



## **PIONEER SECONDARY ACADEMY SEND OFFER**

Buckinghamshire Schools are committed to meeting the needs of all students including those with Special Educational Needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they feel that they are a valued member of the wider school community.

The Special Educational Needs Code of Practice 0-25 Years [2015] states that there are four broad categories of SEND which are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The range of support is tailored to individual needs, following a thorough assessment by School staff and external agencies. The support offered is designed to promote students' independence and resilience as learners and works in partnership with the School's Pastoral and Achievement support systems. Our School Offer provides details of the resources, interventions and support from outside agencies that we provide at Pioneer Secondary Academy . Due to the ever-changing needs of our students, there may be additional support available that has not been covered in this document. For further information about what we offer at Heston, please contact Miss Stone [Deputy Headteacher Inclusion/SENCO] or the Assistant Headteacher Student Development.

Some children/young people need increased support to access learning because:

- They have a significantly greater difficulty in learning than the majority of children of the same age
- They have barriers to learning due to early emotional or physical trauma
- They have a disability as defined under the Equality Act, which affects their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The purpose is to ensure that barriers are removed where possible to allow equal access. We monitor and track progress of all students so that the support provided is specifically targeted to their needs. Full engagement of parents and carers is welcomed and, where necessary, the School seeks support and advice from external specialists.

## **Admissions**

Students with SEND are allocated places in two separate and distinct ways:

1. Those students with Education, Health and Care Plans [EHCPs] have a separate admissions procedure overseen by the SEND team at Buckinghamshire Local Authority.
2. Those students who have SEND but do not have an EHCP are admitted via the normal school admissions process.

Additionally, schools have to provide details of the school specific offer. This is reflected in the Buckinghamshire Local Authority Local Offer, which can be found at [Family Information Service | Buckinghamshire Family Information Service](#) along with other useful information.

Due to Pioneer Secondary Academy's location you may also wish to look at:

- [Slough Local Authority's Local offer, which is published here: Slough's Local Offer | Slough For You \(sloughfamilyservices.org.uk\)](#)
- Royal Borough of Windsor and Maidenhead Local Authority's Local Offer which is published here: [AfC Info website - Windsor and Maidenhead :: SEND Local Offer](#)

## **Educational provision for students on the Class Chart**

All students identified as requiring additional educational support may be offered the following provision:

- An opportunity to express their needs and identify effective strategies for support
- Differentiated/remodelling of materials across all curriculum areas
- A bespoke independent advice and guidance programme from our Careers Co-ordinator - meetings with students to plan appropriate pathways, guidance with GCSE options and support to raise aspirations at all transition points
- Lunchtime learning in the Inclusion Area [a safe, stress free area where individual help is available when necessary]
- After school activities and study support
- Individual 1:1 or small group support in English and Maths using LEXIA, MathsWhizz and BSKB programmes
- Inclusion Team termly review of the provision after each Data Harvest
- Differentiated and directed questioning
- Teaching strategies that acknowledge individual needs
- A linked Key Worker where appropriate
- EAL reading club
- In class support and withdrawal where necessary
- Tailor made extra-curricular clubs/ activities and trips
- Access arrangements for public exams and in-school tests
- Whole school training for staff on the needs of students
- Curriculum support
- Vocabulary/reading sessions

In addition, the following support provision may be explored for specific needs:

Needs		Support	Criteria
<b>Communication and Interaction</b>	Autistic Spectrum Disorders	<ul style="list-style-type: none"> <li>• Access to specialist teaching advice from Hounslow</li> <li>• Dedicated supervised space to allow students compose and reflect</li> <li>• Key TA / Mentor</li> <li>• Educational Psychology Service</li> </ul>	Students identified as having a communication and interaction difficulty are included in Class Chart
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> <li>• Access to Speech and Language Specialist</li> <li>• Individualised speech and language programmes</li> <li>• Student-centred EAL intervention programmes for new arrivals [1:1 and small groups]</li> </ul>	
<b>Cognition and Learning</b>	Moderate Learning Needs	<ul style="list-style-type: none"> <li>• Baseline screening programmes and tests to identify those who need targeted support - small group and individual</li> <li>• Educational Psychology Service</li> </ul>	Students identified as having a difficulty in the areas of cognition and learning are included in Class Chart
	Specific Learning Needs	<ul style="list-style-type: none"> <li>• Screening programme and further assessment to devise a bespoke programme of study</li> <li>• Access to specialist teachers in education</li> <li>• Educational Psychology Service</li> </ul>	

