

Special Educational Needs and Disability (SEND)

Annual Report 2025



The SEND provision outlined below takes into account:

SEND Policy
Accessibility Plan
Healthcare, First Aid & Administration of Medicines Policy

These documents are also published separately on our school website in the policies section
<http://www.princesrisborough.bucks.sch.uk/Home/Policies/>

The SEN Team

- Assistant Headteacher - SENDCo - Mrs S Kallay
- Assistant SENDCo - Ms K Geddes
- Assistant SENDCo - Mrs E Evans
- SEND Manager - Mrs L Williams
- Intervention Leads - Mrs L Tuvey and Mrs Y Stevens
- EAL Co-ordinator - Ms P Garea
- Assistant Teachers

1. The School's procedures in identifying and assessing pupils with SEND:

- The school caters for students with a range of SEND needs covering the 4 broad areas of SEND: Cognition and Learning, Communication and Interaction, Sensory and Physical and Social, Emotional and Mental Health. At Princes Risborough school these include Autism, ADHD, Dyslexia, Visual and Hearing impairment and, Social, Emotional and Mental Health needs. This list is not exhaustive. The school has a 25 place Additionally Resourced Provision for students with Autism. A place in the ARP requires an EHCP and students are allocated by Buckinghamshire Council.
- Before entry to our school students are visited in their current setting as part of the transition process. The school liaises with staff members at the primary or junior school. It is recommended for families of students with SEND that they contact Princes Risborough School prior to their child starting with any relevant or additional information that may aid support at school. This liaison, between the school and parents informs us of any pupils with SEND, their past history, plus any current strategies
- There is opportunity for additional transition and induction visits for some students with SEND transferring into Year 7 or the Sixth Form. Priority for these is given to those with EHCPs in the first instance.
- Upon arrival at PRS, students are assessed in reading which helps identify any areas where support may be needed.

- Through **regular** assessment points a year, all students are monitored closely by the teaching staff and Heads of Subject Department in the school. The SEND team also monitors assessment and progress data of students with SEND. Both academic and social & emotional progress is tracked for SEND students.
- If a concern is raised to the SEND team by parents, staff or a student that there may be an additional or SEND need, the school has access to some internal assessments which may be used to help identify barriers to learning. The school may also be able to refer parents or students to external agencies who can help with any formal diagnosis of needs. Schools cannot make diagnoses themselves.
- SEND students will be placed on the school's SEND list. All students on the list at EHCP level or SEND Support receive support and intervention that is above and beyond normal classroom levels. These students have a Person Centred Learning Plan written which outlines needs and support strategies. This is shared with all staff and is updated and shared frequently. Not all students with a SEND diagnosis require support that is above and beyond normal classroom levels, however staff will still be made aware of any diagnosis.

2. The effectiveness of provision for pupils with SEND is evaluated through:

- SEND Department meetings and feedback from Assistant Teachers.
- Students' on-going progress is monitored closely and interventions put into place to address any difficulties as and when they arise.
- The success of intervention programmes is monitored closely to ensure they provide high quality outcomes and remain good value for money. The school follows the Assess. Plan, Do, Review process as stipulated in the SEND Code of Practice 2015.
- Personal Centred Learning Plans are usually reviewed once a term but may be done so more regularly. Targets are set and reviewed as part of this process.
- The individual opinions of students and parents regarding the effectiveness of support are recorded and used to inform decisions about future provision.
- Student provision is closely monitored by the subject teacher and the SEND department, and reviewed regularly as part of an on-going process.
- The school uses Provision Map software to monitor all interventions and how effective they have been and use this data to inform next steps.

3. Assessing and reviewing the progress of pupils with SEND is achieved by:

- **All** school staff have high expectations for **all** students.
- Monitoring of progress takes place on a day to day basis by class teachers as they are often best placed to identify where progress is exceeding or not meeting expectations.
- Analysing data at each Assessment Point through the year and appropriate action taken.

