



Pilgrim Primary Academy School Offer for SEND/Inclusion – September 2026

Summary of Intent

At Pilgrim Primary Academy we pride ourselves on the support we offer to **all** children, (aged 4 – 11) regardless of their needs or ability. Our vision is for every child to have the very best chance to lead a happy, successful and fulfilling life no matter what their needs and barriers are. We strive to ensure that every child is supported and makes the best possible progress from their starting points within an inclusive environment. We pride ourselves on treating every child as an individual. Through early identification and interventions, we ensure that progress and opportunities are maximised.

All children have access to a broad and balanced curriculum which is differentiated or adapted to enable the children to understand the relevance and purpose of the learning. As a school we provide access to an accessible learning environment which is tailored to meet the individual needs of all pupils.

Our School SENCO



Mrs Stephanie Stannard

Mrs Stephanie Stannard supports all staff in school with SEND concerns. She is a full-time SENCO so she can meet with parents, children, outside agencies and oversee provision and assessment for children. Appointments can be made through the office or by phone 01752 225319

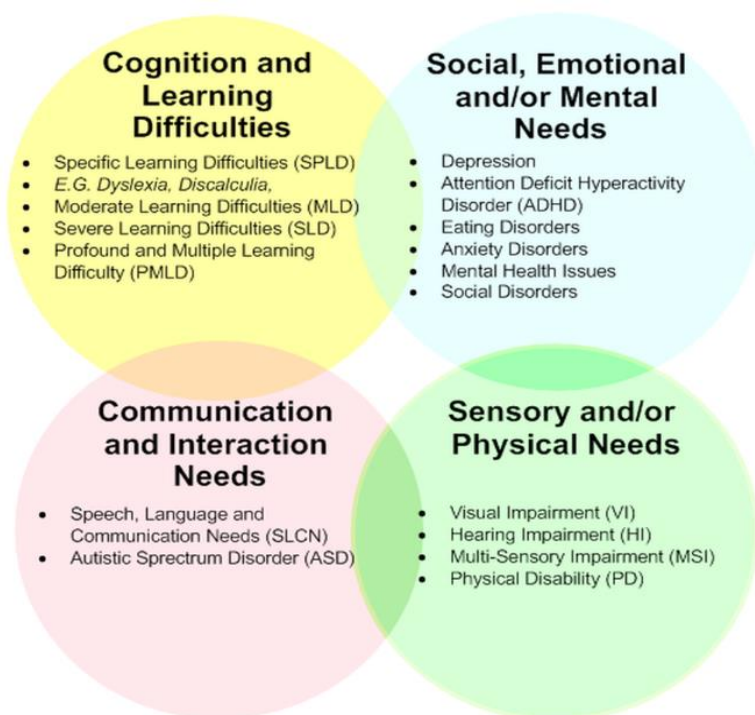
Our Governor in charge of SEND is Andrew Miller

If I have a problem or complaint with SEND issues in school, what should I do?

Talk to your child's teacher, Stephanie Stannard, the SENCO, the Headteacher Mr Goodwin or the Governor in charge of SEND Andrew Miller.

What does Special Educational Needs and Disabilities mean?

Special Educational Needs and Disabilities (SEND) is a term used to describe a child who has needs over and above those that may be met within the context of regular classroom practice and quality first teaching. We follow the SEN Code of Practice, 2015, which refers to the following SEND categories:



These needs may be short term, or last throughout a child's educational career and into adult life. These needs may be identified prior to a child entering school, or at any point in their education. And concerns will be discussed with parents as early as possible.

Who decides if a child has SEND?

Unless a child arrives with a diagnosed need, there will be close discussions between parents, class teachers and the SENCO Stephanie Stannard. This may result in the decision to provide extra, individual support to help a child make educational progress. If a child has behavioural issues that cause significant barriers to their own learning or disruption to their class, we would also suggest formalising a plan to support them to improve their behaviour and ability to learn. For some children we will need extra advice or diagnosis from Health professionals.