		<ul style="list-style-type: none"> <li>Specialised programmes that develop co-ordination; gross and fine motor skills</li> </ul>	
<b>Needs</b>		<b>Support</b>	<b>Criteria</b>
<b>Social, emotional and mental health difficulties</b>	Social Needs	<ul style="list-style-type: none"> <li>Social Skills Groups</li> <li>Pastoral Care Team</li> <li>Buddy System for Year 7</li> <li>Sixth Form Mentoring Scheme</li> </ul>	Students identified as having social, emotional or mental health difficulties are included in Class Chart
	Emotional and Mental Health Difficulties	<ul style="list-style-type: none"> <li>Access to Counsellors</li> <li>Learning Mentor</li> <li>Emotional Literacy Group</li> <li>Educational Psychology Service</li> </ul>	
<b>Sensory and / or Physical Needs</b>	Deaf	<ul style="list-style-type: none"> <li>FM Receivers</li> <li>Access to Hearing Impairment Specialist</li> <li>Educational Psychology Service</li> </ul>	Students identified as having sensory or physical needs are included in Class Chart
	Visual Impairment	<ul style="list-style-type: none"> <li>VI Specialist from Hounslow Borough</li> <li>Touch typing lessons</li> <li>Physical environment audit</li> </ul>	
	Multi-Sensory Impairment	<ul style="list-style-type: none"> <li>Risk assessment and individualised Support</li> </ul>	

**Medical Needs**

- Specialist support
- Access to specialist nurses
- Access to School Nurse
- Medical information is logged
- Secure storage for medication
- Health Care Plans

Students identified as having medical needs are included in Class Chart

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## **SEND Information Report**

Our school welcomes students with Special Educational Needs and Disabilities (SEND).

Our aim is to differentiate our teaching in order to be responsive to the range of individual children's learning needs so that they can progress within the curriculum (including emotional and social development).

We aim to support learning through the arrangement of teacher-student groupings, student peer support and, where appropriate, the involvement of Teaching Assistants. In addition, we make use of a wide range of learning materials and digital equipment designed to help students respond to the challenges of learning.

We liaise with all feeder primary schools and Post-16 providers to ensure a continuity of support at key transition points.

We encourage parents to participate in supporting their children's learning at all stages through use of the school planner, consultation events and other communication.

We monitor how effective we are in supporting all students' progress and development – including those who have SEND. The detailed information is kept on the student's file and uploaded on SIMS. These records are shared and discussed with all parents/carers. This information is, in turn, used to evaluate the effectiveness of our provision map 'offer', and to enhance it, as part of the School's Improvement Plan.

The Deputy Headteacher with responsibility for Inclusion and the School's SENCO is Miss Stone. She can be contacted on 01753 662009 or by email on [info@pioneersecondaryacademy.com](mailto:info@pioneersecondaryacademy.com)

SEND Administrator- Mrs Summerell  
SEND Governor - Pending

In house training of teachers and teaching assistants supports our responsiveness to children's learning and other needs. This takes the form of teacher peer support; communication arrangements among staff; consultation with, and training by, our Inclusion Team, as well as training offered by the Local Authority and other agencies. All staff undertake an induction programme which includes training with the Inclusion Team to explain the systems and structures in place around the School's Inclusion provision and practice, as well as to discuss the needs of individual students.

The above support is designed within a whole-school provision mapping. It is based on student and parent/carer involvement at the level of the subject teacher, the Headteacher, a designated Governor with responsibility for Special Needs, the SENCO and the Senior Leadership Team.

If your child has a special educational need and/or disability [SEND] and your complaint concerns the support your child is receiving to help them with their SEND, then you should first raise any concerns you have with Miss Stone, the Deputy Headteacher responsible for Inclusion and the School's SENCO. She can be contacted on 01753 662009 or by email on

[info@pioneersecondaryacademy.com](mailto:info@pioneersecondaryacademy.com)

If you feel your complaint has not been addressed then please write a letter of complaint to the School's Headteacher, Mr Sahota, at the address below.

Headteacher  
Pioneer Secondary Academy  
Pioneer House  
Hollybush Hill  
Stoke Poges  
SL2 4QP

If you are not happy with the School's response to your complaint, then please contact the School's Trustees. The letter should be addressed to the Chair of Trustees and emailed to [info@sikhacademiustrust.com](mailto:info@sikhacademiustrust.com) or can be handed into Reception.

If you remain unhappy with the outcome, please Contact Bucks SENDIAS Service on [sendias@buckinghamshire.gov.uk](mailto:sendias@buckinghamshire.gov.uk) or by phone on 01296 383 754

For more information on making a complaint about SEN support, in a school or an academy, go to [www.gov.uk/complain-about-school/sen-complaints](http://www.gov.uk/complain-about-school/sen-complaints).

Where a student's needs requires it, our SENCO/SEN Manager calls on such expert help as is currently available from the Local Authority through its 'local offer' and other community and specialist services. In all instances, the school-based and additional support is planned in consultation with parents/carers and with the students themselves.

The Local Authority 'local offer' of services, and other available sources of support are published on the [Buckinghamshire Local Offer](#) [Slough Local Offer](#).