

Policy Reviewed: December 2019

PRU SEND Policy

RATIONALE

At the PRU we are committed to ensuring equal treatment and opportunities for all learners and are committed to offering an inclusive curriculum to ensure the best possible progress for all whatever their needs or abilities.

The Special Educational Needs and Disabilities Code of Practice (2015) states that all students and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals, living fulfilling lives
- Make a successful transition into adulthood whether into employment, further or higher education or training

The Code of Practice also provides an overview of the range of needs which is divided into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and, or Physical Needs.

The school believes that all students with a Special Education Need or disability (SEND) must have their needs recognised, assessed and appropriate and effective intervention put in place. All staff have due regard, as part of their professional standards and duties, to promote equality.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS and DISABILITIES (SEND)

Children with special educational needs (SEND) all have learning difficulties or disabilities that make it more difficult for them to learn or access education than most children of the same age. These children may need extra or different help from that given to other children of the same age.

Special education needs could mean a child has difficulties with:

- Academic work
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving appropriately in school
- organising themselves
- sensory or physical needs.

Ref: DfE Special Educational Needs Code of Practice

INCLUSION

Inclusion: providing effective learning opportunities for all learners.

The three principles for inclusion are:

- ✓ Setting suitable learning challenges
- ✓ Responding to learners' diverse learning needs
- ✓ Overcoming potential barriers to learning and assessment for individuals and groups of learners

Through appropriate curricular provision, we respect the fact that children:

- ✓ have different educational and behavioural needs and aspirations
- ✓ require different strategies for learning
- ✓ acquire, assimilate and communicate information at different rates
- ✓ need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

- ✓ providing support for students who need help with communication, language and literacy
- ✓ planning to develop children's understanding through the use of all available senses and experiences
- ✓ planning for children's full participation in learning, and in physical and practical activities
- ✓ helping students to manage and own their behaviour and to take part in learning effectively and safely
- ✓ helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

SAFEGUARDING

We are committed to create and maintain a safe learning and working environment for all learners and staff and, where there are child welfare concerns, taking action to address them, working in partnership with other organizations and agencies, where this is appropriate.

Our core standards for promoting the welfare of the PRU community are listed in our Safeguarding Policy.

PURPOSES & OBJECTIVES

- ✓ To provide a secure and caring environment where every learner is encouraged to reach his/her potential
- ✓ To provide a whole PRU approach to promote positive behaviour and emotional well being
- ✓ To identify the specific needs of every learner and have a team approach to meeting the need through Support Plans and Pupil Targets, to ensure that all learners make the best possible progress
- ✓ To provide a broad, balanced and relevant curriculum, reflecting the national curriculum but adapting it, along with differentiation, to cater for the academic, physical and emotional needs of the learners
- ✓ To enhance the formal curriculum by providing a wide range of experiences, to prepare pupils for their transition to specialist provisions or re-integration to mainstream.
- ✓ To promote all possible opportunities to enter for external examinations and achieve accreditation
- ✓ To facilitate diagnosis and assessment which can inform decision-making about continuing and future careers

- ✓ To promote a multi-agency approach in addressing the diverse and complex needs of some of our learners
- ✓ To involve parents/carers and encourage their participation in decision-making related to future educational provision

To take into account the views of the learners and involve them in decision-making, as far as is feasible

SEND CODE OF PRACTICE – APPENDIX 1

Northumberland PRU follows the guidelines of the Code of Practice 2014

- ✓ The Code of Practice (revised 2015) covers the 0-25 age range and includes guidance relating to disabled children and young people as well as those with SEND
- ✓ There is a clearer focus on the participation of children and young people and parents in decision-making at individual and strategic levels
- ✓ There is a stronger focus on high aspirations and on improving outcomes for children and young people
- ✓ It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health and social care
- ✓ It includes guidance on publishing a Local Offer of support for children and young people with SEN or disabilities

There is a greater focus on support that enables those with SEND to succeed in their education and make a successful transition to adulthood - DfE SEND Code of Practice – Guide for Parents and Carers Aug 2014

EDUCATION HEALTH CARE PLANS (EHCP) appendix 1 Pg-141-206

A school or caregivers can apply for an Education, Health and Care (EHC) needs assessment when the child has not made expected progress against their expected outcomes.

