

Pinn River School Statement of Provision and SEN Information Report 2025-26

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1	April 2025	Draft issued as part of the Academies Act consultation regarding establishment of Pinn River School

This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation, statutory guidance, or best practice (where appropriate).

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1. Introductory statement

Pinn River School is part of the Eden Academy Trust, a multi-academy trust of special schools. At the Eden Academy Trust we specialise in meeting the educational needs of children and young adults with a range of learning disabilities including those who are autistic and those who have physical or sensory needs. - [Home - The Eden Academy Trust](#).

2. Admissions to the School

Pinn River School is a new special free school that will, once full, provide 180 places for pupils of both sexes aged 3 to 19 who have severe or profound learning disabilities which may include autism and / or multi sensory impairment (the DfE SEN designations for the school are SLD, PMLD, ASD and MSI). The Nursery provision for pupils in the year before Reception (aged 3 or 4) is only for pupils with multi-sensory impairment and complex needs.

For a child to be admitted, the school must be named, by a Local Authority (LA), in the child's Education Health and Care Plan (EHCP).

Parents wishing their children to benefit from our provision should request their LA to name our school in their child's EHCP.

A LA can also refer a child to the school¹ to be assessed for an EHCP plan or following a change in the child's circumstances for his or her needs to be assessed or reassessed. Any assessment should be completed within the 20 weeks set out in the [SEND Code of Practice](#). A child being assessed for an EHCP will be dual registered and return, full time, to their mainstream school if the LA decides not to issue an EHCP.

For further information on our school, and the process for obtaining a place here contact [phone] or [email].

Other school policies and further information can be found via these links:

- [Trust website \(The Eden Academy\)](#)
- [Single equality policy](#)
- Our Curriculum (to be published before opening)
- [Complaints policy and procedure](#)
- [Safeguarding & child protection policy](#)

3. Appeal arrangements

The SEND Code of Practice entitles parents to appeal to the SEN and Disability Tribunal if their referring LA refuses to name their school of choice in the EHCP or the named school refuses to offer a place.

¹ To refer a child in this way requires the agreement of the school's home local authority (if the school is in another local authority area), the school and the child's parents, or the student when he or she is a post 16 student.

Pinn River School, as part of The Eden Academy Trust, will always ensure that parents and the commissioning LA are kept informed when the school is considering refusing an admission. The school will be clear with both parents and the LA about the reasons underpinning a potential refusal which, by law, must relate directly to the suitability of the placement for the age, ability, aptitude or SEN of the child or young person, or to concerns that the placement would be incompatible with the efficient education of others, or the efficient use of resources

Where a parent is unhappy that the school is considering refusing admission, the school, Trust and LA will consider any reasonable steps that could be taken to address identified concerns before a final decision is made. Parents must be informed that if they wish to appeal, the grounds for an appeal must be set out in writing.

4. Funding of places

Local Authorities commission and fund places for pupils at the school based upon identified needs established through a Multi-Agency Statutory Assessment that are costed and recorded in an EHCP.

The Department for Education provides core funding for an agreed number of planned places (known as 'place funding'), and it is the commissioning Local Authorities that are responsible for ensuring that the additional funding that they provide (known as 'top up' funding) is appropriately matched to needs identified in EHCPs.

Appendix: SEN Information Report

Introduction to the School

Pinn River School is a special school in Hillingdon for children and young people aged between 3 and 19 with severe or profound learning difficulties, which may include autism and / or multi-sensory impairment. All pupils have special educational needs and as such will have an Education Health and Care Plan (EHCP).

All classroom based staff have relevant, appropriate qualifications. All have specialist training in a range of SEND. A wide range of professional's support pupils' education and well-being at school. By promoting the highest standards of teaching and learning, and working with the families of our children and young people, we ensure that the child is at the core of all we do.

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What is the purpose of this SEN Information Report

The SEN Information Report has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available
- To make provision more responsive to local needs and aspirations by directly involving children and young people with SEN, parents/carers, and service providers in its development and review

This report reflects the statutory duties of all educational settings to report on policy and provision for pupils with SEN set out in the Children and Families Act 2014 and in the [Special Educational Needs and Disability Code of Practice 2015](#).

This report also reflects the duties set out in the [Equality Act 2010 for meeting the needs of pupils with disabilities](#).

How does a child get a place at the school?

All pupils will have an Education Health and Care Plan (EHCP); most pupils will have their EHCP prior to admission. If there is a pressing need, i.e. if a child is new to the borough, is not in any kind of provision, or if it has not been possible to determine the best setting for the child, then it is possible to arrange an assessment place at the school. If the assessment period does not result in an EHCP the child would need to move to a mainstream school; if the assessment period results in an EHCP it does not guarantee that the child would remain at this school as an alternative school may be more suitable.

