



## The Buckinghamshire Primary PRU

### Annual Special Educational Needs Annual Information Report

#### 2025-2026

#### **Background**

The PRU provides support for children across Buckinghamshire experiencing social, emotional and mental health difficulties in their mainstream schools. The support provided is inclusive and holistic in nature and staff work closely in partnership with families, mainstream schools and other professionals to help ensure the best possible outcome for the pupils we work with. If an inreach placement is offered, following referral by a mainstream school for a pupil with SEN, the PRU will work with the mainstream school and other professionals to provide a place in accordance with the LA admissions policy. The PRU has been graded outstanding in all four areas of the OFSTED framework (2024).

#### **Policy**

The PRU's SEN Policy and Accessibility Plan can be viewed in full at [www.bucksprimarypru.co.uk](http://www.bucksprimarypru.co.uk)

All teachers are responsible for the progress and development of the pupils in their class, including where pupils access targeted support from Learning Support Assistants or specialist staff. High quality teaching, adapted and scaffolded as needed for individual pupils, is the first step in responding to pupils who have or may have SEN.

**Assess (clarification of need)** – PRU staff work closely with referring schools, other professionals and parents/carers to clarify the SEN of individual pupils.

Class teachers formally assess their pupils' progress on a termly basis. This provides the opportunity to identify any pupil that is making less than expected progress given their age and individual circumstances.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

**Plan** – The class teacher will agree, in consultation with the mainstream school, parent and the child, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

**Do** – The class teacher remains responsible for working with the child on a daily basis. The impact of planned interventions is closely monitored, and links to classroom teaching are made. PRU staff co-operate with colleagues to develop and share teaching approaches suited to pupils' special educational needs and support each other with ideas and techniques for the whole range of pupils supported by the PRU.

**Review** - The impact and quality of the support and interventions are evaluated, and support is then revised in light of the child's progress and development.

Tools used to evaluate the impact of PRU provision include:

- Regular formal academic assessments
- Ongoing teacher assessment
- Information sharing between PRU teachers for full time pupils to ensure consistency
- The Boxall Profile assessment
- Speech and Language Link Assessment
- Phonics assessments, where appropriate
- Steps physical interventional data
- Daily evaluation of behaviour targets

### **Approach to Teaching**

At the PRU staff believe that each pupil has individual and unique needs; however, some pupils require more support than others. If these pupils are to achieve their full potential, it must be recognised and planned accordingly. The PRU staff will:

- ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- enable every pupil to experience success
- promote individual confidence and a positive attitude through the use of positive behaviour management techniques
- give pupils with SEN equal opportunities to take part in all aspects of the PRU's provision, as far as is appropriate
- identify, assess, record, and regularly review pupils' progress and needs
- work collaboratively with parents, other professionals and support services including Educational Psychologists.

In addition to a broad and balanced curriculum, pupils have the opportunity to experience activities and individualised interventions outside of the national curriculum to support pupils' SMSC experiences and to develop their self-esteem. These could include:

- Therapies (Drawing and talking / Music / Play)
- Individual timetable
- Altered break/lunch times
- Working outside of the classroom
- SaLT/OT
- Sensory support (wobble cushion, weighted blanket, movement breaks etc)
- Self-esteem work
- Anger management work

## **Facilities**

The PRU is a fully inclusive setting, which ensures that all children achieve their potential- personally, socially, emotionally and academically in all areas of the curriculum. The PRU knows its pupils well and has an excellent understanding of known needs, and has effective processes in place to identify and support undiagnosed needs also. As a result, The PRU is able to take all reasonable steps to modify and adapt the curriculum, learning environment and support to meet the individual needs of children.

The PRU provides various interventions and support, both in and out of class, that are designed to meet the individual needs of a pupil. Some children may work with other professionals to gain further support e.g. speech and language therapists, specialist teachers, occupational therapists etc.

Accessibility in the school is continually under review and the school would make any reasonable adjustments as required.

Specific equipment found to be required by children with Special Educational Needs and/or Disabilities to ensure their access to school curriculum would be made available, wherever reasonably possible. Details of provision for pupils with medical conditions can be seen in our policy on the PRU website [www.bucksprimarypru.co.uk](http://www.bucksprimarypru.co.uk) .

## **Staff Training**

As part of continuing professional development, all staff at the PRU are able to access a range of training such as:

- Staff meetings
- INSET days
- Compulsory training such as health and safety and safeguarding
- Courses run in house, i.e. regular Steps training
- Courses run by external agencies
- Sharing of good practice locally e.g. at local network meetings.

## **Consultation**

Some of the ways we work in partnership with parents are:

- Open afternoons throughout the year
- Celebration reports
- Where needed, the participation or leading of reviews for children with an Education, Health and Care Plan
- The completion of a daily home/school/PRU communication book
- Telephone conversations
- Discussion about and reviews of Provision Maps and Positive Intervention Plans.

Some of the ways we involve pupils in their education are:

- Daily involvement in class-based assessment
- Pen profiles
- Self-evaluation of their work
- Peer to peer discussion about learning
- Daily evaluation of individual behaviour targets
- Talking to teachers and LSAs about their learning
- Contributing to reviews and targets (formally or informally)
- Where appropriate, have input into the reviews of their Education, Health and Care Plan.

### **Working in Partnership**

The PRU actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire Council e.g.

- EHCP Co-ordinators and Educational Psychologists (by locality)
- Occupational therapists
- Speech and Language therapists
- Family support service and social care

This is to ensure that the identified needs of individual children are met.

Additionally, Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service provides a range of information, advice and support for parents of pupils with SEN.

Parents are given information regarding accessing additional support via:

- PRU website
- PRU prospectus and other printed material/leaflets
- Signposting to other agencies and facilitating contact as appropriate
- Review meetings

### **Key contacts**

SEN co-ordinator:

Name: Jaime Louise Loftus

Email: [jloftus@primarypru.bucks.sch.uk](mailto:jloftus@primarypru.bucks.sch.uk)

Tel: 01296 387300

For comments, concerns or complaints please contact:

Name: Julie Lawrence

Email: [head@bedgroveinfant.co.uk](mailto:head@bedgroveinfant.co.uk)

Tel: 01296 387300

The PRU's Complaints Policy can be found [here](#)

### **Link to the Buckinghamshire Local Offer**

Information for the Local Offer for Buckinghamshire is available at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer)

The Buckinghamshire Local Offer provides information and advice and information on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire Council about the Local Offer, please call 01296 383065 or email [familyinfo@buckinghamshire.gov.uk](mailto:familyinfo@buckinghamshire.gov.uk)