An EHCP is a legal document, which was introduced with the principle of a person-centred approach to supporting children and young people aged 0-25 years. The EHCP is a single document that describes the child's strengths and needs in a multi-disciplinary and holistic way. The voice of the child and the caregiver is fundamental in the application for an EHCP; they must be co-creators in the process.

The purpose of an EHCP is: to make special educational provision to meet the SEND of the child or young person; so as to secure the best possible outcomes for them across education, health and social care, and. to prepare them for adulthood.

PROCEDURES IN NORTHUMBERLAND PRU

The Governing Body will identify a governor to have oversight of special educational needs provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. The identified governor will meet regularly with the Head and SENCO (For roles of governing body CoP Section 1:16 - 22, 1:39.) to ensure that the school is adhering to Government Legislation.

The Head Teacher is the school's "responsible person" and manages the school's special educational needs work. The Head will keep the governing body informed about the special educational needs provision made by the school.

The SENCO and the Head Teacher will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in special educational needs and contribute to the school's development plan. The Head teacher will co-ordinate provision for SEND pupils at all stages of the EHCP process. (See CoP Section 5:30, 6:32)

All teaching and non-teaching staff are responsible for differentiating the curriculum for pupils with special educational needs and will monitor pupil's progress (see Quality First Teaching). All teachers will review and monitor the progress made by pupils in their group and the effectiveness of resources and other curriculum material. All staff will work closely with the SENCO.

SPECIAL EDUCATIONAL NEEDS COORDINATOR (SENCo)

The named SEND coordinators for the PRU are **Mrs Emma Blackburn** and **Mr David Kirby**.

Emma.blackburn@pru.northumberland.sch.uk

David.kirby@pru.northumberland.sch.uk

NASENCo qualification completed

The responsibilities of the SENCO are:

- ✓ Supporting staff with implementing a Graduated Response - APDR (Assess, Plan, Do, Review)
- ✓ Managing and monitoring the review of SEND pupils
- ✓ Arranging MAM (multi agency meetings) for SEND pupils
- ✓ Completing and distributing invites to all colleagues involved with the learner
- ✓ Supporting staff with the written reports (EHCP)
- ✓ Monitoring the reports
- ✓ Distributing minutes of the meeting to colleagues via Cpoms
- ✓ Liaising with and giving support to teachers in relation to meeting the educational needs of learners
- ✓ Liaising with parents/carers
- ✓ Liaising with other professional agencies concerned with the learners
- ✓ Coordinating, monitoring and evaluating SEND interventions.

REFERRALS

- ✓ Referrals are made to the PRU via the Local Authority/ Mainstream schools in Northumberland and Inclusion Support (for permanently excluded pupils/ pupils not on the roll of a mainstream provision)
- ✓ Referrals are made to other agencies via SLT

ADMISSION ARRANGEMENTS

The responsibilities of the Placement Manager in relation to the pre-admission procedures are as follows:

- ✓ Having received the information passport of a learner who meets admission criterion, determining the availability of a place in The PRU.

- ✓ Liaise with Inclusion Support/ EOTAS/ referring school to arrange pre-admission meeting for the parent/carer, the learner, and other professionals if appropriate, to attend a solution - focused meeting.
- ✓ The PRU is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements.
- ✓ An induction meeting will be arranged to work closely with parents to ascertain whether a child has been identified as having special educational needs.

EXIT STRATEGIES

- ✓ Regular meetings will be arranged during a pupil's placement in order to plan effective exit pathways.
- ✓ Placement Manager will invite receiving school to transition meeting.
- ✓ A transition package will be planned to support pupils into their next provision.
- ✓ Learner's records are shared
- ✓ Pupils/ parents of Key Stage 3 pupils will be invited to request PPP (Pupil Placement Panel).
- ✓ Teachers will liaise with SENCo and SLT to determine if a pupil is suitable for the PPP.