- Where additional levels of support is required, beyond what is available in the classroom, a Person Centred Learning Plan is created which will outline the support and needs of a student. This will be shared with parents, the student and all staff.
- Interventions are regularly monitored by those staff delivering the interventions, Heads of Department and the SEND team.
- Student Reviews occur at least three times per year. These may be completed by any of the SEND Department including by Assistant Teachers as key workers for SEND students.
- The school also offers individual parent support meetings throughout the year.
- Analysis of examination outcomes by the SEND Department, Heads of Department and Leadership Team.
- Overview and scrutiny by the SEND Governor.

4. Approach to teaching SEND:

- It is our aim that all students are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high Quality First Teaching (QFT) which is adapted to meet the needs of all our students.
- Every effort is made to ensure that the opinions, thoughts and feelings of our students are included in any plans made about their education. Students' opinions are sought at a level which is accessible to the individual.
- From Year 7-11 bespoke programmes of intervention are often implemented, which may be in small groups on a one to one basis.
- Intervention may require the withdrawal from mainstream lessons for a short period of time. (Example: - Literacy, Numeracy, Occupational Therapy, Speech and Language Therapy, Social Communication Skills).
- All students have access to the full curriculum of subjects regardless of SEN needs. We do not withdraw students from curriculum subjects fully unless there are exceptional circumstances and these are on a case by case basis.
- For students in the ARP, they attend lessons with their peers for the majority of their time and use the ARP for additional intervention and support. There are no curriculum lessons in the ARP.
- All class teachers take responsibility for meeting the needs of all students in their class. Where students have SEND, class teachers will be aware of the students' areas of strengths and weaknesses and will meet these needs in order to ensure continued progress.
- The school has a number of Assistant Teachers who support teachers in adapting the lessons and material, and supporting with in lessons. They work in one or two subject areas. We do not have 1:1 ATs.
- Students with SEND also have access to support with social and emotional

development through support of the pastoral team and explicit teaching in PSHE and the Personal Development curriculum. Some students with SEND have additional support with elements of these curriculums through their Social and Communication skills interventions. This is supported by the head of PSHE and Personal Development in school.

- Those students with the highest level of need might be referred to external agencies for further advice and support. Acceptance to external agency support is based on their own criteria and is not within the schools control.
- A register of additional support (provisioning mapping) is kept by the SEN team in order to monitor the progress and plan the provision needed to continue here in school.
- Regular Professional Development and training for all staff, including Assistant Teachers around SEND.
- During times of school closure, due to events such as Industrial Action, the makes provision for students with SEND and those considered at risk or vulnerable. This includes the opportunity to attend school on those days.

5. How the schools resources are allocated and matched to the students' needs:

- Extensive planning is given interventions based on student need. This may include the use of external providers to meet the needs outlined in Section F of EHCPs.
- The SEN budget is the responsibility of the Executive Headteacher, Head of School and the Assistant headteacher (SENDCo). Regular discussion and monitoring takes place to ensure that resources are cost-effective and allocated appropriately.
- The Assistant Headteacher (SENDCo) and the Academy Trust Chief Finance Officer liaise closely on allocating budgets and resources.
- Interventions are planned and reviewed for effectiveness and costs of external interventions are factored into the departmental spending for each year.
- The SEND Budget is used for the support of students in school. This is the provision of interventions, including those identified in EHCPs, and for the provision of additional adult support across the school which included Assistant Teachers.
- The School does not have a budget to support Alternative Provision, tutoring or to provide private external support, unless stipulated and fully funded in an EHCP.

