



## **SEND Policy**

This document applies to all parts of The Pilgrims' School,  
including the Early Years Foundation Stage.

Responsibility of: Head of Learning Support

Date: September 2025

Next Review Date: September 2026 (or earlier if legislation or other factors require)

## **Special Educational Needs and Disability Policy (Including EYFS)**

*A child has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him. (Code of Practice 2015)*

### **Introduction**

At The Pilgrims' School, we value each pupil and hold high expectations. Whilst we are a selective school, we welcome pupils with special educational needs to make an application, if we feel that they would thrive in our environment. We endeavour to make reasonable adjustments to the curriculum to make it accessible to all pupils, including those with learning difficulties or disabilities. Curriculum access is addressed on a case-by-case basis. The school encourages the parents of those for whom special curricular access arrangements may be necessary to visit the school at the earliest opportunity to discuss how the prospective pupil's needs may best be met, both during the application process and after admission.

We recognize that some pupils benefit from additional support beyond that which is provided in normal planning and teaching. In this case, the pupil may be supported in class or withdrawn for individual lessons with a specialist teacher. This may be long-term for some pupils but short-term for others. Additional support may be considered when boys enter the school or at any later stage. From Reception to Year 4, this is provided by the Learning Support Coordinator; from Year 5 to Year 8, this is provided by part time specialist teachers, at an extra cost to parents. Pupils may also be offered further spelling, reading, handwriting, touch-typing, Study Skills or numeracy support with the Head of Learning Support, as well as social emotional support with the Director of Wellbeing. These are all free of charge. Support is most effective when there is an open dialogue between home and school, so we seek to maintain a close partnership with parents. In this way, there is prompt action in times of concern and shared celebration in times of success.

### **Aims**

Through adopting quality teaching practices, our aims are:

- To promote a happy and positive environment in which pupils can thrive and in which self-confidence and self-esteem can grow.
- To adopt a positive attitude towards the needs of pupils with special educational needs or disabilities and recognize each pupil's achievements as well as his difficulties.
- To make reasonable adjustments to enable all pupils to have full access to all elements of the school curriculum.
- To have a clear process towards supporting pupils with SEND who have mental health issues.
- To promote equal opportunities for all pupils whatever their background, or ability.
- To work in partnership with parents/carers, informing them of their son's progress, and actively involving them and their son in the decision-making process.
- To ensure safeguarding procedures are in place so that all pupils will be protected from harm and neglect.
- To ensure that the pupils with medical conditions alongside special educational needs are supported to enable maximum inclusion in all school activities.

- To help develop positive and consistent whole school strategies to help pupils with behavioural difficulties and/or emotional problems.

## **Objectives**

The Pilgrims' School is committed:

- To identify and assess all pupils causing concern *as early as possible* and effect a graduated programme of support as quickly as possible.
- To monitor pupils in order to aid identification and assess progress.
- To maintain awareness that the progress of pupils with special educational needs and disabilities is the responsibility of all staff.
- To monitor regularly and evaluate the provision in place to overcome barriers to learning and adjust where necessary.
- To liaise with outside agencies in order to meet the needs of pupils of concern, applying a co-ordinated assessment process for boys with more complex needs.
- To ensure well-targeted continuing professional development opportunities to enable a high level of staff expertise to meet pupil needs.
- To ensure that pastoral care and support is available for all SEND pupils, including those with mental health issues, so that they may develop in all areas and build a strong sense of self-esteem.
- Work within the guidance provided in the SEND Code of Practice 2015.

## **Roles and Responsibilities**

The Head, Governing Body, and Staff share certain responsibilities:

- To co-operate with interested agencies to ensure that appropriate support and provision for pupils with SEND and/or pupils with an EHCP, is secured. Other staff will be involved as applicable to the needs of the child: teachers, tutors, and teaching assistants.
- To be aware of the system in place for the identification of pupils experiencing a difficulty and the course of action that is taken to help provide for those pupils.
- To be aware of the Pupil Summary Sheets that detail important information on each pupil and the intervention that is taking place.
- To ensure that where the school has been informed by parents or the previous school that a pupil has SEND issues, those needs are made known to all that are likely to teach them.
- To ensure that parents are notified of a decision by the school that SEND provision is being made for their son.
- To ensure that the Head of Learning Support has access to the SLT through the Deputy Head (Academic) or the Director of Studies.
- Ensure the safeguarding of all SEND pupils.