How is SEND identified?

Most children, including those with some special educational needs, have their needs met within the classroom through Quality First Teaching which

is known as our Universal Offer. This can be seen through adaptation and different access arrangements.

If it is felt that the needs of the child need a more targeted approach, where interventions are required then we begin to engage in the 4 stages of the Graduated Approach.

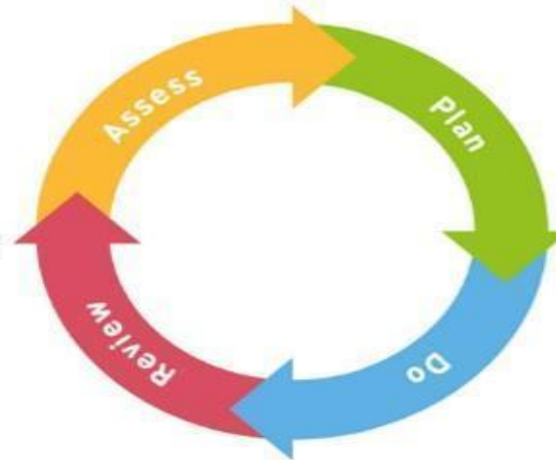
A Graduated Approach checklist is completed to identify the main area of need. The parents are then invited in for a meeting to discuss concerns and, together with the class teacher and SENCO, create an Individual Education Plan. We will then begin the 4 stages of the Graduated Approach:

Assess

If your child is not making expected progress, we will take account of a range of assessment information as well as having discussions with key members of staff and yourselves to identify and analyse your child's needs. We will also take into account your child's strengths and areas for development.

Review

We will review how well the support we put in place has met the outcomes we set. If needed, we will implement another cycle of the graduated approach. Reviews are usually held termly.



Plan

In discussion with you and your child, we will decide what outcomes we would like your child to achieve. We will make a plan of this support (either Learning Plan or My Support Plan) and will share this with you and all relevant school staff. We will also set a date to review this plan.