Applications are made through the EHCP review process, and admission is dependant on the schools' ability to meet the individual child's needs.

Parents would need to contact the local authority that maintains the EHCP of their child if they wish to seek a place at the school for their child.

Telephone / online conversations to discuss potential placements can be held, with visits to the school available where appropriate. The child may also be invited to the school or can be assessed in their current school or at home by a member of the Senior Leadership Team.

For children offered a place at the school, transition arrangements will be dependent on the individual child. Children join the school throughout the school year, if a place has been agreed and there are spaces available.

What type of placement is available at the school?

This school offers day placements only. There is no residential provision.

All placements for pupils in Reception onwards are full-time (i.e. for the whole of the school day and for the whole of the school year).

For children within the nursery (i.e. for the academic year during which they turn four) children may be admitted on a part-time placement.

How much support will my child receive?

This will be dependent on the needs of the young person. All pupils will get the support they need.

	Most pupils are placed into learning hubs. These are a secure base for teacher directed sessions and social group work. Learning hubs are organised into key stages. A learning hub will include up to 20 pupils with 2 teachers, a Higher-Level Teaching Assistant (HLTA) and teaching assistants (TAs). Pupils with the most complex needs, which may include multi-sensory impairments and medical needs, are in groups of up to 12 children across two classrooms. All staff working with the children are highly trained in a wide range of strategies. There is a strong, team working approach across the school which includes teachers, senior leaders, support staff including a Family Services Co-ordinator, therapists and health professionals.
How accessible is the school?	Pinn River School is a two-storey building with two full size lifts. Décor and signage, including trailing rails, help pupils move around school as independently as possible. There are ceiling hoists in the majority of rooms, fully accessible bathrooms/hygiene rooms and hand rails throughout the school. There is a range of adapted equipment to support all areas of the curriculum. We use specialised minibuses which have wheelchair lifts for travel to and from regular activities and for trips. Each learning hub is well-equipped and has dedicated spaces for learning as well as a flexible activity space, which is also used for snack and lunch time. Within each learning hub there are small group rooms and quiet spaces. Each learning hub has direct access to outside play space. Our pairs of classrooms for pupils with the most complex needs include areas for sensory stimulation and also areas for sensory regulation. The site is safe and secure with a fobbed access system. The entrance system ensures all pupils are kept safe at all times.
What resources are available at the school?	Classrooms reflect the different needs of the pupils in that class. We also provide: • Sensory integration area • Lifeskills room • Hydrotherapy pool for warm water-based learning sessions • Courtyards and playgrounds, including a Multi-Use Games Area, all with appropriate equipment • Designated play area for pupils in the Early Years provision • Rebound therapy trampoline room.

- Quiet rooms for focused work, including therapy provision
- Dedicated therapy spaces e.g. sensory gym, creative & music therapy, speech and language, physiotherapy & physical development
- I-Lab (immersive sensory room)
- Specialist food technology rooms (one for the primary phase, one for the secondary phase)
- Library/Themed Space
- Science room

How do children travel to the school?

Most of our pupils are eligible for free home to school transport, which is provided by their Local Authority.

Pupils may travel on a minibus or a taxi with other children from their locality. In addition to a driver, pupils who travel on home to school transport have an escort who is employed to support the children throughout their journey.

Pupils that live nearer to the school are often brought to school by a parent.

For Hillingdon pupils, further details regarding home to school transport including eligibility can be obtained from School Transport Department on 01895 250 008 or via their website [insert link].

Telephone and contact details for other local authorities will be available on their websites.

The decision about eligibility for home to school transport is made by your local authority, not by the school. Similarly, the transport arrangements themselves (i.e. mode of transport, pick up / drop off arrangements and times) are made by the local authority, not by the school.

What specialist services are available at the school?

A wide range of professionals work in the school supporting pupil's health, well-being and education. These include:

Speech and Language Therapists
Occupational Therapists
Physiotherapist
Music Therapist
Creative Therapist
School Nurse

Health Care Assistant

Specialist teachers e.g. Teacher of the Deaf (ToD), Qualified Teacher of Visually Impaired (QTVI)

Pinn River School also receives support from Local Authority Sensory Services; Social Care teams, including Children with Disabilities Team; Community Nursing Team; Educational Psychologists; CAMHS, Clinics e.g. Seeability

Visiting teachers may include those with a sports specialism and careers advisors.

