SAT (PSA) SEND Information Report

Date reviewed: Autumn 2026
Date of next review: Autumn 2027

SAT Sikh Academies Trust
Faith Inspired Education

PIONEER SECONDARY ACADEMY SEN INFORMATION REPORT 2026/27

1) Introduction

At Pioneer Secondary Academy (PSA) every young person is equal, valued, and unique. PSA aims to provide an environment where all young people feel safe and can flourish. The school will respond to individuals in ways which take into account their varied life experiences and particular needs.

The school is committed to providing an appropriate and high-quality education to everyone within its community. The school seeks to promote progress, raise achievement, remove barriers to learning and ensure inclusion for all young people.

Trustees, governors and staff believe that every student has an entitlement to develop their full potential. Educational experiences are provided which allow students to achieve their best and recognise their individuality.

This document is intended to provide information regarding the ways in which we ensure we support all of our students, including those with Special Educational Needs and/or Disabilities **(SEND)**, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual students.

- Set high expectations, making learning challenging and enjoyable
- Provide equality of educational opportunities for all
- Ensure implementation of government and LA inclusion recommendations
- Ensure the SEND Policy is implemented consistently
- Identify and remove barriers to learning
- Provide appropriate resources and experiences to meet a variety of different needs
- Provide an appropriately adapted curriculum
- Support staff, parents, and students
- Recognise and value students' achievements

2) Legislation and Guidance

This SEN Information Report is based on the statutory *Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years* and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for Education, Health and Care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN Information Report.

- The Equality Act 2010, which places duties on schools in relation to disabled pupils, including the duty to make reasonable adjustments.

This document should be read in conjunction with our SAT SEND Policy, SAT Accessibility Plan 2026–2029, PSA Anti-Bullying Policy and PSA Behaviour Policy.

3) Definition of SEND

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of children of the same age, or
- A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Students identified as having SEND will have specific needs-based plans where appropriate which help to support their development and accelerate progress.

4) Types of SEND

The SEND Code of Practice identifies four broad areas of need:

- Communication and interaction, for example, autism, speech and language difficulties.
- Cognition and learning, for example, dyslexia, processing challenges and moderate learning difficulties.
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and physical disabilities.

5) Admission Arrangements

Students with SEN who do not have an EHC plan are considered for admission on the same basis as all other applicants and in accordance with PSA's published Admissions Policy. A student will not be refused admission because they have SEN or because the school considers itself unable to cater for their SEN.

Where PSA is named in a student's EHC plan, PSA must admit the student. The Local Authority will consult the school before naming PSA in an EHC plan in accordance with the statutory process.

Disabled pupils will not be discriminated against in PSA's admission arrangements and reasonable adjustments will be made in accordance with the Equality Act 2010.

6) The arrangements for disabled pupils

- PSA will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that special educational provision is made for pupils with SEN. In order to promote equality of opportunity for disabled children we will make reasonable adjustments to prevent them from being disadvantaged.
- In practice, we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.
- All communication is tailored to specific needs where identified.

Existing facilities and arrangements to support access include:

- Step-free access to relevant areas of the school.
- Accessible lifts and resources to make the first floor more accessible.
- Accessible toilet facilities.
- Teaching resources and equipment which can be adapted according to identified need.
- After school clubs and extra-curricular provision are accessible to all students including those with special needs.
- Pupils have access to after school homework clubs.
- Pupils have access to the Inclusion Club at lunch times.

Further information about how PSA increases access to the curriculum, improves the physical environment and improves the accessibility of information is contained in the SAT Accessibility Plan 2026–2029.

7) Transition Arrangements - How do we support pupils moving between phases and to prepare for adulthood?

If your child is moving to another school, we will contact the School's Special Educational Needs Coordinator **(SENCO)** and ensure they know about any special arrangements or support that need to be made for your child.

- We will make sure that all relevant SEND records about your child are passed on as soon as possible and transferred securely.
- All Year 6 students joining PSA are invited to the school. This gives students the opportunity to become accustomed to the school.
- All parents/carers of Year 6 students coming to PSA are invited to Induction Evening to find out about the ethos and expectations of the school.
- If a student has SEND they may be invited to attend the school on additional days. This is particularly useful if they have difficulties managing change or are very anxious about attending.
- The SENCO may attend the Annual Review of students with EHC plans who will be joining PSA where appropriate.
- The SENCO will liaise with the student's primary school SENCO to discuss the specific needs of the child. Transitional mentoring will be given to those students, if deemed appropriate.

- We liaise closely with staff when receiving and transferring students to different schools, ensuring all relevant information is passed on and all needs are discussed and understood.

