

SEND Information Report



Northumberland PRU: SEND Information Report (September 2025)

Northumberland Pupil Referral Unit is part of the Northumberland County Council Local Offer (the package of services available in the authority for young people with SEND and their families).

Northumberland PRU is a fully inclusive place of learning which ensures that all pupils achieve their potential personally, socially, emotionally, physically and educationally.

Northumberland PRU welcomes pupils in KS3 and KS4 from across the Borough of Northumberland when they are unable to continue to attend their present school. This may be because they are permanently excluded or at risk of this, struggling to maintain attendance because of anxiety or crisis or new to the area and have Special Educational Needs.

Northumberland PRU encompasses support such as short-stay placements, long-term placements and sixth day provision for excluded pupils.

Northumberland PRU provides placements according to individual needs. These may be time limited where pupils are supported to return to their own or another school or longer term, where pupils require a multi-agency assessment of their needs or are unable to return to school as a result of continued anxiety. Sixth day provision is also available for excluded pupils.

Parents/carers cannot apply directly to Northumberland PRU. Professionals complete a referral form – this is generally managed by the Northumberland Council Inclusion Support Team – and these are submitted to an Inclusion panel of professionals who meet monthly to consider and review placements. The staff of Northumberland PRU are very happy to meet parents/carers and show them around our Seghill site if they are considering a place with us. Pupils are not placed at Northumberland PRU without the agreement of parents/carers.

Northumberland PRU has close links with the Middle, High and Special Schools in Northumberland as well as other outside agencies.

Here at Northumberland PRU we uphold the ideal of ‘Inclusion in its broadest sense’ and seek to involve all stakeholders in achieving this.

As a team we aim to stimulate re-engagement, participation, interest and achievement by providing bespoke educational intervention programmes, pupil-centred planning and solution focused support – ultimately leading to successful educational integration.

We endeavor to provide a safe, nurturing, community based environment that facilitates a personalised holistic approach to learning enabling pupils to reach their potential.

At Northumberland PRU we believe:

- Quality teaching and learning comes first;
- Everyone should feel safe;
- Everyone is special and has something to offer;
- Diversity and individual differences are to be celebrated;
- Everyone should be treated with respect and consideration;
- We should listen and learn from each other;
- We should take pride in ourselves and our surroundings;
- Enthusiasm and effort lead to success;
- Hard work, effort and service is rewarded;
- Staff, pupils, parents and management committee members work together as a community to realise our potential as individuals and as a whole;
- We make visitors welcome.

At Northumberland PRU we promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

Here at Northumberland PRU we firmly believe in restorative techniques to assist pupils to learn from their mistakes and develop positive ways to behave.

Our SEND Provision shows you how we support pupils with special educational needs and disabilities.

We consult with pupils and their families on our provision through:

- Termly Pupil Progress Conferences at Northumberland PRU or on-line virtually where parents/carers are invited to meet key teachers and other staff
- SEND Reviews as needed Statutory
- Annual Reviews of EHCP where required
- The Initial Meeting for parents/carers, the pupil and any other supporting adults to talk with key and Senior Staff, as well as representatives from referring schools. At this time, information is shared and plans made
- Contact by text, phone or face to face as and when needed, usually with the named key staff member in the first instance

We also hold termly parent/carer voice surveys from which feedback is collected, analysed and then helps to inform future development planning.

At Northumberland PRU we welcome and value contact with parents/carers. Our key staff are employed to provide this service and will 'signpost' to the appropriate people to help.

Identifying students with SEND:

Many of our pupils have already been identified as having SEN by their referring schools. Other needs are diagnosed whilst pupils are at Northumberland PRU. Our protocol for identifying SEND is that all pupils are given Baseline tests on arrival. Some difficulties (such as Reading ability) are identified during these tests. Other needs (such as processing difficulties, preparation for adulthood and emotional readiness) may be highlighted by our staff. Any member of staff can submit a SEND cause for concern through the SENCo. THE SENCo and specialist team will then carry out tests or observations to determine the category of need and advise on what type of support is needed. The SENDCo will often “track” and observe students in class to help identify useful strategies for meeting pupil needs (SMART targets/behaviour targets). These are then shared with pupils and in meetings with parents/carers.

A graduated response:

All students at Northumberland PRU have some SEND due to the nature of the provision. All pupils are taught in small groups with access to additional adult support.

Our graduated approach to SEND support is as follows:

- Quality First Teaching (all teachers at Northumberland PRU are teachers of SEND)
- Time-limited or one off support for SEMH or learning needs
- Regular interventions outside of class
- Involvement of outside agencies such as the Language and Communication team or Educational Psychology
- Formal application for EHCP.