6. Equipment and facilities to support students with SEND:

- The school possesses a range of equipment and facilities including:
 - Coloured overlays and modified resources such as large print texts, reading rulers etc.
 - A quiet room with sensory equipment
 - Social areas within the department which are available at break and lunchtime for use
 - Quiet changing areas, toilets and lockers
 - Small group intervention classrooms
 - Small rooms for one to one intervention such as speech and language therapy
 - Access to the SEND area and quiet room if overwhelmed
 - Breakfast and homework support club

Where there are students with medical needs that require specialist support or equipment, advice and guidance will be sought from external professionals such as the NHS and occupational therapy and where and how these can be sourced. Funding for these will be determined through service level agreements and usually through the use of 'equipment loans.

7. Additional support for learning is given through:

- Academic mentoring which supports homework or organisation of work.
- Intervention leads who deliver numeracy, literacy, social skills, EAL and other standardised intervention
- Key Worker who will meet with students with SEND to discuss any issues and plan support.
- Assistant teacher support in classes as appropriate. This is not 1:1 support.
- Individualised resources as appropriate, e.g. visual prompts, overlays, larger font etc.
- Outward Bounds intervention - life and social skills group run by an external provider.
- Speech and Language Therapy - provided by the NHS and followed up in school as required. For students in the ARP this is provided by a therapist employed by the school.
- Occupational Therapy - provided by the NHS and followed up in school as required.
- Social Communication Skills Sessions (SCS) including interventions such as Zones of Regulation and Talk About Teenagers and Social Thinking
- We recognise that some students can experience a range of social and emotional issues. We offer a range of provision to support the improvement of emotional and social development of all students. This provision is bespoke to the individual and is generated through discussion with students and their families. See below:
 - Pastoral support
 - Social Communication Skills
 - Emotional regulation sessions
 - Keyworker meetings
 - Mediation
 - Referrals to CAMHS and the Mental Health Support team
 - Referrals to Family support and other external agencies as appropriate.
- Students with SEND are encouraged to join extracurricular activities to support learning beyond the classroom. Students have an opportunity to access the same extracurricular activities as their peers with additional support as required. Students with SEND attend trips including those that are residential.

8. Facilities to include students with SEND and how you obtain new or specialist equipment & facilities:

- The SEND department including the ARP is located in one key area of the school. The range of rooms within this area means that small groups and one to one interventions can take place in a quiet and dedicated area of the school.

- The SEND department has a range of small rooms for interventions and for specialist teaching. The Department offers social spaces at break and lunchtime for students
- The school is able to make reasonable adjustments to the teaching rooms by moving lessons to downstairs classrooms for physical disabilities wherever possible but not in specialist subjects such as Science and Technology. The school is not a fully accessible school or site.
- New equipment and facilities are obtained annually through department budget allocations. If a student requires equipment such a radio aid or specialist furniture, this may be obtained through the appropriate specialist at the LA.

9. SEND Training:

- All staff including specialist staff in the SEN Department, have access to on-going INSET and CPD. Staff are asked their views on any training needs and support they may need in relation to SEND.

- CPD is provided for all new staff on joining school and trainee teachers.

All staff have access to the 'SEND' drive which contains relevant information related to students such as Person Centred Learning Plans. Staff are informed of how to access this.

- SEND information is shared in the weekly staff bulletin including updates to risk assessments and PCLPs. Updates are also shared directly with staff through school systems such as email when required.
- Local Authority Specialist Teachers and NHS Staff support on-going training e.g. Speech and language therapy or Social and communication skills etc.
- All staff are able to request CPD in SEND.

10. Specialist expertise is obtained by the school:

Expertise may be drawn upon by the school to support students. Referrals may be made to outside agencies such as, but not limited to:

- Educational Psychologist training and support
- Occupational Therapist.
- Speech and Language Therapist.
- CAMHS and MHST
- Specialist Teaching Service (Autism, Cognition and Learning, Hearing and Visual impairment)
- Family Support Service
- Pupil Referral Unit

Access to Educational Psychologists assessments are limited and cannot be requested by parents. Assessment referrals are determined by the SENDCo and are limited to only 8 per academic year.