What will my child learn at the school?

At Pinn River School, we offer a rich and exciting curriculum designed to meet the unique needs of each pupil. From the Early Years Foundation Stage (EYFS) through to Key Stage 5 (KS5), your child will have the chance to learn and grow in many important ways. Our curriculum helps pupils develop essential skills and knowledge that will empower them to be independent and active members of their community.

We focus on nurturing each pupil's character and well-being, ensuring they can thrive in any situation now and in the future. Our flexible curriculum adapts to the changing needs of our school community while laying a strong foundation for their next steps in life. We aim to maximise every opportunity for your child to learn and reach their full potential.

Each pupil typically follows a specific learning pathway, but some may engage in certain subjects or receive specialised support tailored to their individual needs. This personalised approach ensures that all pupils have the best opportunities to succeed and achieve their goals.

We believe that every experience your child has at school, from the moment they arrive until they leave, is a valuable learning opportunity. Our curriculum extends beyond the classroom, creating a supportive environment where learning happens everywhere—whether in our secure learning hubs, during teacher-led sessions, or through social activities.

Your child will also benefit from learning in the local community, where we encourage exploration and engagement. We view all aspects of school life, including transitions, break times, and self-care routines, as important opportunities for learning and growth.

How will I know what progress my child is making at the school?

Pinn River School uses a 'toolkit' of assessment approaches based on the needs of pupils. Each 'tool' captures evidence of progress.

- Cherry Garden Framework- developmental assessment for pupils working below the National Curriculum
- EHCP outcomes- Every child has an annual review meeting where EHCP outcomes and provision is reviewed and amended where necessary (EYFS pupils have 2 annual review meetings).
- Personal Learning Plans- linked to all aspects of provision and link closely to long term outcomes in each child's EHCP
- Learner Progress Meetings
- Engagement Profiles

Parent's meetings are held during the year with annual reports published at the end of each year. Pinn River School uses a secure online learning platform to evidence engagement and learning. Parents/carers can view and comment on progress as well as share learning from home.

How we evaluate the effectiveness of SEN provision?

At each pupil's Annual Review Meeting the educational outcomes on their EHCP are discussed and updated if needed. During this review, teachers share with parents the new set of targets that their child will be working towards in the following months. Progress against both statutory and non-statutory assessments are provided within the annual review paperwork each year.

We continuously ensure the provision we offer has a positive impact on the outcomes for all pupils. As a school, we have effective quality assurance procedures in place to ensure outstanding provision. This includes;

- Robust evaluation of intent, planning, policy and practice
- Work scrutiny
- Monitoring by SLT and the Trust
- Learning walks
- Performance management procedures

Children Looked After with SEN

The designated teacher for Looked After Children is a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a child's learning.

The LAC Teacher promotes the educational achievement of every looked-after and previously looked-after child on the school's roll. This involves, working with Virtual School Heads to promote the education of looked-after and previously looked-after children and promoting a whole school culture where the personalised learning needs of every looked-after and previously looked-after child matters and their personal, emotional and academic needs are prioritised.

How will my child's health and well-being be supported?

At Pinn River School, pupil's emotional well-being is paramount to us, and we take great care to ensure that all of our pupils have positive learning experiences throughout their time with us. Considerable emphasis is put on the teaching of personal, social and health education and pupils are given many and varied opportunities to enjoy a range of Spiritual, Moral, Social and Cultural experiences during their time at school.

We share our Social and Emotional Learning policy annually. In school, we use a positive and pro-active approach at all times. Positive behaviour plans are shared with parents regularly to ensure a consistent approach both at home and at school.

Children are referred for creative therapies – music, drama, dance and movement, and these are proven methods of improving and enhancing children's wellbeing, confidence, self-belief and interpersonal skills.

Regular meetings with professionals are held at school - educational psychologists, school-based therapists and the school nurse, to discuss any children about whom we have concerns.

Regular liaison with wider professionals e.g. social care and health professionals to ensure the best outcomes for children.

Our school nurse is a regular visitor to pupil's homes and will offer a huge amount of practical advice on issues such as toileting, diet and sleep.

Our Family Services Coordinator regularly visits pupils' homes to offer practical advice on behaviour strategies, and connect families with social services, CAMHS and other support groups, as well as offering parenting courses, a resource centre and after school and holiday clubs.

All pupils have access to a School Nurse and Health Care Assistant to support with medical needs. Where appropriate, Health Care plans are reviewed and updated regularly.

What training do staff at the school have?