By our nature; all pupils in Northumberland PRU have an SEMH need. Many have Secondary needs in Cognition and Learning, Communication and Interaction and/or Sensory and Physical aspects. All pupils in Northumberland PRU have one or more of these and all pupils have an individual support plan/pupil passport/SMART targets which is updated half-termly.

Assessment and Review:

Students are assessed each half-term. Here at Northumberland PRU we use GL Assessment and assessment systems and Reading PLUS in order to assess progress in Reading.

Staff enter all data on a tracker. Senior staff analyse all data to identify gaps in progress for different groups of children, including those with SEND. Meetings are then held with subject leads to identify appropriate strategies and interventions to narrow the gaps. This can include GL and PiXL software package systems. Individual SEND targets are reviewed on a termly basis and new targets are set.

Supporting Pupils with Special Educational Needs/Disabilities and their Families:

We will let families know about any concerns about the pupil's learning through texts/phone calls as needed and invitations to come to talk about issues as they arise. Meetings are arranged promptly and key staff are always available at short notice to see parents/carers if they wish to come in to Northumberland PRU to discuss issues. We also liaise closely with pupils' own schools where they are dual-registered.

Some students may be identified as needing an COSA/EHCP (Education, Health and Care Plan). Staff work hard to prepare a comprehensive referral and collect information from other services such as CAMHS and Language and Communication. The process is very person-centred - we work in partnership with the Local Authority SEND Support Service and parents and carers/ pupils are involved at every stage. Parents/carers are also signposted to wider agencies should they wish to be supported by external professionals.

Transition to post-16 education:

Post-16 provision is discussed at reviews from Year 9. And Year 11 We encourage all our students to have high aspirations for their future and set appropriate learning goals.

Inclusion and Pupil Voice:

All pupils at Northumberland PRU are taught in mixed ability groups. Groups are based upon identified pupil pathways (Nurture (vulnerable)/ SEMH/Vocational/Mainstream). The size of these groups may vary according to the needs of children; for example pupils with anxiety issues may work in smaller groups or even 1:1. Reasonable adjustments are made to curricular and extra-curricular activities to allow all pupils with SEN to play a full part in all aspects of school life. We are extremely committed to equality and diversity of all kinds, therefore all PRU trips/ activities and extra-curricular activities are open to all eligible pupils unless a risk assessment has identified that a child's participation would cause a Health and Safety risk to themselves, other students or staff.

Pupils with SEN have regular opportunities to formulate their own targets and, with support from staff, contribute their own views at reviews. 'All About Me' documents are updated half-termly. Pupils with SEN are also fully included when senior leaders gather pupil voice feedback.

Interventions

We have a range of interventions which pupils at Northumberland PRU can access if they have an identified need. These include:

- Reading (including the Read, Write, Inc / Fresh Start schemes)
- Dyslexia
- Spelling
- Social Skills

- A whole school THRIVE approach
- Trauma informed counselling/therapy (we have a dedicated Trauma informed counsellor)
- Drawing and Talking
- Lego
- Sand/slime therapy
- Literacy/ Numeracy 1:1 teaching (where this is identified as a need from assessment/EHCP)

Staff Training

All staff have completed and continue to receive on-going training in special needs and disabilities. They also receive on-going training from specialists (e.g training by the Language and Communication team on ASD or training by CAMHS/external specialists on supporting students with OCD)

Our fully qualified and experienced Special Needs Co-ordinator provides advice and guidance to staff and pupils. Staff can also access guidance on planning for individual needs. Specialist advice (such as EP reports) and SEND/COSA plans are shared on a regular basis. Informal training and support or assistance with planning and differentiation can be requested at any time.

The SENCo is: **Ms Heidi Moore (BA, PGCE, SENCO).**

In Northumberland PRU, all teachers are teachers of SEND. Our provision starts with the philosophy that, regardless of ability, all pupils deserve access to a broad and balanced curriculum which is differentiated and scaffolded to their own needs. As well as special provision for SEND, we realise that all children learn in different ways. Therefore, teachers try to incorporate different learning styles into their lessons via quality first teaching. Many of our children are kinaesthetic learners (students who prefer to learn whilst moving about) and enjoy hands-on learning with regular movement breaks. Our Northumberland PRU Vocational pathway includes several pupils with SEND who are motivated and engaged through vocational-based manual work and given additional

literacy support. The Nurture pathway incorporates THRIVE where students can receive real-life experience along with exposure to increased nurturing and social opportunities.

Promoting pupil attendance

Work often begins with very nurturing activities to start to build relationships and re-engage students in learning. These can be provided remotely and are followed by teaching 1:1 on Teams or in a dedicated area in school. We look to build up attendance with a view to integrating pupils into classes in the PRU or into a mainstream school. Feedback from parents/ carers and referring schools has been outstanding and we have many case studies of students who have totally transformed their experience of education.

