

Pilgrim Academy

SEND Information Report

2026 – 2027

Our School

Our School Vision

At Pilgrim Academy, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

September 2026 Information

Pilgrim Academy currently has 200 children on role (8th September 2026).

There are currently 41 children on the SEND register with a range of needs from universal to specialist. (20.5% compared with 20.6% in September 2025, a very slight decrease of 0.1%) Of these, 9 children have finalised EHCPs (4.5%)



Meet our SENDCO and pastoral team



The SENDCO is Mrs Carolyn France.



The Deputy SENDCO is Mrs Kayleigh Morley.

If you would like to contact Mrs France, please call school on **01469 572368** and she will endeavour to respond within two working days. Enquiries regarding your child's progress should be directed to their class teacher in the first instant.

Our pastoral support team include Mrs Lianne Senior and Miss Kat Copley.





Special Educational Needs

At Pilgrim Academy, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Pilgrim Academy, we work closely as a team and if staff have a concern about a child, they fill in an initial concern form and discuss concerns with parents/ carers. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of around 6 – 8 weeks, we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the NELC small steps; this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

These agencies include:

- Specialist teachers (privately sourced)
- Fortis Therapy
- Speech and Language Therapy/ Chatterbugs
- Compass Go
- Young Minds Matter/ Navigo
- Child Development Centre
- Educational Psychology (Lincolnshire Psychology Services)
- Cudox
- School nursing and health visitors team

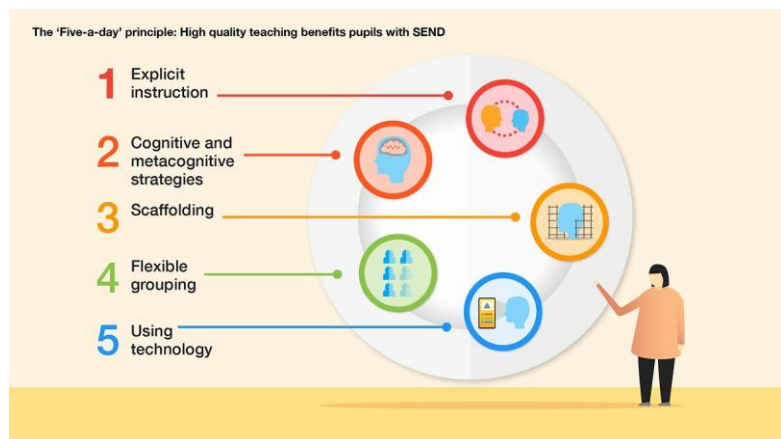


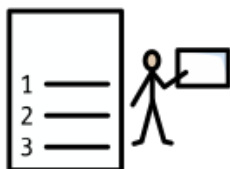
Our approach to teaching children with SEND

We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.





Curriculum adaptations



Visual timetables



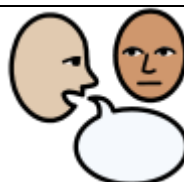
Task boards



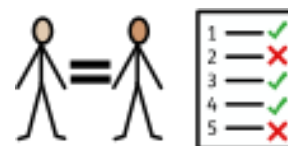
Peer mentoring



Assistive technology



Talk partners



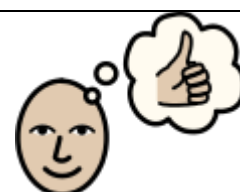
Peer marking



Self-assessment



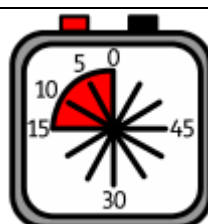
Word banks



Positive behaviour



Ear defenders



Timers



Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent/ Carer Consultations

At Pilgrim Academy, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND. A parent/ carers' first port of call should always be the class teacher as they know your child best.

Mrs France is available at parents' evenings to discuss any concerns.

We aim to hold three coffee mornings a year where parents can meet up and support each other in a safe environment. During these sessions, we gather parent/ carer feedback on SEN provision at the school, direct to training courses and support groups and offer opportunities to meet up with outside agencies. Please keep an eye out on our social media pages and on email to find out about the next event.

	For children who have an Education, Health and Care Plan, an annual review will be arranged two to three months before the deadline. Parental questionnaires are shared on IEP review letters. We encourage parents/ carers to share their views to help us move forward.						
 Child Consultations	Pupils’ views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. When referrals are made, we always seek the views of the child. In some cases, if the child has communication and interaction difficulties, we will try to gain their views visually. Pupils are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
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 Evaluating Provision	We review progress in SLT meetings and discussing next steps. We discuss and share ideas in staff meetings to ensure up to date research and policy is in place. Children’s IEPs are reviewed towards the end of each term and a record is shared with parents/ carers with their new or amended targets. At this point, a questionnaire is made available to parents/ carers to give feedback via an online form. Children working below age-related expectations are monitored using a small steps document at the appropriate level. Progress on these small steps is monitored to see whether provision needs to be amended. The SEND team monitor these levels at the point of IEP review or if a meeting with an outside agency is due. Progress for all children is discussed at monthly progress review meetings with SLT. For children with an EHCP, an annual review will be arranged two to three months before the deadline. However, for children in year 6, an early review will be held in the autumn term so that consultations for secondary school places can be made in good time. If a child’s progress is of a particular concern (in any year group), an early review can be arranged.						



Staff Training

At Pilgrim Academy, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given detailed information about the children they are working with.