We work closely with our Careers Adviser to support the transition of SEND students.

From Year 9 onwards, Annual Reviews of EHC plans will include a focus on preparing for adulthood, including further education or training, employment, independent living, health and participation in society, as appropriate.

8) SEN/D Local Offer information

Schools have to provide details of the school specific offer. This is reflected in the Buckinghamshire Local Authority Local Offer, which can be found through Buckinghamshire Council's SEND Local Offer / Family Information Service.

9) Please see below details of SEND at PSA, in question and answer form.

a) How do we identify pupils with SEN?

PSA uses the graduated response as outlined in the *Special educational needs and disability code of practice: 0 to 25 years*. To help with this process, a variety of screening procedures are used, which are then disseminated to teaching staff.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages. Assessment forms a part of our setting. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

High-quality teaching, adapted for individual students, is the first step in responding to students who have or may have SEND. PSA follows the four-part graduated approach of Assess, Plan, Do and Review.

b) How are Looked After Children with SEN provided for?

- The Designated Teacher responsible for LAC students liaises closely with the SENCO to ensure that LAC students' needs are being met.
- If the student is new to the school, the student is closely monitored and professionals, such as the SENCO, work closely with the child to ensure a smooth transition.
- Teachers, carers, social workers and other professionals use the standard school and local authority assessments to identify any special needs and take steps to address such needs effectively.
- We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model and, if the student is identified as having a special educational need, strategies will be devised to support the student and shared with teachers through an Individual Support Plan (ISP), where appropriate.

10) What is our approach to teaching pupils with SEN?

High quality teaching is our first step in responding to all students, particularly those who have been identified as having SEN. Our approach to teaching is underpinned by the latest research into how the mind learns and retains information. Combining the best of traditional pedagogy with the most recent innovations from cognitive science, teachers prioritise memorisation and practice in lessons.

- Teachers are expected to adapt their teaching resources to meet the needs of all students in the class. This aims to give every child an opportunity to access the curriculum.
- Teachers are provided with information about the child's SEN needs. This document explains the student's area of need and provides the teacher with strategies to support the student with the learning.
- Specific resources and strategies will be used to support your child individually and in groups.
- Class planning and teaching will be adapted, if needed, to meet your child's learning needs.
- Good practice is regularly disseminated to staff.
- Different types of groupings may be used to promote learning and progress.
- Sometimes small groups or an individual may be withdrawn from their subject to enable staff to address their particular needs more directly.
- On occasion, individual students may be withdrawn from a lesson for one-to-one work. This provides intensive support for learning or guidance.
- An alternative educational off-site provision may be arranged for students to meet their needs where appropriate and in accordance with relevant statutory requirements.

Teachers remain responsible and accountable for the progress and development of students in their classes, including where students access support from teaching assistants or specialist staff.

11) How are the teachers in PSA helped to work with students with SEND and what training do they have?

- The SENCO co-ordinates support within the school and gives advice and recommends strategies to staff.
- The SENCO ensures staff are informed of local and national developments in relation to SEND and Inclusion.
- Training needs are identified and, where appropriate, external specialists and agencies are deployed to deliver the training.
- Early Career Teachers [ECT] are offered support and in-school training by the Inclusion Team. New members of the Inclusion Team are inducted and trained.
- PSA provides training for all staff to improve the teaching and learning of students, including those with SEND. This includes training on the needs of **students with EHC plans** and the most effective strategies to use with them.
- Individual teachers and intervention teachers can undertake training courses run by external agencies and all staff have the opportunity to complete online SEN courses from recognised providers.
- Where specialist expertise is required beyond that available within the school, advice or support will be sought from appropriate external professionals or specialist services.

12) What additional support is available for learning?

- We ensure that all students who have special educational needs have their needs met to the best of the schools' ability with the funds available.
- All students with an EHC plan are taught by qualified teachers.
- All interventions are done by qualified teachers and highly trained TAs.
- PSA identifies students who may require access arrangements for assessments and examinations. Access arrangements are determined in accordance with current JCQ regulations, including the requirement to establish appropriate evidence and the student's normal way of working. Where an assessment by a specialist assessor is required, this will be undertaken by an appropriately qualified assessor.

We have regular INSET sessions for staff.

The following individuals and agencies work with pupils with SEND where appropriate:

- SENCO
- Specialist Subject Teachers
- Subject Intervention Teachers/Heads of Year
- Mental Health Agencies
- Social Services
- Careers Advisor
- Speech and Language Therapy
- School Counsellor
- Educational Psychology and other relevant Local Authority, health or specialist services

13) How do we adapt the curriculum and learning environment?