11. Consultation process:

- The school's arrangements to consult with and involve parents/carers of students

with SEND about the education of their child/ young person include:

- Progress Evenings (previously called Parents' Evenings).
 - Annual Reviews.
 - Telephone/email contact often via Key Workers.
 - Regular informal contact and meetings.
 - If a parent has concerns about their child's education the first point of call should be the Form Tutor. The Form Tutor may then seek advice from the SEND team.
-
- At every stage the students are consulted to discuss their ongoing provision through:
 - Mentoring programmes.
 - Key Worker sessions.
 - Involving students in decision-making, e.g.: designing their own programme of learning for Outward Bound and Social Communication Skills. Offering opportunities for input into updating equipment and facilities.
 - Students also are included in writing and reviewing their PCLP which is shared with staff.
 - In order to work effectively, we allocate a member of the SEND Leadership team to each year group to ensure one person has an overview of students in that year group.

12. Partnerships:

- Sir Henry Floyd Grammar School, The Mandeville School, Kingsbrook School, Sir William Ramsay, and Ashmead Combined school, as part of Insignis Academy Trust. This includes a SEND reference group with particular focus on developing and supporting SEND provision.
- 2bactive for Outward Bounds provision
- Virtual Schools for support with trauma and attachment
- Local providers such as Aspire, Animal Antiks, Aylesbury Central Training Group.
- The Local Authority SEND team and in particular the School EHC coordinator

13. Arrangements for pupils with SEND transferring between other education providers or preparing for adulthood & independent living:

- Close liaison between school and onward transition placement including accompanying students on taster Days, visits and interviews.
- Wherever possible we prepare students for transition to other settings in a manner most appropriate to the individual. For some students this takes the form of additional visits to the new setting, for others this may be working through materials which address key aspects of the new setting.
- Some of our students benefit from lengthy transition work whereas others may find extended transition stressful and require a shorter introduction. We work closely with families and next settings to ensure consistency of information.
- Providing necessary paperwork for colleges and other relevant agencies and placement providers.
- The school collaborates between the following education providers and other settings:
 - Other Schools within Insignis Academy Trust
 - Aylesbury College

- Amersham and Wycombe College
- Bucks UTC (University Technical College)
- BCA (Berkshire College of Agriculture)
- Henley College
- Animal Antiks
- Aspire

14. The school communicates the contact details for the support listed above to pupils with SEND and their families by:

- The school website including all relevant SEND policies and staff contact information
- 1:1 discussions with stakeholders including parents
- Annual Reviews and review meetings
- Telephone or email contact

Complaints regarding SEND provision

Initial concerns regarding SEND provision should be raised with Mrs Kallay - Assistant Headteacher- SENDCo.

If the matter is not resolved any complaints should follow the schools normal complaints policy. This policy is based on the principle that concerns expressed by a student, parent or any other individual or organisation should be resolved as quickly as possible without the need to escalate to the formal stages of the procedure. However, where resolution has not been achieved and the person raising the concern is unhappy and wishes to take the matter further, the formal procedure for dealing with complaints will be followed.

The complaints policy for the school can be found here: [IAT Complaints Policy](#)

15. Key contacts:

Mr S Baker - Executive Headteacher
sbaker@prsbucks.com

Mr V Forshaw - Head of School
vforshaw@prsbucks.com

Mrs S Kallay - SENDCo
skallay@prsbucks.com

Ms K Geddes - Assistant SENDCo
kgeddes@prsbucks.com

Mrs Emily Evans - Assistant SENDCo
eemily@prsbucks.com

Mrs L Williams - SEND Manager
lwilliams@prsbucks.com

Contact Phone No: 01844 345496

16. The Local Offer

Local Authorities have a range of SEND and support services available for families. This is called the local offer

Buckinghamshire Local Offer can be found here:

<https://familyinfo.buckinghamshire.gov.uk/send/>

Oxfordshire Local offer can be found here:

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer>