



# **SEND Offer and Information Report**

Date reviewed: Autumn 2023  
Date of next review: Autumn 2024

## Introduction

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.

Our curriculum is broad and balanced as outlined on our website, the curriculum is adapted or made accessible for pupils according to their SEN.

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.

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). Our staff ensure that Ordinarily Available Provisions are utilised alongside the school's teaching and learning policy and PSA's consistent classroom toolkit. *Buckinghamshire's Ordinarily Available Provision (OAP) can be found here:*

[https://schoolsweb.buckscc.gov.uk/media/53475/ordinarily\\_available\\_provision\\_and\\_equipment\\_combined\\_final\\_bc\\_270220\\_pdfa.pdf](https://schoolsweb.buckscc.gov.uk/media/53475/ordinarily_available_provision_and_equipment_combined_final_bc_270220_pdfa.pdf)

Training of teachers and learning support assistants ensures 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. The opportunities and sessions are communicated to staff in weekly briefings and a weekly bulletin. 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.

When there is a concern for a pupils ability to access learning, the following procedure is in place which follows our policy which is the SEND Code of Practice **assess-plan-do-review** cycle:

## Assess

1. Concerned staff member(s) send out the 'round robin' form to the pupils' teachers for feedback on the pupils achievement in the subject, attitude towards learning, strengths and weaknesses in the subject, and any 'Ordinarily Available Provision, (OAP)' provided thus

far. Parent(s)/ Caregiver(s) may contact the school with their personal concerns for their child's learning too, which would prompt the same document to be circulated.

- a. Some children/young people need increased support to access learning because:
  - i. They have a significantly greater difficulty in learning than the majority of children of the same age
  - ii. They have barriers to learning due to early emotional or physical trauma
  - iii. 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.
2. The SENCO reviews the 'round robin' to see if there is any overlap of experience, outlying information, and compare the pupil's CAT and NGRT scores for clues as to other OAP not yet tried that may be beneficial. Teacher's receive guidance and support in implementing any OAP's that may still be effective.
3. If there is reason to believe that the pupil requires additional support beyond OAP's, internal assessments are made to identify interventions or support that is best fit (further CATS or NGRT's, EAL assessments, baseline subject assessments, MAZE comprehension assessments, etc.)
  - a. In all instances, contact is made with the pupil's parent(s)/ Caregiver(s) to discuss the findings, consult on decisions, and come to an agreement about whether or not the pupil should be placed in the school's SEND register through in-person meetings, phone calls and/or emails
4. In instances where further assessment is needed by an educational psychologist, speech and language or occupational therapist, the SENCO will support the pupil's parent(s)/ Caregiver(s) in applying for these assessments through an agency such as CAMHS. Families are also able to seek private assessments where the school can provide information to support.
  - a. While these assessments are being awaited, the school will continue to support the pupil based on observations
5. At this time the pupil has been added to the Inclusion File and a Case study and Individual Support Plan is being populated with the information collected.

## **Plan**

6. When a pupil is placed on the SEND register, additional provisions and support is organised.
7. Specific targets are set for the pupil. These targets are determined in consultation with the pupil and their parent(s)/ caregiver(s) via in-person meetings, telephone or email conversations.
  - a. Pupils can complete personal interest pages to feedback their personal goals and wishes to help tailor targets and provision further. These pages are adapted based on the pupils' communication needs (use of pictures, modified language, scribes, etc).
  - b. The support offered and targets set are designed to promote students' independence and resilience as learners and work 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 PSA, please contact Miss Stone [Senior Assistant Headteacher Inclusion/SENCO] or the Deputy SENCO.

