, especially providing information, enabling good home-school links and participation
- liaise closely with other professionals in order to provide the best support and advice available

4. In summary:

Pilgrims will have regard to the Special Educational Needs Code of Practice (2015) and Disability Act (2010) when carrying out its duties toward all pupils with both learning needs, academic needs and additional needs and ensure that parents are part of the process when their child has been identified as requiring additional support.

Partnership with parents plays a key role in enabling all children to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Outside agencies and additional professionals may be requested by either the parent or SENDCo for additional advice and support to ensure the child's needs are appropriately and effectively catered for. **This will always be in the best interest of the child.**

We believe in the importance of integrated services which provide well-coordinated, coherent support across education, health and social care to help us achieve agreed outcomes.

5. Background

Pupils in mainstream independent settings such as Little Pilgrims and Pilgrims Pre-Prep School may have or show signs of having a special need which affects their learning and development. These needs may become more apparent as the child develops and grows older and when the curriculum becomes more academic where there is a

higher level of expectation. Therefore, the term 'special need' covers a wide variety of conditions and may include: dyslexia, dyscalculia, dyspraxia, attention deficit disorder, and communication impairments such as autistic spectrum disorders. They may also include those who have physical disabilities, visual or hearing difficulties, or social, emotional or mental health difficulties (refer to Pilgrims School Behaviour and Assertive Discipline Policy). A pupil may also require additional support for other reasons, such as if the pupil has English as an additional language (please refer to Pilgrims EAL policy). Parents are required to inform the School of any additional need that has at any time affected their children either currently or in the past or any other reason for which the pupil may require additional support.

If the child is identified as having a special need or disability at Pilgrims then parents will be informed immediately and a meeting with the teacher and or Early Years Practitioner will be arranged.

6. Early Identification

Our approach to the detection and management of individual needs will be guided by the "Special educational needs and disability code of practice: 0 to 25 years" (2015).

The law imposes on schools a responsibility both for the physical and emotional well-being as well as the educational needs of pupils whilst in the care of the school.

7. Early Years: Little Pilgrims, Kindergarten, Pre School and Reception

In Early Years, we monitor and track the children very closely through regular observations, discussions with other practitioners and through teacher assessments. We also use information provided by the 2-year progress check.

Birth to Five Matters and Development Matters 2020 (non-statutory guidance) as well as practitioners' knowledge of child development is used in Little Pilgrims, Kindergarten, Pre School and Reception for reference and to help practitioners identify any additional support which may be required. If the child already has an identified special need or disability this information may be transferred through a graduated response of action.

8. Main School Years: Year 1 and 2

At school age we regularly assess and monitor each child's current levels of attainment and development to ensure they are making good progress. We monitor, observe, track and review a child's development regularly and feed back to parents at regular times during the year. If the child has already been offered additional support this will be offered through our 'graduated approach' detailed below.

9. Pilgrims Response:

As a matter of good practice and in order to help children who have special needs a graduated approach will follow the format set out in the Code of Practice 2015: 'Assess, Plan, Do, Review' with a greater focus on parents and their input. The school will also continue to recognise that there is a continuum of needs and there may be a need to call on specialist expertise to better understand the difficulties that a child

may be experiencing. At all times, the school will record the steps taken to meet the needs of individual children.

We follow a **graduated approach** at Pilgrims and use the structure below to ensure that all children are making the desired progress:

Monitoring the individual: through ...

- Observations
- Samples of work
- Tracking and assessment data
- Gathering evidence from parents

Raising a concern: through ...

- Identifying strengths and weaknesses
- Sharing and discussing issues with other members of the team
- Completing a 'Record of Concern' form
- Meeting with the SENDCo for advice and in class strategies to support the child
- Year group discussion and termly analysis

Class Support: through ...

- Differentiating work,
- Making reasonable adjustments through activities, expectations and resources
- Small booster group work in the classroom to target the specific area of identified need
- 1:1 reading within the classroom
- Small groups being withdrawn for short periods of time for extra phonics, reading etc. to reinforce skills or concepts
- Resources e.g.: Ipads, computer time, practical resources used, Wobble cushions, sloping boards, special pencils etc.
- Differentiated planning and support

1:1 support outside or within the classroom/setting: through ...

- Children in Little Pilgrims and Pre-School working with a Learning Support Assistant on a 1:1 basis for an agreed number of hours (at an additional cost)
- Children working with a member of the 'Academic Support Team' on a 1:1 basis for a maximum of one hour a week (at an additional cost)
- Children following specific individualised targets through an Individual Provision Plan (IPP) which is reviewed termly
- Early morning Wordshark and Numbershark groups three times a week
- Year One and Two booster group work once or twice a week

- Reception booster group work, 2 groups weekly summer term
- Lego Therapy group once a week for Year One and Year Two
- Reception – Year Two small OT groups twice weekly
- Lift off to Language groups age 2 – 6 years
- Parents attending meetings with school staff on a regular basis
- Giving the child their voice to express their feelings

Outside support from other professionals: through ...

- Contacting the Child Development Centre (CDC) to refer children and seek advice from: speech therapists, occupational therapists, pediatricians, hearing impaired specialists, psychotherapists, educational psychologists etc.
- Contacting the Local Educational Authority for advice and support or making a request for an Education, Health and Care Plan (EHC Plan) Assessment
- Working closely and collaboratively with other professionals who come into school at the request of parents e.g.: private speech therapists, occupational therapists, music therapists etc.

10. Additional charges:

If provision outside of the classroom is required for either: academic support or behavioural additional support, extra charges will apply. The requirements and associated charges will be discussed and agreed with parents – however any 1:1 support for academic needs will usually be limited to 1 hour a week.

11. Funding for Early Years

Local Authority funding is available to early year providers for children from Birth to the end of Pre-school (aged 4) with identified additional or exceptional needs as defined below:

- Early Years Additional Funding – provides a maximum of 5 hours a week to support a child with additional needs.
- Early Years Exceptional Needs Funding – provides a maximum of 15 hours a week to support a child with complex or severe needs

Funding applications can only be made via a referral to the relevant outside agency. The school will work with parents to ensure all relevant paperwork is completed. Once funding has been agreed the school will arrange for the recruitment of a suitable 1:1 learning support assistant. All Local Authority Early Years Funding ceases at the end of pre-school (aged 4).

12. Educational Health Care (EHC) Plan Funding

Where a child requires a greater level of support, and it is agreed that they will benefit sufficiently from the educational opportunities provided in Pilgrims, funding may be available from the Local Authority via the approval of an EHC Plan. It is crucial that any application for EHC funding is submitted in enough time to allow the Local Authority to make a decision prior to the school confirming your child's place. Applications can take up to 20 weeks for the Local Authority to process once all paperwork has been completed and submitted by the relevant parties i.e parents, outside agency and/or specialists, school etc. Once the application has been approved and funding agreed, any Early Years Funding a child may currently receive will cease.

It is important to note, that the Local Authority does not have a duty to fund an EHC Plan for any child who attends an independent school such as Pilgrims. Unlike schools in the maintained sector, the Local Authority does not allocate any Additional Support Funding to independent schools to support the 1:1 provision for children with additional or complex needs.

Where a child requires a significant level of 1:1 support, their place at Pilgrims will be conditional and subject to the continued receipt of the necessary funds from the Local Authority to provide this. Should this funding not be available, which is now the case for school age children, parents may choose to self-fund the 1:1 support required or seek an alternative school for their child to ensure that an appropriate level of support is provided and funded.

13. Reasonable adjustments

Pilgrims recognises its duty to take such steps as is reasonable to ensure that children with special needs and disabilities are not disadvantaged, in line with the Equalities Act 2010. In doing so, the school will determine the best use of the budget available to support the needs of all children attending the school.

14. Responsibility for the coordination of SEND provision

All staff are responsible for the learning and development of the children in their care. Every teacher is expected to anticipate individual learning needs and every teacher is expected to overcome barriers to learning.

