

# Special Educational Needs and Disability (SEND)

## Annual Report 2021



### 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*
- *Head of the ARP (Assistant SENDCo from January 2022) - Mrs M Hussey*
- *SEND Manager - Mrs L Williams*
- *Intervention Lead - Ms K Geddes*
- *EAL Co-ordinator - Mr M Stone*
- *Assistant Teachers*

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

- Prior to 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 may be concerns based on the students' general well-being, their emotional presentation, progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. There is opportunity for additional transition and induction visits for students with SEND transferring into Year 7 or the Sixth Form.
- Upon arrival at PRS, students are assessed for both Reading and Spelling and are monitored closely to ensure they are placed appropriately into teaching groups; this is in consultation with parents, teachers and students. SEND students will then be placed on the school's Inclusion List. All students on the list at EHCP level or SEND Support level have a Person Centred Learning Plan written which outlines needs and support strategies. This is shared with all staff.
- Through **regular** assessment points a year all students are monitored closely by the teaching staff and Heads of Department in the school. Both academic and social & emotional progress is tracked for SEND students.

- Any concerns are reported to the SEND Department and action will be taken to investigate any new concerns, or support may be put in place.

## **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.
- Student/Parental Reviews occur at least three times per year.
- Personal Centred Learning Plans are usually reviewed once a term but may be done so more regularly.
- 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.

## **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 are required a Person Centred Learning Plan is created which will outline the provision available to each student and will be available to all stakeholders including, teachers and parents. The parents will be fully involved in the planning of support for their child.
- Interventions are regularly monitored by specialist staff/Heads of Department.
- Student/Parent 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 differentiated to meet the needs of all of our learners.
- Every effort is made to ensure that the opinions, thoughts and feelings of our students are an integral part of 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 which may be in small groups on a one to one basis.
- Small group teaching, as appropriate, through withdrawal from mainstream lessons. (Example: - Literacy, Numeracy, Occupational Therapy, Speech and Language Therapy, Social Communication Skills).
- Assistant teachers may be allocated to lessons to support a student or group of students with SEND.
- 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.
- Those students with the highest level of need might be referred to external agencies for further advice and support.
- A register of additional support 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 for all staff, including assistant teachers around SEND.

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

- The SEN budget is the responsibility of the Headteacher 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 school Business manager liaise closely on allocating budgets within the Department.
- Interventions are planned and reviewed for effectiveness and costs of external interventions are factored into the department budget for each year.

#### **6. Equipment and facilities to support students with SEND:**

- The school possesses a range of equipment and facilities including:

- Differentiated reading material
- Coloured overlays and modified resources such as large print texts, reading rulers etc.
- Sensory room (chill room)
- Garden area for SEND students
- Three social areas within the department which are available at break and lunchtime for use
- Quiet changing rooms, toilets and lockers
- Small group intervention classrooms
- Small rooms for one to one intervention such as speech and language therapy
- Any students with a medical need will be catered for, dependent on their specific need.

#### **7. Additional support for learning is given through:**

- Academic mentor who may support with homework or organisation of work.
- Literacy Tutor/EAL coordinator for literacy interventions.
- Intervention lead who delivers numeracy, literacy and social skills intervention.
- Key Worker who will meet with students with SEND to discuss any issues and plan support.
- Opportunities for reinforcing and consolidating learning in small groups or a 1:1 setting.
- Assistant teacher support in classes as appropriate.
- Individualised resources as appropriate, e.g.: visual prompts, overlays, larger font etc.
- Outward Bounds - life and social skills group run by an external provider.
- Speech and Language Therapy.
- Occupational Therapy.
- Social Communication Skills Sessions (SCS) including interventions such as Zones of Regulation and Talk about Teenagers.
- Bespoke and individualised curriculum may be appropriate for a small number of students and this may include access to alternative provision at other educational providers.

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 offering
- Social Communication Skills.
- Anger Management sessions
- Keyworker meetings
- Mediation.
- Referrals to CAMHS and the Mental Health Support team

## **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 group and one to one interventions can take place in a quiet and dedicated area of the school.
- 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.
- 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 teacher at the LA.

## **9. SEND Training:**

- Specialist staff in the SEN areas all have access to on-going INSET and CPD.
- CPD is provided for all new staff on joining school and all ECTs and trainee teachers.
- The inclusion list contains a list of all students with SEND and all staff have access to the SEND folder which contains relevant information related to students such as Person Centred Learning Plans. Staff are informed of how to access this.
- All staff will be included in SEND training (during INSET days, staff meetings and departmental meetings).
- SEND information is shared in the weekly staff bulletin including updates to risk assessments for PCLPs
- County Specialist Teachers and NHS Staff support on-going training e.g. Speech and language therapy or Social and communication skills etc.

## **10. Specialist expertise is obtained by the school:**

- Referrals to outside agencies such as, but not limited to:
- Educational Psychologist.
- Cognition and Learning.
- Occupational Therapist.
- Speech and Language Therapist.
- CAMHS.
- Family Support Service.
- Pupil Referral Unit.

## **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 SEN 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.

## **12. Partnerships:**

- Sir Henry Floyd Grammar School as part of the MAT (Insignis Academy Trust)
- 2bactive

## **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 securing onward provision, 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 Adult Social Care, college and other relevant agencies and placement providers.
- The school collaborates between the following education providers and other settings:
  - Aylesbury College
  - Amersham and Wycombe College
  - Bucks UTC (University Technical College)
  - BCA (Berkshire College of Agriculture)
  - Henley College
  - Animal Antiks
  - Aspire
  - Any other providers that are relevant.

**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

**15. Key contacts:**

Mr S Baker-Headteacher  
[sbaker@prsbucks.com](mailto:sbaker@prsbucks.com)

Mrs S Kallay- SENCo  
[skallay@prsbucks.com](mailto:skallay@prsbucks.com)

Mrs M Hussey- Head of ARP (assistant SENDCo from January 2022)  
[mhussey@prsbucks.com](mailto:mhussey@prsbucks.com)

Mrs L Williams- SEND Manager  
[lwilliams@prsbucks.com](mailto:lwilliams@prsbucks.com)

Contact Tel. 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>