Do

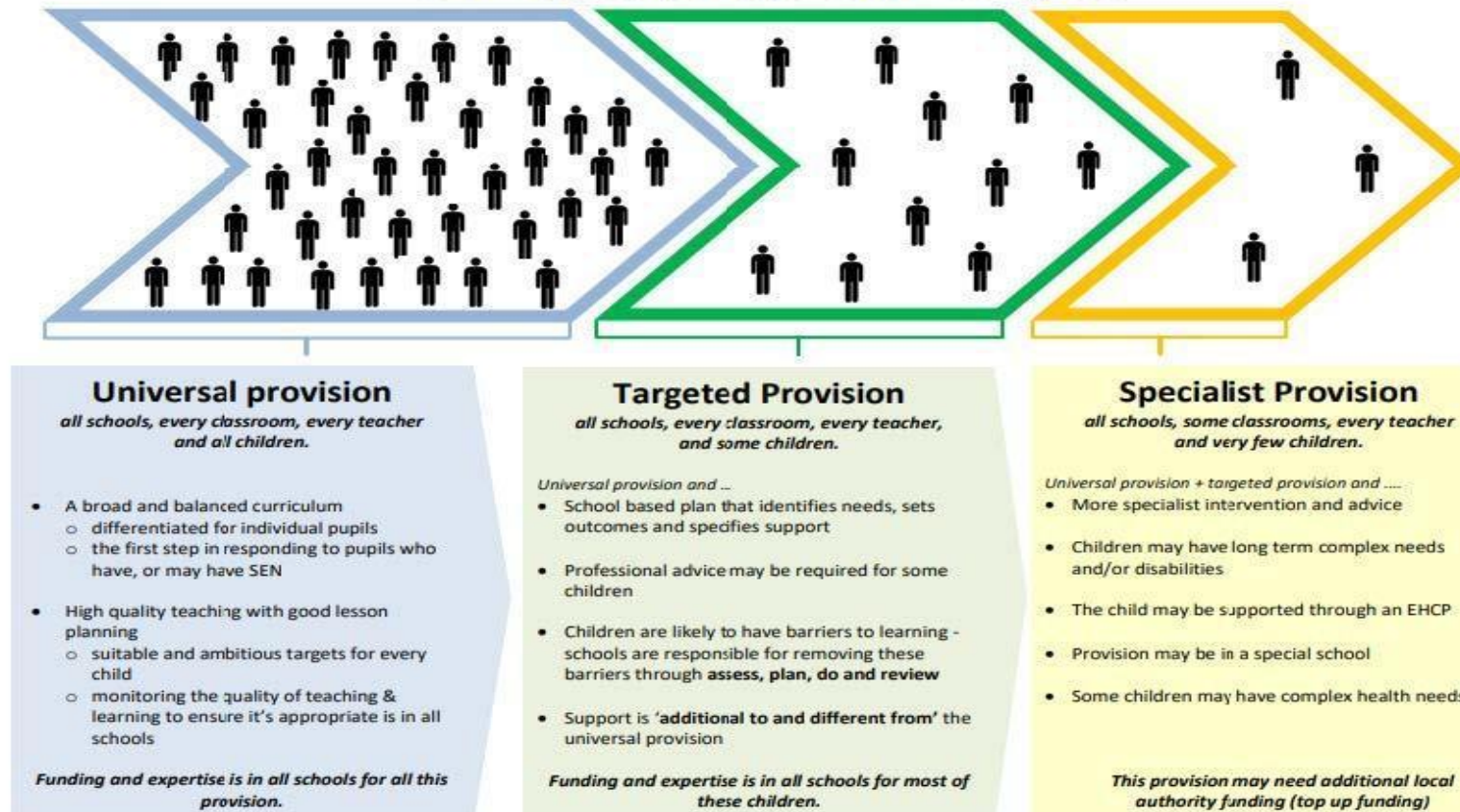
We will implement the support as planned and keep an overview of how it is going to ensure it is having the impact we intended.

Graduated Approach

For some children their barriers or needs may be a temporary difficulty and an Individual Education Plan may be needed for a short period of time, for other children we may need to access support from other agencies. At this point we may need to make referrals to Speech and Language, Educational Psychologist, Communication and Interaction Team, Multi Agency Support Team and health professionals.

Targeted provision may need to be adopted to meet the assessments made by professionals. If the targeted interventions do not meet the intended outcomes, then further discussions will be had through the Team Around Me process regarding applying for an Educational Health Care Plan.

SEN: A Graduated Response to meeting need



What should a parent/carers do if they think their child might have SEND?

Children's needs are most effectively met through partnership working between home and school. Please contact us by:

- Raising concerns with the class teacher
- Raising concerns with the SENCO: Stephanie Stannard

How will the school support a child with SEND?

Pilgrim Primary Academy prides itself in being very inclusive and are committed to support every child regardless of their level of need. All pupils follow the National Curriculum at a level and pace that is appropriate to their abilities. At times when it is felt appropriate, adaptations to the curriculum may be implemented.

To successfully match pupil ability to the curriculum there are some actions we may take to achieve this:

- Ensure that all pupils have access to the school curriculum and all school activities.
- Help all pupils achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- Pupils gain confidence and improve their self-esteem.
- To work in partnership with parents/ carers, pupils and relevant external agencies to provide for children's special educational needs and disabilities.
- To identify at the earliest opportunity, all children that need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school to promote the highest levels of achievement. To promote self-worth and enthusiasm by encouraging independence at all age and ability levels.
- To give every child the entitlement to a sense of achievement.
- To regularly review the policy and practice to achieve best practice.

With the permission of parents/carers we may seek additional advice from outside specialists such as health professionals, specialist teachers or educational psychologists who would:

- Carry out further assessment of the child's needs
- Provide advice to schools on how to best support the child
- Suggest resources that would help the child make progress

Our teachers/teaching assistants work in partnership with parents/carers and the SENCO (Special Educational Needs Co-ordinator) to find ways to support each child with their needs, including giving parents/carers ideas on how to help their child at home. Our school staff set targets for SEND (Special Educational Needs and Disabilities) children which are shared with parents/carers, either during Parents' Evening or a Review Meeting.

If your child has Special Educational Needs our SENCO, Mrs Stephanie Stannard, will:

- Ensure the right support is put in place for your child
- Advise other teachers and teaching assistants on how to help your child and ensure they have an up-to-date Individual Education Plan detailing how their needs will be met in school
- Arrange training for staff so they understand your child's needs
- Work closely with you on a regular basis to talk with you about your child's needs and listen to any ideas or concerns you might have
- Work with other professionals (if necessary) who may be able to help your child, e.g. speech and language therapist /medical professional/educational psychologist

The Individual Education Plan and Provision Map detail what the school, the class teacher and the SENCO plan to do to help individual children learn. All teachers are aware that children learn in different ways. Some need to work at a slower pace to ensure they fully understand one thing before they move onto something new.

The levels of support and provision offered here at Pilgrim

Communication and Interaction Needs

Definition from the code of practice

'Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them, or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.'



It covers Speech and Language difficulties and Autistic Spectrum Disorder (ASD)

 Universal	 Targeted	 Specialist, Alternative and Adapted Provisions
Class Visual Timetables Clear verbal, visual and written instructions Visual displays with the use of Widgit symbols for text Visual word banks Clear modelling and practical activities Checklists and task boards Staff are used effectively to explain and support pupils to ask and answer questions A range of multi-sensory approaches are used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts and role play. Talk partners Pre-teaching Visual knowledge organisers	Individual timetables Now and next boards Speech and Language support TA's Time to Talk Blank level support 1-1 RWI Listening and Attention programmes Black Sheep Intensive Speech and Language support programmes. Social stories ELSA Social skills groups Flash Academy	Personalised and bespoke curriculum. Individual workstations/pods Personalised tool kits Speech and Language Therapist Communication Interaction Team Educational Psychologist Support Use of Picture Exchange Communication System Makaton Cued Articulation Support from Visual and Hearing Impairment Team 1-1 Therapeutic support for sessions Dual provision Small group/1-1 support in our Butterflies Nurture provision during the day for short periods of time. Access to small group sessions in the afternoon for those in KS2 through the Inclusion and Engagement team. Access to joining an out of year group for core subjects.

Cognition and Learning



cognition



learning

Definition from the code of practice

'Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.'

This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Universal 	Targeted 	Specialist, Alternative and Adapted Provisions 
Appropriate differentiated and well pitched lessons Pre-teaching of new vocabulary and concepts Use alternative ways to demonstrate understanding e.g. diagrams, mind maps, visual vocabulary mats Instructions are clear and 'chunked' into manageable steps Links to prior learning is explicitly made Key words, phoneme mats, hundred squares, times tables squares etc are available Access to concrete apparatus to support independent learning Questioning is appropriate to the child's level of understanding Teaching assistants are planned for and used to maximise learning and independence	Personalised toolkits - e.g. coloured acetates, reading rulers, specialist scissors, pencils, pencil grips, coloured whiteboards, coloured paper for worksheets, Colourful semantics Handwriting programme Memory Magic Bedrock vocabulary Literacy Gold Precision Teaching Phonics groups/1-1 RWI Fresh start reading programme Mathletics Mastering number Times tables rockstars Clicker Touch typing	Individual workstations/pods Access to learning out of year in small groups Continuous provision within the Butterflies Nurture group Support from Educational Psychologist Dual provision

Social, Emotional and Mental Health



social



emotional

Definition from code of practice:

'Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.'

This can cover conditions such as ADHD, anxiety, depression and attachment

 Universal	 Targeted	 Specialist, Alternative and Adapted provisions
Consistent use of the school behaviour system - recognition board, keystone routines etc. Praise is specific and praised - used of the reward track and behaviour champion Pupils' strengths are known and praised. Opportunities to demonstrate their skills to maintain self confidence Classroom responsibilities Tools and equipment are accessible at all times Meet and greet Lots of opportunities for kinaesthetic learning-practical activities, experiential learning, multisensory resources. Teach Active Use of a visual timetable Interactive strategies used within the lesson.	Instructions are chunked and supported with visual cues Access to emotional toolkits Movement breaks and support with transitions Alternative seating arrangements when needed Social stories and social skills interventions linked from Boxall Profile targets ELSA Trauma Informed Practitioner groups Mental Health Support Team groups Individual behaviour contracts/plans Lego Therapy Language for Behaviours/thinking	Access to a bespoke curriculum to meet targets on Boxall Profile (KS2 and small hall) Individual workstation/pod 1-1 support with TIS practitioner for set sessions. Counselling from Multi Agency Support Team Art/Drama and Play therapy from Multi Agency Support Team CAMHS and Educational Psychologist intensive support Individual referral to Mental Health Support Team

Sensory and Physical

Definition from the code of practice:

'Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties'



This includes visual impairment, hearing impairment, multi-sensory impairment and physical impairment.

Universal 	Targeted 	Specialist, Alternative and Adapted provisions 
Ensure correct size font for reading material is used Coloured rules, paper etc are available when needed Correct seating in relation to the interactive whiteboard Multi-sensory approaches are used within the classroom. Key focus on the learning environment and ensuring it is not too over stimulating. Furniture is available in different sizes.	Staff support children to check batteries in hearing aids and that they are turned on. Glasses are clean and worn when needed Sensory breaks between activities Speech and Language teaching assistants Individual sensory toolkits. Sloping desks, wobble cushions are available Quiet, calm areas are in each classroom	Communication aids such as Picture Exchange System and Makaton may be needed. Intimate Care Plans and Individual Health Care Plans to support specific needs Hearing and Visual Advisory teachers support Occupational Therapy support is accessed through Access Panel Specialist equipment such as assistive listening devices. Staff are trained in manual handling if needed. Speech and Language Therapists. School Nurse referral

The Curriculum

Whole School Approaches The universal offer to all children and young people. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
The Curriculum is designed to involve active participation of all children. We follow an integrated thematic curriculum which links to the wider world, life skills and learning outside the classroom. Activities are varied and differentiated to meet the needs of all of our children. We aim for all children, including those with additional needs, to be included on residential and day trips. Where necessary adaptations will be made in consultation with parents/carers to ensure that inclusion is achieved. Assessments including phonics/reading/benchmarking/boxall profile/PIXL are used to identify pupils who need specific interventions. These are carried out termly and adjustments to provisions are made accordingly.	The SENCO oversees all support and progress of any child requiring additional help. These children are given either a class intervention support plan or IEP which highlights strategies to support learning and short-term targets. Interventions are bespoke. They are designed for those who may require additional support. These are arranged as the need arises and through pupil progress meetings each term. The interventions may take place within or outside the classroom environment. All interventions are regularly monitored for quality and impact. They might include: • English – writing booster, motor skills united, spelling, handwriting, literacy gold, RWI phonics, reading comprehension • Maths – boosters, time tables, mastery number, Mathletics • ELSA/Pastoral Programmes • Relationship mentoring	Some children require more specialised or intensive intervention. These may be designed with the support of an external professional. Wherever possible, children are taught to develop skills to increase their level of independence in learning and access the curriculum. An individualised curriculum may be planned for some pupils based on their specific needs. Reasonable adjustments are made wherever possible in order to ensure that inclusion and engagement is achieved. Some children may need to access our adapted provisions where their needs can be met in a bespoke manner in a different learning environment. These children will have Education Health Care Plans where they need higher adult pupil ratio and a different learning environment.

Teaching and Learning

Whole School Approaches The universal offer to all children and young people. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Teaching is personalised to meet the needs of all learners Planning is shared across the teaching team and is evaluated in order to influence future learning. Learning intentions and success criteria are clearly displayed and discussed with the children. Working walls are used to support the learning. Work is marked, including information about next steps, according to the School Feedback Policy. It is supplemented by verbal feedback wherever possible. Children are encouraged to respond to marking. Class teachers are responsible for resourcing their lessons adequately.	Teachers and Teaching Assistants share information to ensure that targeted support is in place. They may work in small focus support groups in order to address areas of misconception or move the learning forward. Small group provision for English and Maths is provided by an additional teacher or HLTA to support the needs of the learners. Special examination arrangements are made for internal and external tests (readers, scribes etc) Independent pupil learning may be supported by the use of technology.	Systems are in place to promote independent learning. Teachers and TA's facilitate learning through adaption, personalisation and individual timetables, where required. Teachers and Teachings Assistants may work 1-1 with a child in order to address areas of misconception, move the learning forward or provide more intensive support. Alternative ways of recording may be used. Resources are purchased to support learning as required. Outreach from Special Schools may be accessed for advice. Individual provision is made for children with sensory and communication needs such as access to individual workstations, small hall continuous provision, inclusion and engagement team.

Health, wellbeing and emotional support

Whole School Approaches The universal offer to all children and young people. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
As an inclusive school, we welcome and celebrate diversity and believe that positive self-esteem is crucial to a child's well-being. All vulnerable pupils are known to staff. The class teacher has overall responsibility for the education, pastoral, medical and social care of every child in the class. For further support, the class teacher will liaise with the SENCO or the Headteacher. Questionnaires and baseline assessments are completed to identify those who would benefit from additional intervention Staff are trained in Safer Handling and in First Aid. Medicines, prescribed by Health Professionals, may be administered in line with the school's Administering Medicines Policy. Risk Assessments are carried out using EVOLVE, prior to any off site activity to ensure that Health and Safety is not compromised. In the unlikely event that it is considered unsafe for a child to take part, alternative activities will be provided.	Small group interventions are used, when appropriate, to support the development of social skills or understanding emotions. Identified TA's are trained ELSA's (emotional literacy support assistants) and will provide small group work. Alternative lunch time and play time provision is in place for a small number of children.	Some children require 1-1 support through our trained ELSA's and TIS practitioners. Additional support may be requested from a range of external agencies such as counsellors, play therapists, CAMHS and learning mentors. Enhanced Risk Assessments and Safer Handling Plans may be created where appropriate. These are shared with the parent/carer. Staff are trained in administering medication by the School Nurse or Health Professionals as and when appropriate. If a child has a specific medical need, an Individual Health Care Plan would be put in place in conjunction with the parents/carers, School Nurse or appropriate Health Professional. Personal Hygiene needs are managed through an Intimate Care Plan. The SENCO works alongside the designated lead for Looked After Children and will attend training and liaise with Social Care Team in order to support the annual PEP assessment.

Transition from year to year and setting to setting

Whole School Approaches The universal offer to all children and young people. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
There is a robust transition programme in place to support those moving into Year 1 from Reception in the Summer Term. Transition within the year from other schools involves an enhanced transition where the child is able to experience life within Pilgrim before beginning full time. Pre School children from other settings are invited from transitions visits during the Summer Term. Transition Meetings are facilitated by the SEND Early Years Inclusion Team. All relevant information and paperwork are passed on and individual needs are discussed. Transition meetings between the Y6 team and the receiving Secondary SENCO are organised in the Summer Term and opportunities to spend time within the new setting are exploited. All teachers are involved in transition meetings and liaise carefully with colleagues, within the Summer Term, in preparation of new cohort. The online portal is now being used to transfer information.	Small groups of Y6 children are invited to enhanced transition visits.	Reviews are held for those children with an EHCP, led by the SENCO. A representative from the receiving school is invited to attend. For those children with a TAM or an EHCP in place, wherever possible, receiving staff will be invited to attend meetings prior to transition. One Page Profiles of each class's needs are updated regularly. These detail key information about the individual child and are shared with all who are involved with the child, including lunchtime staff. Transition books are created for some pupils with photographs and information to help ease anxieties about transition.