IDENTIFICATION, ASSESSMENT AND REVIEW ARRANGEMENTS

If the learner has an EHCP, the SENCO/ Assistant Head will:

- ✓ Liaise with the named school (Section I) on the EHCP regarding the timing of the PRU's discharge programme for the learners and what support can be made available to facilitate a successful transfer.
- ✓ Support and work closely with parents, child and all other professionals involved in the EHCP.
- ✓ Keep parents/carers and the learners informed at all stages.

ACCESS FACILITIES

- ✓ We have produced an accessibility Plan to support all pupils with SEND.
- ✓ The physical environment has been improved to support access – there is wheelchair access and toilets for the disabled.
- ✓ School Council is open to all learners.
- ✓ There is a common referral system to the Hub.

ACCESS TO THE CURRICULUM

- ✓ Support is available to aid learners in accessing all aspects of the curriculum.
- ✓ Assessment, planning and review (graduated approach for SEN pupils). Identifying, assessing, planning and reviewing is part of Quality First Teaching. – see Assessment Policy
- ✓ Grouping for teaching purposes – availability of place, information from excluding school records, AO, parents/carers and the learners are considered before a learner is allocated to a group.
- ✓ Additional human resources – the SENCO organises support via SLT meetings
- ✓ Curriculum and teaching methods – see individual Curriculum Policies and teaching methods as specified on the weekly planning sheets
- ✓ All pupils receive inclusive quality first teaching that is differentiated to meet individual need

- ✓ All pupils should have access to a broad and balanced curriculum including enrichment activities to add breadth of study and relate to individual needs.

Website Information - Our school website includes an SEND Information Report, which provides a clear description of the details of what is available for all children with SEND through Quality First Teaching and what is additional and different provision.

QUALITY FIRST TEACHING

The class/subject teacher should:

- ✓ Set high expectations which inspire, motivate and challenge pupils
- ✓ Promote good progress and outcomes for pupils
- ✓ Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEND
- ✓ Work closely with support staff in the planning and monitoring of interventions
- ✓ Make accurate and productive use of assessment to inform the four-part cycle
- ✓ Manage behaviour effectively to ensure a good and safe learning environment
- ✓ Fulfil wider professional responsibilities in relation to SEND e.g. the effective deployment of support staff, professional development, acting on specialist advice
- ✓ Communicate effectively with parents with regard to pupil's achievements and pupils well-being

ALLOCATION OF RESOURCES

- ✓ The governors will ensure that the needs of pupils are met by employing a SENCo. The Head and SENCo will use the child's EHCP and LA banding document to identify the areas of pupil need and make appropriate provision.
- ✓ Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. The governors will ensure that finances are set aside to develop resources in curriculum areas.
- ✓ In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training. For example: CPD for all staff/ Special Educational Needs Cluster Groups/ subscriptions to SEN networks.
- ✓ The SLT are responsible for the budgeting of SEND.
- ✓ Resources in the PRU are for the use of all learners. If it is identified that a resource/material/aid is needed to meet a specific need, then the specialist resource will be obtained, within budget allowances
- ✓ A classroom assistant is allocated to each teaching group to support the learning of all learners in the group but in exceptional circumstances it may be necessary to look creatively at the principles of deployment.

ACCESS TO THE FULL LIFE OF THE SCHOOL

All pupils whether they have a special educational need or not will be involved in the full life of the school. We strive to ensure that all pupils regardless of their individual needs will be able to access (with differentiated support), the following activities:

- ✓ Homework
- ✓ Trips
- ✓ Swimming
- ✓ Plays/productions

- ✓ Sport
- ✓ Curriculum enrichment

This is a fundamental element to the school meeting their responsibility under the SEN and Disability Act 2001.