Jacqueline Morales, Pastoral and SENDCo, is responsible for overseeing the whole-school SEND provision from Baby Room–Year 2. She is also in charge of the Learning Support provision in the main school including coordinating the day to day 1:1 academic support provision. Hayley Barton is the designated SEND professional for Little Pilgrims and Pre-School and liaises on a regular basis with Jacqueline Morales.

15. Relevant policies:

Anti-bullying policy

The School recognises that pupils with special educational needs and disabilities may be at risk of being bullied. The School has an anti-bullying policy which makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously. If parents are concerned about their child's welfare they can approach the pupil's class teacher or any senior member of staff to discuss their concerns in private at any time.

Safeguarding Policy

Although children with special needs are not necessarily at risk of safeguarding issues, they are often more vulnerable due to the nature of their difficulties. Please refer to the Safeguarding Policy on procedures and guidelines in order to ensure that the child's safety and welfare is always paramount.

Behaviour and Assertive Discipline Policy

Assertive discipline is used throughout the school to actively encourage appropriate behaviour through recognising, acknowledging and rewarding specific behaviour we wish to promote. Rewards are given to encourage children to repeat appropriate behaviours both on an individual and communal basis. Rewards should be immediate, varied and meaningful to the child. Inappropriate, negative 'stop' behaviours are dealt with immediately. The 1,2,3 Magic Programme is used as a consistent whole school approach to behaviour management, managing negative behaviour, encouraging good behaviour and strengthening relationships with pupils. Should a child reach the count of 3, an appropriate consequence is put in place. Ongoing concerns will be communicated to parents and recorded within the Wellbeing module on iSAMS. In the event of the intentional hurting of another child/adult or damage to property, parents and the headteacher will be informed on the same day of the incident. Details of the incident will be recorded on iSAMS and shared with relevant staff members. Any pastoral concerns regarding children's emotional wellbeing will also be recorded on iSAMS and monitored carefully.

16. Alternative arrangements

Withdrawal:

The School reserves the right, following consultation with parents, to ask for or require the withdrawal of the pupil from the School if, in its opinion after making all reasonable adjustments and delivering appropriate strategies:

- the pupil is in need of a formal assessment, support or 1:1 teaching, learning support or medication to which parents do not consent; and/or
- the pupil is in receipt of a formal assessment/diagnosis that states that the child requires 1:1 specialist support that cannot be reasonably provided for by the school because of financial restrictions and/or is unable to recruit a person with the suitable qualifications to fulfil the need
- parents have withheld information from the School which, had the information been provided, would have made a significant difference to the School's management of the pupil's special educational needs and learning difficulties;

and/or

- the pupil's learning and or behavioural needs require a level of support or medication which, in the professional judgment of the Head, the School cannot reasonably be expected to provide, manage or arrange; and/or
- the pupil has complex needs, learning difficulties and/or disabilities that make it unlikely that he/she will be able to benefit sufficiently from the mainstream education and facilities which the School provides.

Alternative Placement

In any of these circumstances the School will do what is reasonable to help parents to find an alternative placement which will provide the pupil with the necessary level of teaching and support.

Withdrawal of a pupil in these circumstances will not incur a charge to fees in lieu of notice.

17. Liability of the School

Unless negligent in the operation of this policy, the School accepts no responsibility to the pupil or parents caused by or arising out of any failure to detect or refer a special educational need or learning difficulty or other condition or situation of special need.

18. Monitoring of the policy

The Governors of Pilgrims School accept their duties as outlined in the above policy. They will periodically assess the effectiveness of this policy and ensure any necessary changes are made. This policy will be reviewed and updated annually along with the Disability Access Policy.

Signed:

Chairman of Governors

Date:

Appendix X - Policy Change Tracking

Policy Name:	Policy Final Page - Changes - Template
Owner:	J Morales
Ratified by:	
Last review Date:	July 2021
Next Review date:	July 2022

Date: 21/09/21

Comment: Changes to reflect EYs changes and	
P 5	Paragraph 7 Eys changes to assessment
P 6	Paragraph 9 Addition to 1:1 support provision
P 9	Paragraph 15 Inclusion of 1,2,3 Magic