All teachers are fully qualified or undertaking a recognised teaching qualification. Some teachers have additional qualifications specific to the education of children with the range of needs that the school will cater for; ASD, Global Delay, MSI, PMLD and more

All staff have undertaken safeguarding training which is regularly updated. This is a requirement when staff first start at the school. All staff have an enhanced DBS check.

All staff have continuous training in a wide range of curriculum and non-curriculum areas.

High priority is placed on safeguarding, paediatric first aid and child-specific medical training, understanding communication strategies, manual handling, sensory regulation as well as teaching and learning approaches.

Most of the staff are Team Teach trained. Team Teach is a holistic approach to behaviour management.

Staff training is updated regularly and some experienced members of staff qualify as trainers in key areas e.g. Team Teach and manual handling. This ensures that training is up to date and tailored to the needs within school. We also work with external specialists where needed to develop good practice.

How does the school support families?

Pinn River School has a family support co-ordinator who is supported by the Trust's Family Services Lead.

There is a wide range of support for families including:

- regular coffee mornings for parents with workshops and talks on a range of topics
- opportunities to meet with the therapists in school
- excellent home school liaison using link books and follow up telephone conversations with teachers
- Sibling group course – for siblings

- Support from the Family Services Team with issues around direct payments, DLA allowance etc.
- An active PTA
- Social and fund-raising events throughout the year.

What links does the school have with the local community?

The school has access to a range of community facilities such as swimming pools, leisure centres, library and makes regular visits to local parks, shops and cafes. Pupils access the local community to support the curriculum and promote skills for lifelong learning and independence.

Once the school is open, it intends to make links with the local community, including schools and community groups.

The school's Local Advisory Board (LAB) will also advertise for local community representation.

What careers advice will pupils receive?

A career pathway is broadly defined as a "journey through life," encompassing essential life skills, independent living skills, and an understanding of the working world and the environment surrounding young people. At Pinn River, pupils will follow a personalised career pathway that supports their successful transition from adolescence to adulthood.

As a school, we will be committed to ensuring that young people are well-informed about their options. We will establish a strong support network that includes not only teachers and career advisors but also parents, tutors, and social workers. This collaborative approach will be designed to assist pupils in making informed decisions about their futures.

All young people at our school will develop career pathways and engage in activities and services that help them achieve their goals and actively contribute to society

What activities are available to children outside of the school day?

As part of the school's Family Services offer, there are after school clubs, Saturday Club and holiday clubs (Easter and Summer) available to children outside of the school day.

There are limited spaces on all clubs.

How will the school support my child at times of change?

Times of change and transitions are planned for and supported by all professionals working with each child. There is a large emphasis on clear communication, visual cueing systems, countdowns and schedules, information sharing and, above all, time for the child to understand, accept and possibly anticipate what is about to happen.

Children moving between hubs or pairs of classrooms are thoroughly prepared for the change, and there is an opportunity for them to spend some time in the new class before they move.

Children starting at the school are often given a staggered start or reduced hours initially, if appropriate.

Pupils starting school will be visited either at home or in their setting. Detailed handover meetings will take place along with an opportunity to visit the school, usually via a Stay and Play session.

Parents are encouraged to visit secondary settings in Year 5. We work closely with Secondary Schools to ensure a smooth transition and support pupils with visiting their new school/liaise with visiting schools in the summer term before transfer.

Transitions form a part of Annual Review meetings and have the support of all professionals who work within the school.

What might my child do when they leave school?

Transitioning from school to adulthood is a crucial phase for our pupils. It is essential that school, families, and the local authority work in collaboration to ensure that these pupils are well informed about their options and receive necessary support to thrive in their chosen pathway.

Example of pathways –

- Specialist Colleges that offer tailored programmes focusing on life skills, vocational training and personal development
- Supported Employment – programmes that provide job coaching and maintaining employment in inclusive settings
- Work Experience – opportunities to gain practical experiences
- Community Based Programmes – leisure and community engagement.

Who was consulted about this Policy and SEN Information Report?

The document has been consulted upon as part of the Academies Act consultation about the proposed establishment of Pinn River School.

What can a parent do if they feel that offer is not being delivered or

Please contact the Headteacher of Pinn River School.

if their child's needs are not being met?

How will this policy and SEN information report be reviewed?

The SEN Information report is formally reviewed and updated on an annual basis to ensure that it is relevant for the following school year. Local Advisory Board members, parents/carers and staff will be invited to take part in this process.

Who can I contact for further information about the school?

If you require any further information about Pinn River School, please do not hesitate to contact us by email to [to be confirmed before opening]