PARTNERSHIP WITH LEARNERS

We believe that learners' participation in their own learning is enhanced when:

- ✓ The PRU structures are designed to encourage and support participation
- ✓ The relationship between teachers and learners is seen as a partnership for learning
- ✓ We show mutual respect
- ✓ Teaching is responsive to the needs and interests of learners and creates space for a learning dialogue to occur
- ✓ Learners are able to exercise choice in all aspects of their learning
- ✓ Learners have opportunities to participate in local authority and school decision making and their views are regularly sort and taken into consideration for future planning
- ✓ Everyone, including learners, is encouraged to engage in systematic inquiry and reflection focusing on the nature of learning and the experience of schooling

Learners are key players in school self-evaluation, an ongoing process embedded at classroom, school and community levels

PARTNERSHIP WITH PARENTS

To develop good communication and involve parents/carers in the education and progress of their child with parents/carers we:

- ✓ Invite parents to an induction meeting prior to a pupil beginning a placement
- ✓ Have an open door policy, where parents/carers feel free to telephone or visit at any time
- ✓ Telephone parents/carers weekly to report on progress and/or concerns and make more regular calls where necessary
- ✓ Telephone or text on first day of a child's absence
- ✓ Invite them to the periodic review of their child's progress, with the opportunity to express their views
- ✓ Offer the support of an Attendance Officer where nonattendance is an issue
- ✓ Provide easy access to the Hub to support their child's health and well-being
- ✓ Encourage parents/carers to become members of the Management Committee
- ✓ Ask parents to provide regular feedback on our practice and share their views via a parent/ carer questionnaire

PARTNERSHIPS IN THE LOCAL AUTHORITY/ OUTSIDE AGENCIES

The Head Teacher and SENCo will maintain strong, positive relationships with external agencies to ensure that pupils have access to the appropriate support. The PRU will work closely and share information with professionals including; CYPS, Health Care professionals, Primary Mental Health, Educational Psychologists, EHA, SEN (including Speech and Language, Autism and Behaviour support).

In addition to this, the PRU will endeavour to make links with the LA to promote joint initiatives, share expertise/ resources and continually develop the curriculum provision for SEND.

The pupil's designated school / EOTAS will be responsible for ensuring that any additional resource is funded.

Parents will be informed of any referrals and permission requested to encourage partnership working in the best interests of the pupil.

An invite, to a receiving school, is sent prior to transition, the learner's records are shared and support from a classroom assistant is offered when appropriate.

Looked after children (LAC)

- ✓ The SENCO and designated teacher (Rachel Collins) meet on a half termly basis to ensure that arrangements are in place for supporting pupils that are looked after and also have SEN.
- ✓ SEND reviews and PEP meetings are coordinated and where possible meetings are held on the same day.
- ✓ The designated member of staff for looked after children is Rachel Collins

(see LAC policy)

Medical Conditions

The PRU will follow the recommendations of The Children's and Families' Act (2014) with regard to arrangements to support children with medical conditions. Where a pupil also has a SEND, their provision will be planned and delivered in a coordinated way with their health care plan.

COMPLAINTS PROCEDURE

Should a parent or carer have a concern about the special provision made for their child they should, in the first instance discuss this with the class teacher. If the concern continues then the SENCO and class teacher will follow the PRU's agreed procedures for complaints as outlined in the Complaints Policy (available on request and accessible via the school website).

SEND TRAINING

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Head/SENCO.

The SENCO and Head will keep fully up to date about special educational needs issues through attendance at training and cluster meetings. In addition, the SENCO will develop skills through attendance at specialist training discussions with outside specialists, reading and through subscription to professional bodies.

Details will be included in the annual CPD report to the Management Committee.

POLICY REVIEW/ EVALUATION

This Policy will be reviewed every two years or earlier when necessary to follow new legislations or guidelines legislation or guidelines.

The quality of SEN provision will be evaluated by the School Improvement Partner (SIP) termly.

The management committee will hold the Head Teacher and SENCo to account regarding the quality of SEND provision.

A school Self Evaluation Form (SEF) will be completed by SLT and presented to the management committee annually.

Related Policies and Papers

Legislation related to SEN and Disabilities , including part 3 of the Children and Families Act 2014, The SEN Code of Practice 2015, The Special Educational Needs and Disability Regulations 2014, The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49, The Order setting out transitional arrangements, Section 137, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2019, Supporting pupils at school with medical conditions 2014, Safeguarding Portfolio