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, strategic seating, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Smaller groups where appropriate.

Young people with SEND are actively encouraged and supported to join in and benefit from additional activities and clubs.

At Pioneer Secondary Academy a broad, balanced, and relevant curriculum is adapted to enable all young people to access the learning. In planning and teaching, teachers set high expectations and provide suitable learning objectives, meet the young people's diverse learning needs, and remove the barriers to learning. Young people with SEND are taught with their peers in mainstream classes. Where appropriate and in order to maximise learning, some young people are withdrawn either individually or in small groups, to take part in targeted, time-limited interventions, planned to meet particular needs.

14) How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

- Teaching resources and equipment used are accessible to all students, regardless of their needs.
- After school and extra-curricular provision is accessible to all students, including those with SEND.
- There are a number of educational visits and school trips throughout the year. The educational visits are usually linked to specific subjects.
- Students with SEND will not be excluded from educational visits or other school activities solely because of their SEN or disability.
- If a student has specific needs, we will provide reasonable adjustments where required to enable participation.
- A risk assessment is carried out prior to any off-site activity where required to ensure everyone's Health and Safety will not be compromised.

15) What support is there for my child's overall wellbeing?

We are an inclusive school; we treat others with kindness and celebrate diversity. We believe that having high self-esteem is crucial to a child's wellbeing.

The responsibility for the behavioural, medical and social welfare of students is supported by the Head of Year, Tutor, Student Services, SENCO and other relevant pastoral staff.

If further support is required, the Head of Year liaises with the SENCO and the Designated Safeguarding Lead for further advice and support.

This may involve working alongside outside agencies, such as Health and Social Care, and/or specialist educational services.

For some students with the most need for help in this area, we are also able to provide:

- Mentor time with their Key Worker/Mentor
- Access to therapy
- Counselling support
- An external referral to Child and Adolescent Mental Health Service (CAMHS)

Tutor

When a student joins the school, they are allocated a tutor group and are part of a Year Team. Every student has a tutor, who they see every morning at registration. Part of their role is to support the students in their group, in terms of their social and emotional wellbeing. Students and parents are able to discuss any concerns relating to pastoral care with the Head of Year.

Head of Year

The tutor group is part of a Year Team. The Head of Year oversees the entire year group and is supported by a member of SLT. The Head of Year's role is to help co-ordinate support for the health and wellbeing of students in their year group.

Welfare

The Welfare Officer oversees students with health and/or disability concerns. Students with a medical need may have an Individual Healthcare Plan where appropriate, detailing the support and adjustments being made.

Where a student has both SEND and a medical condition, their provision will be planned and delivered in a coordinated way.

Attendance Team

- The attendance and punctuality of students is recorded onto the system.
- The attendance officer monitors attendance closely and identifies students that are having difficulties with attendance and/or punctuality.
- Parents are informed and invited to attend a meeting to establish the cause and resolve any difficulties.

- Where SEND or disability contributes to attendance difficulties, appropriate support and reasonable adjustments will be considered in accordance with the PSA Attendance Policy.

Personal Development

We cover aspects of emotional well-being in our Personal Development curriculum delivered either through timetabled lessons or during assemblies and during tutor time sessions. We have a zero-tolerance approach to bullying.

16) What support do we have for you as a parent of a child with SEND?

- The Head of Year is available to discuss your child's progress or any concerns you may have and to share information about what is working well so that similar strategies can be used at home and school.
- The SENCO is available to discuss your child's progress or any concerns you may have.
- Support plans will be reviewed with you.
- EHC plans will be reviewed at least every 12 months.
- There will be several opportunities during each school year when you will be invited to attend school to discuss your child's progress.
- All information from external professionals will be discussed with you and with the professional involved directly, or where this is not possible, in a report.
- Parents are informed and actively encouraged to support shared goals at home.
- Access to Bucks SENDIAS Service is available to provide independent information, advice and support.

17) Which external agencies do we work with?

Links with a range of external services are well established. Where appropriate to a student's needs, these may include Educational Psychology, School Health, Teaching and Support Service, Therapy consultation services and, when appropriate, Social Services and Looked After Children Team.

18) How do we assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of Assess, Plan, Do, Review.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

High quality teaching, adapted for individual students is the first step in responding to students who have or may have SEND.

Assess

We assess and monitor each student's levels of attainment on entry and throughout their education.

Where progress is found to be less than expected, the class teacher and SENCO will assess whether the child has SEND by identifying barriers to learning. The views and concerns of the child, their parents/carers and, where relevant, outside agencies, will be taken into account.