Working in Partnership

Partnership with parents and carers

Whole School Approaches The universal offer to all children and young people. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
We recognise the value of working in partnership with parents and carers in order to achieve the best outcomes for all. We aim to achieve this by: • Informal conversations with the Class Teacher • Termly Parents Evenings • Formal reports • Informal coffee mornings • Home Learning Projects that involve the family • Parent Workshops • Home/School communication books • School website • School newsletters • Invitations to events • Text messages	Parents of children with SEND may request an appointment with the Class Teacher or SENCO at any time. Parents are invited to attend review meetings about their child on a termly basis. IEP's and Class Intervention Plans are reviewed termly. Parents are invited to contribute to them, or meet the SENCO to discuss the contents of the plan.	For those children with an EHCP, formerly a Statement of Education Need, an Annual Review Meeting will be scheduled. Parents are invited to contribute their ideas prior to the meeting. Recommendations from external agencies e.g. Speech and Language Therapist, Educational Psychologist, etc will be shared with parents/carers, so that strategies may be implemented both at home or school. Team Around the Child (TAC) or Early Help Support meetings are held at times convenient to the parent/carer. Their views are sought, recorded and valued as part of the process. When External Agencies are involved, parents are informed and invited to contribute. All documentation is presented in a format that is accessible to individual parents.

Listening to and responding to children and young people/pupil voice

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At Pilgrim, we actively seek the views and feelings of all pupils through: • Informal class discussions • Term consultations with parent/carer, child • School council • Pupil conferencing • Pupil questionnaires	Children with SEND are encouraged to take part in all forms of consultations and are well represented in all school groups. Children are invited to contribute their ideas at their reviews and parent meetings. These are shared with the Class Teacher and Parent/Carer. Children involved in the ELSA/Pastoral programmes have regular opportunities to express their views. One Page Profiles are created in partnership with children and are shared with parents and professionals involved.	Children with an EHCP are invited to contribute to their Annual Review. Their views are considered and acted upon wherever possible. Children's contributions are sought prior to Early Support or Team Around the Child meetings through direct involvement or advocacy, using age appropriate language and formats.

The SEND qualifications of, and SEND training attended by our staff

Whole School Approaches The universal offer to all children and young people. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
Teachers and support staff have a broad understanding of SEND and may access training courses run by Plymouth City Council, Multi Agency Support Team, Speech and Language, CAMHS, Communication and Language. This training may be on a whole school basis, or individual basis. Wherever necessary, training is cascaded to others as part of the school INSET programme. Members of staff are trained to deliver Speech and Language programmes, planned and monitored by a Speech and Language Therapist. A number of our staff are trained in positive handling, to support children demonstrating 'unsafe' behaviour. There are several trained ELSA's trained to support the emotional needs of our children. Induction sessions are held for new members of staff. Opportunities are provided through performance management for Continued. Professional Development for all staff. The SENCO holds the National Award for Special Educational Needs Coordination. Many of our staff have had personal experiences of managing difficulties such as ASD and speech and language difficulties where they are able to support not only the child in class but also the parents/carers.	Training in particular areas of SEND is organised in response to need. This may be led by the SENCO or by external professionals. We have a number of our staff who are trained to Diploma Level in Trauma Informed practices.	Individualised support or advice is accessed from external professionals when required. CPD is organised according to the individual needs of the children. Support from Outreach from special schools is called upon when needed.

Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
School Nurse	As well as helping parents to bring up healthy children by providing information on healthy eating and hygiene, they also help teachers meet any health needs children may have at school.	01752 434119
Educational Psychologist	An Educational Psychologist might become involved with your child if they have difficulties with: • Learning • Behaviour • Managing their feelings • Getting on with others • Communication • An Educational Psychologist will only become involved if the parent/carer's permission has been granted.	Contact via SENCo
Speech and Language	This is a service that supports children and young people in Plymouth aged 0-19 years who have difficulty with: • Understanding what is said to them • Expressing themselves • Talking clearly (saying speech sounds) • Stammering • Swallowing (eating and drinking)	01752 434844
Mental Health Support Team (MHST)	This is an NHS early-intervention service that helps children and young people aged 5–17 experiencing mild to moderate mental health difficulties like anxiety, phobias, and low mood. Services Provided: • In-School Support: Works directly within educational settings to promote positive emotional health. • Interventions & Workshops: Delivers low-intensity Cognitive Behavioural Therapy (CBT), group sessions, and workshops. • Signposting: Provides guidance, articles, and referrals to other local services.	01752 435401

CAMHS (Child Adolescence Mental Health Services)	This service helps children and young people deal with a range of emotional, behavioural or mental health issues. They include social workers, doctors, nurses, psychologists, mental health workers and other therapists.	01752 434700 01752 268011
EWO – Education Welfare Officer		
PIAS -Plymouth Information and Advice and Support	Plymouth Information and Advice and Support offer advice to parents and carers of those with SEND.	01752 258933 Pias@plymouth.gov.uk
Gateway	As above	Gateway@plymouth.gov.uk
Jeremiah's Journey	To provide bereavement support for children, young people and their parents and carers.	01752 424348
Early Help	Early Help includes helps provided in both early childhood and early in the development of a problem. Early Help is available to children and young people of all ages from pre-birth up to the age of 25 where the young people have special educational needs or disability.	Plymouth Online Directory Early Help Assessment Tool
MAST (Multi Agency Support Team)	This team supports a variety of needs such as learning, behavioural, emotional and mental health. The team consists of educational psychologists, counsellors, learning mentors, play therapists, art therapists, family support workers etc.	Contact via the SENCo
Communication and Interaction Team (CIT)	This team supports both those children that have a diagnosis of ASD as well as those with a social and communication difficulty. Within the team are advisory teachers and specialist and highly specialist speech and language therapists. They support the staff and to meet needs of some of our children.	

Pilgrim Primary Academy is part of the REACH South Trust in partnership with 10 other schools within the city of Plymouth. We are continuously working together to share knowledge, expertise and good practice to further strengthen our existing skills in supporting children with SEN.

How we assess/evaluate our SEND provision.

How do we know how good our SEND provision is?

- SEND Self Evaluation is conducted by the SENCO, Senior Leadership Team and The Trust on an annual basis where the outcomes influence the SEND Action Plan which is also updated annually.
- Monitoring of the quality of planning and teaching by the Head Teacher, Assistant Head, SENCO and Governor. Data tracking assesses progress and identifies 'slow' movers. This information influences decisions around interventions.
- Views of the children are shared through questionnaires, conferencing and contributions to SEND reviews.
- Feedback is requested from the parents through review meetings and annual questionnaires.
- Regular monitoring of all SEN provisions through lesson observations, planning, book scrutiny, learning walks etc.
- Impact of interventions is assessed

0. Complaints

If you wish to complain

It is hoped that parents/carers will be happy with our SEND provision and that any issues may be addressed quickly through talking to your child's Class Teacher/SENCo/Head Teacher. Anyone wishing to make a complaint with regard to SEND support and provision should refer to the Schools Complaints Policy.

Plymouth's Local Offer, which details provision in schools across the city can be found through the Plymouth Online Directory – www.plymouthonlinedirectory.com