## **Do**

8. The support and provision is trialled for a number of weeks based on the pupils area of need.

9. Reasonable adjustments can be made ad hoc to have the greatest success and engagement from the pupil (time of day, length of intervention, lessons used, size of intervention group, etc.)
  - a. 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 Coordinator - 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 SPARX, Calibre Audio, and Fresh Start 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

*Please see specific support offered for each area of need in Appendix A*

## **Review**

10. The pupils targets are reviewed with the pupil and their parent(s)/ Caregiver(s)
  - a. interventions may be changed or extended, the pupil may be ready to return to more independent learning, or other provisions are sought out.
  - b. All plans, targets, evidence, reviews and notes are logged on SIMS, in the school's Inclusion Drive, and in the case of printed documents or pupil's work examples, secured on-site files. These records are shared and discussed with all parents/carers. This information is, in turn, used to evaluate the effectiveness of our provision and to enhance it, as part of the School's Improvement Plan.
11. Where a student's needs require it, the SENCO calls on such expert help as is currently available from the Local Authority through its 'local offer' and other community and specialist services. This can include further advice sessions with specialist teachers, educational psychologists, speech and language therapists, and occupational therapists.
12. In all instances, the school-based and additional support is planned in consultation with parents/carers and with the students themselves.
  - a. The Local Authority 'local offer' of services, and other available sources of support are published on the
    - i. [Buckinghamshire SEND Local Offer](#)
    - ii. [Slough SEND Local Offer](#)

The **assess-plan-do-review** cycle continues as often as necessary to ensure equitable access to education. Data and information on SEND pupils is recorded in our census which is reported to the DfE and Local Authority when necessary.

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. A parent/ caregiver(s) first point of contact is always the pupil's form tutor and subject teachers.

In the case of looked after children, they would receive the same level of attention, care and provision with the additional communication and liaising of the Social Worker and identified key points of contact.

## **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.
  - a We liaise with all feeders' primary schools to ensure a continuity of support at key transition points.

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](#)

## **Post 16 Transition**

When it comes time for the transition to Key Stage 5, we liaise with all post-16 providers to ensure a continuity of support at this key transition point too. Pupils receive tailored advice from the careers counsellor who works with the SENCO to arrange the most appropriate placements and opportunities which is communicated home as well. Pupils also use the Unifrog platform to collate their preferences, experiences, and requirements to apply for the best placements for them. All SEND information, inclusion support plans, case studies and sample work is forwarded on to their next education provider. Young people are also able to receive copies of their Access Arrangements, or other assessments for other adult- transition events such as their drivers theory test, employment or independent living applications. Our pupils with SEN are also able to request reference letters from the SENCO to support applications.

## **Enquiries**

If your child has a special educational need and/or disability [SEND] and you wish to discuss any concerns regarding the support your child is receiving, you should first raise any queries you have with Miss Stone, the Senior Assistant Headteacher responsible for Inclusion and the School's SENCO. She can be contacted on 01753 662009 or by email on [office@psa-bucks.com](mailto:office@psa-bucks.com)

If you feel you have not been given sufficient information 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 then please contact the School's Trustees. The letter should be addressed to the Chair of Trustees and emailed to [info@sikhacademiestrust.com](mailto:info@sikhacademiestrust.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).

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

Deputy SENCo - Jillian Poulin  
SEND Administrator– Samantha Summerell  
SEND Governor – Tajinder Matharu

Appendix A: 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 Bucks</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 Inclusion File and in staff context sheets
	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 Inclusion File and in staff context sheets
	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> <li>• Specialised programmes that develop coordination; gross and fine motor skills</li> </ul>	

Needs		Support	Criteria
<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> <li>• Lunch club safe spaces</li> <li>• Off campus SEND competitions and conventions</li> </ul>	Students identified as having social, emotional or mental health difficulties are included in Inclusion File and in staff context sheets
	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 Inclusion File and in staff context sheets
	Visual Impairment	<ul style="list-style-type: none"> <li>• VI specialist from Bucks council</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>	
<b>Medical Needs</b>		<ul style="list-style-type: none"> <li>• Specialist support</li> <li>• Access to specialist nurses</li> </ul>	Students identified as a having medical condition
		<ul style="list-style-type: none"> <li>• Medical information is logged</li> <li>• Secure storage for medication</li> <li>• Health care plans</li> </ul>	Needs are included in Inclusion File and in staff context sheets