Plan

The SENCO will consult with parents and the student to determine the adjustments, interventions and support to be put in place. The expected impact on progress and/or behaviour will be discussed, along with a date for review.

Do

The student's class teacher and/or the intervention teacher will remain responsible for working with the child on a daily basis and implementing their individualised programme.

The class or subject teacher remains responsible for the student's progress, including where the student receives support from teaching assistants or specialist staff.

Review

The effectiveness of the support and interventions will be reviewed regularly with staff, the student and their parents.

Where a student has an Education, Health and Care (EHC) plan, the Local Authority must review that plan at least every twelve months.

Where a pupil is receiving SEN Support, PSA will communicate regularly with parents/carers to set and review outcomes, progress, support and responsibilities. In accordance with the SEND Code of Practice, parents/carers will have the opportunity to meet with the school to discuss SEN Support at least three times each year.

The school will also provide an annual report to parents/carers on their child's progress.

Sustained progress may result in the removal of a pupil from the SEND Support Register where it is determined, following review, that the pupil no longer requires special educational provision.

Tracking Data

Your child's progress is continually monitored by their subject teachers/leaders.

Their progress is reviewed formally in accordance with the school's assessment and reporting arrangements.

- Your child will receive a progress report at least 3 times a year.
- Reports are completed by subject teachers and provide information on progress and attainment.
- Parents/carers have opportunities to discuss their child's progress with school staff.

19) Annual Review

The progress of students with an EHC plan is formally reviewed at an Annual Review with those involved in the child's education.

The purpose of the Annual Review is to:

- Assess the student's progress over the year in terms of the targets set at the previous Annual Review.
- Collate and record information that the school and others can use in planning future support for the child or young person.
- Consider the continuing appropriateness of the student's plan and whether it needs to be amended or ceased.
- Set or review outcomes for the next 12 months.
- Bring together the views of everyone who helps the student.
- Consider whether the support and placement are meeting the student's needs.
- Record any changes in the student's circumstances.
- Review any special provision that is being made for the student.

From Year 9 onwards, the Annual Review must include a focus on preparing for adulthood.

20) How do we evaluate the effectiveness of SEND provision?

- All students, including those with SEND, are assessed on a regular basis, in accordance with the school's Assessment Procedures.
- Teachers formally assess and review progress and attainment, which is communicated to parents/carers.
- Parents' Evenings provide an opportunity to discuss progress, attainment and next steps.
- All students with an Education, Health and Care Plan have an Annual Review.

- Students receiving SEN Support have their provision and progress reviewed regularly through the Assess, Plan, Do, Review cycle.
- The school has a Quality Assurance process that assesses the effectiveness of teaching and learning for all students, including those with SEND.
- Staff evaluate the impact of provision by monitoring the progress of SEND students.
- Progress and attainment data for students is analysed for effectiveness.
- The impact of the support given is measured and adaptations are made where necessary.

21) How do we involve pupils and parents?

If your child is identified as not making progress the school will contact you to:

- Discuss any concerns you may have.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning.

Parents/carers will be informed when it is determined that their child has SEN and SEN Support is being provided.

22) How will my child be able to contribute their views?

At PSA, we value student participation and believe that students have an important part to play in their own education.

- Students who have educational support plans discuss and set their targets with relevant staff.
- There is an annual student questionnaire where we actively seek the viewpoints of students.
- If your child has an EHC plan their views will be sought before any review meetings and they will be invited to attend, where possible.

23) How can parents/carers let the school know they are concerned about their child's progress at school?

- Pioneer Secondary Academy has a positive attitude to parents/carers and values their role in their child's education.
- Parents/carers are informed when their child is identified as having SEN and SEN Support is put in place.
- Interpreters are arranged for parents/carers who require translation during meetings.
- If you are concerned about your child's progress, you should speak to your child's Head of Year or the SENCO.

- The Year Teams at the school are proactive in supporting parents/carers and liaise with the SENCO and external agencies where appropriate.

24) What if I need to complain?

Parents/carers who have concerns about the SEND provision made for their child should initially raise these with the SENCO. If the concern is not resolved, the SAT Complaints Procedure, published on the school's website, may be followed.

Depending on the nature of the issue, parents/carers and young people may also have access to Local Authority disagreement resolution or mediation services and rights of appeal to the First-tier Tribunal (Special Educational Needs and Disability).

Buckinghamshire SENDIAS can provide independent information and advice about SEND concerns, disagreement resolution and appeal rights.

25) Role of the SENCO, governor, teacher and TA responsibility

The SENCO is the Inclusion Coordinator (supported by the Deputy SENCO) and coordinates SEND provision, reporting to the Headteacher and to the Governing Body.

They will:

- Manage the day-to-day implementation of the SEND Policy.
- Coordinate the provision for students with SEND.
- Receive and evaluate referrals made by teachers using the relevant procedures.
- Maintain the SEND list and regularly update the SEND provision map.
- Maintain resources and specific interventions to ensure appropriate provision is made.
- Track progress using school-based and statutory assessment data.
- Complete referrals to outside agencies when required.
- Complete relevant documentation required for additional funding.
- Support and advise colleagues, providing additional training where required.
- Monitor and evaluate the SEND provision and report to the Governing Body.
- Act as a link with outside agencies.
- Liaise with the Designated Teacher where a looked after student has SEND.
- Implement the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaise with parents/carers of students with SEND.
- Liaise with primary feeder schools, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaise with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.

- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements, including those for public examinations.
- Ensure that the school keeps the records of all students with SEND up to date.

Teachers are responsible and accountable for the progress and development of all students in their classes, including those with SEND, even where students receive additional support from teaching assistants or specialist staff.

26) Specialist and Resource Allocation and Accessibility

- The Headteacher and SENCO are responsible for the operational management of the budget for special educational needs provision and Inclusion. The school will use a range of funding including the notional SEND budget and, where applicable, other funding to provide appropriate support for students.
- Where the cost of additional provision exceeds the nationally prescribed £6,000 threshold, additional high-needs or top-up funding may be sought from the relevant Local Authority in accordance with its criteria and funding arrangements.
- Where, despite having taken relevant and purposeful action to identify, assess and meet the SEND needs of a student, the student has not made expected progress, the school or parents/carers may consider requesting an EHC needs assessment. The school will provide the Local Authority with evidence of the action taken as part of SEND Support.
- Further details on our inclusive provision for students can be found in the SEN Information Report and SAT Accessibility Plan.
- Pioneer Secondary Academy follows the graduated approach of action and intervention as outlined in the SEND Code of Practice.
- School assessment data, teacher judgments and, where appropriate, assessments from external agencies are used to identify children who require additional and/or different provision.
- At Pioneer Secondary Academy, student needs are recorded. These are met in the classroom by teachers and where appropriate with additional TA support.
- Students with an EHCP are provided with support in accordance with the special educational provision specified in their EHC plan.
- Targets and outcomes are reviewed with parents/carers through the appropriate review process.

27) Student Voice

At Pioneer Secondary Academy, the views of all students are valued. Students' questionnaires and forums are used to gather their views.

Students with SEND are involved in the process of setting and reviewing their targets and outcomes, where appropriate.

Students with EHC plans will have their views sought and recorded as part of the Annual Review process.

28) Medical Conditions

Pioneer Secondary Academy will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support students with medical conditions.

Where a student also has SEND, their provision will be planned and delivered in a coordinated way with their EHC plan, SEN Support arrangements and/or Individual Healthcare Plan, as applicable.

Pioneer Secondary Academy has a secure medicine cabinet where medicines can be safely stored with the permission of the parent/carer. Students are supervised to take medication in school by appropriately trained staff.

29) Monitoring and Evaluating the Success of Provision

A variety of methods are used to monitor and evaluate the provision and achievements for all students, particularly those with SEND:

- Regular observation of teaching and feedback to teachers.
- Analysis of assessment data.
- Assessment records that illustrate progress over time.
- CAT4 Testing for incoming Year 7 students.
- Pre- and post-assessments for students who are withdrawn for targeted interventions.
- Success rates in respect of individual targets.
- Monitoring by the governor with responsibility for SEND.
- The views of parents/carers and students.
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- Case studies to evaluate strengths and weaknesses with regard to intervention and progress.
- Attendance, behaviour, suspension and permanent exclusion information where relevant to evaluating outcomes for students with SEND.

30) Who to contact for more information or to discuss a concern

If you are worried about your child, you can talk to a number of professionals depending on your concern.

PSA SENCO: Diane Yousofian
Email: d.yousofian@psa-bucks.com
Telephone: 01753 662 009

The PSA Governor responsible for SEND and Inclusion is Tajinder Matharu and can be contacted through the school office.

Pioneer Secondary Academy, Pioneer House, Hollybush Hill, Stoke Poges, SL2 4QB.

Buckinghamshire SENDIAS provides free, impartial SEND information, advice and support. Parents/carers can access the service through Buckinghamshire Council's SENDIAS webpages or leave a voicemail on 01296 383 754.

This SEN Information Report will be reviewed annually. Any changes to the information occurring during the year will be updated as soon as possible.