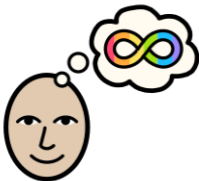
The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT- Chatterbugs), Educational Psychologist (EP), or school nurse, we will always discuss this with you first. In North-East Lincolnshire, schools are not able to refer to the Occupational Therapist (OT) or the paediatrician; these referrals must come from your GP.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

Play Therapy	Lego Therapy	Child Development	Bucket time
Attention Autism (Level 1)	PECS	Phonics (catch-up)	Team Teach
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
De-escalation	Attachment	Reading for those	Sensory needs

			who struggle	
				
	ADHD strategies	Autism strategies		
 Transition Support	<u>Nursery to Reception</u> When children join our nursery, nursery staff first complete a home visit to meet the child and their parents/ carers in their own home. They are then invited in for sessions with their parent/ carer and build up to shorter sessions on their own before progressing to the hours they are attending. Transition to Reception takes place in the first week of the autumn term when all our new starters are present. For the first week, children attend either the mornings or the afternoons to get used to the classroom environment and routines in a smaller group. This allows time for children and staff to build up these important relationships and for baseline assessment to be carried out before starting full-time the following week. <u>End of Year transition</u> When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment. We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive. This may include social stories to support them. Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans. <u>Secondary Transition</u> We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible. All children will take part in universal transition days with their schools as well as a transition workshop designed by Compass Go. For children who require additional transition, the new schools offer additional visits with smaller groups. <u>Mid-Year new starters</u> When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place. The SENDCO will liaise with the previous school to			

	ensure we know what support has been in place and any paperwork will be shared.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: • Specialist teachers (privately sourced), • Lincolnshire Psychology Service, • School nursing, • Health visitors, • Speech and Language Therapy (Chatterbugs), • Fortis Therapy, • Compass Go, • Young Minds Matter, • Educational Team for Hearing and Vision (ETHV). We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received, we will call you in for a meeting to share the advice and share the report with you.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on school trips, whether they are local or further afield. We also try to take part in some sports trips that are arranged by the North East Lincolnshire School Sports Partnership specifically for children with SEND. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, house captains etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.
 Neurodevelopmental Service/ Right to Choose Pathway	In North-East Lincolnshire, the Neurodevelopmental Service takes referrals for children and young people in North East Lincolnshire who require a specialist autism or attention deficit hyperactivity disorder (ADHD) assessment. Neurodevelopmental Service :: Navigo The neurodevelopmental service asks that, before a referral is made, the child's needs have been explored and supported. This may mean that there will need to be evidence of support from outside agencies such as educational

	psychology, specialist teachers, speech and language therapy and early help. If this support has not been sought or required, it is likely that a referral will be declined. It is, however, important to note that a child can access support with a need for a diagnosis. Referrals to this service can be made by any education, health or social care professional for a child who is registered with a North-East Lincolnshire GP. Parents and carers are not able to make a referral themselves. It is important to note that any professional making this referral will need significant evidence in order for the referral to be successful. The waiting times for an assessment are very long; in many cases, over three years. However, there is currently an alternative route to assessment called the Right to Choose Pathway. Right to Choose - ADHD UK If your child is registered to an NHS medical practice in England, you are able to request a referral for an autism or ADHD assessment from your child's GP under the Right to Choose Pathway. Waiting times for this route are still long but are usually quicker than through the neurodevelopmental service. Some GPs are not familiar with this pathway so it would be advisable to take a copy of the letter below to support you. ADHD-UK-Letter-to-GPs-on-Right-to-Choose-v2.pdf												
 Complaints Procedure	Your first point of contact is your child's class teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to an Assistant Principal, Vice Principal or Principal. If you are not happy with the response, then you may contact the governors through the school office. Jane Aukett – Chair of Governors Jane Aukett – SEND Governor												
 North-East Lincolnshire local offer	The North-East Lincolnshire Local Authority Local Offer can be found at NELC SEND Local Offer North East Lincolnshire Special Educational Needs & Disability (nelincs.gov.uk) <table border="1"> <tr> <td>SENART</td><td>01472 326291</td></tr> <tr> <td>School nursing and health visitors</td><td>01472 323660</td></tr> <tr> <td>Child Development Centre</td><td>03033 306536</td></tr> <tr> <td>Children's disability service</td><td>01472 326292 (option 1)</td></tr> <tr> <td>SEND Information Advice Support Service (SENDIASS)</td><td>01472 326363</td></tr> <tr> <td>North-East Lincolnshire Parent Carer Forum</td><td>01472 242277</td></tr> </table>	SENART	01472 326291	School nursing and health visitors	01472 323660	Child Development Centre	03033 306536	Children's disability service	01472 326292 (option 1)	SEND Information Advice Support Service (SENDIASS)	01472 326363	North-East Lincolnshire Parent Carer Forum	01472 242277
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Feedback

"My child is extremely happy at school and has settled in so well, which is entirely down to the hard work and dedication of your amazing staff. I have seen such a positive change in him now that he finally feels seen, valued and supported."

"I can't recommend Pilgrim Academy enough! Not only have they supported my child over the years, they've helped us so much as a family. They've been instrumental in us succeeding in life generally cos we all know how hard SEND life is."

"The school has outstanding commitment to inclusivity and personalised support. On a person level, they have provided a non-judgmental approach as I navigate parenting a SEND child for the first time. Their holistic approach extends beyond the classroom, offering guidance on tools and techniques to use at home whilst ensuring consistency between home and school."

"My eldest daughter needed a great deal of support and I was very surprised she was never excluded, but they understood and accepted her need and helped build strategies in her life. Could not recommend them enough."

Parents/ carers of children with SEND are invited to give their views through a questionnaire shared with each IEP review. We appreciate your feedback so that we can make improvements to our provision and do more of what is working well!