### **The Head of Learning Support's main roles and responsibilities**

- Managing department staff and carrying out observations and appraisals.
- Carrying out an annual review of the Policy, Handbook, Department Development Plan and SWOT.
- Drawing up, sharing and maintaining the SEND Register.
- Ensuring that suitable internal and external exam arrangements are made, and that extra time/laptop allowance or rest breaks are given to any pupil meeting the JCQ criteria.
- Contributing to reports sent to senior schools for the pupils who have had an external agency assessment or individual tuition.
- Managing the department budget effectively.
- Being an active member of the Pastoral Care Team to help link the departments.

### **The Head of Learning Support's/Learning Support Coordinator's other roles and responsibilities**

- Liaising with teaching staff to identify and address the needs of individual pupils, acknowledging that teachers are responsible and accountable for the progress and development of pupils in their class, advising them on good strategies and provision to provide the most effective intervention, and establishing that Mid-Term Plans include information about differentiation.
- Conducting informal assessments following an expression of concern about a pupil by either a member of the teaching staff or a parent.
- Liaising with outside agencies such as Educational Psychologists, Occupational Therapists, Behavioural Optometrists or Speech and Language Therapists.
- Writing and regularly updating Pupil Summary Sheets for pupils who have had an external agency report or an informal screening assessment in school.
- Managing the provision/intervention for pupils on the register and keep up to date with pupils' progress through discussions and meetings with staff.
- Meeting regularly with parents.
- Contributing to induction of new staff and in-service training so that teachers are made aware of the support and procedures in place.
- Keeping abreast of current research and thinking on special educational needs.

## **Procedures**

Parents of pupils with known special educational needs or physical disabilities are required to discuss their son's requirements with the school during the admission process. Parents are asked to provide a copy of an Educational Psychologist's Report, Occupational Therapist's Report or a medical report to support their request for special arrangements. On entry to the school, all parents are asked to complete a Learning Support Form, which is collated and shared with relevant staff.

Pupils with special educational needs are given consideration when transferring from each department within the school – Pre-Prep, Lower Prep, Middle Prep and Upper Prep; we also ensure that a handover occurs when a pupil moves to their senior school. The Head of Learning Support and Learning Support Coordinator liaise with the appropriate staff to ensure that anticipatory provision can be put in place, enabling a smooth transfer at each stage.

## **Evaluation**

Evaluation includes teachers, parents and, where appropriate, outside specialists. The success of the policy will be measured by:

- Improvements in pupils' scores and record of progress.
- Updated EP reports and PSS.
- Feedback from parents and pupils.
- Feedback from teachers' observations and assessments.
- Pupils achieve places at their chosen senior schools.
- The Education Committee.

Any pupil who has been identified by the school as having a need or disability should be the subject of a regular review until there is no longer cause for concern. The review must:

- **Assess** the progress made by the pupil.
- **Plan** new targets.
- **Do** the intervention.
- **Review** effectiveness of programme.

## **Inclusion of SEND into the school as a whole**

All pupils are integrated fully for all non-curricular activities including Sports and Commoners. In Years 3-6, pupils are placed in mixed ability classes, with some setting for English and Maths. In Year 7 and Year 8, pupils are placed in appropriate sets according to their academic ability and choice of senior school.

## **Links with other Schools and outside agencies**

The Pilgrims' School places great emphasis on the procedure resulting in the correct choice of school for pupils to move on to, in consultation with parents. Support for parents in choice of next school and in preparing for transfer is given by the Head and Second Master. The Head of Learning Support contacts the receiving school to discuss the child's individual needs. Transfer of information is arranged with the parents' consent and includes SEND information and the child's last school report.

The school has established contact with an Educational Psychologist, a Clinical Psychologist, Occupational Therapists and a Speech & Language Therapist.

### **Complaints**

Any concerns or complaints about the school's provision for a child with SEND should be addressed in the first instance to the Head of Learning Support who will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved, it should be referred to the Head and the school's general complaints procedure will be followed.

To be read in conjunction with: LSD Handbook, Laptop Policy, Behaviour Policy, Complaints Policy, Curriculum Policy, Admissions Policy, and Safeguarding Policy.