

Universal Offer

- All pupils are taught in class sizes of approximately seven pupils, with at least two adults in each classroom. This high staff to pupil ratio enables us to provide a high level of individualised support for all pupils.
- Pupils are taught within their age and/or ability range, and National Curriculum expectations are followed according to age and/or ability.
- The PRU curriculum has been constructed with the needs of our pupils in mind. Maths and English (including phonics) are taught daily and key elements of all other curriculum subjects are taught on a rota basis throughout each academic year. Language and Communication is also taught as a discreet subject.
- When planning lessons, teachers adapt and scaffold learning for the children throughout each lesson. Pupils take control of their learning by selecting the most appropriate challenge for their ability, rather than being directed by teaching staff to what they need to do. This is in line with our growth mindset approach to learning, and promotes independent learning skills.
- All pupils undertake personalised learning as part of their early morning work on a daily basis. This is work that is planned and delivered to meet individual gaps in learning in the core areas of reading, writing and maths.
- Speech Link assessments are completed with all pupils to assess whether or not there is a need for a speech and language or occupational therapy intervention.
- A Boxall Profile assessment (resource for of a pupil's social and emotional development) is carried out for every child that attends the PRU, and areas for development identified through this is used to plan, carry out and assess focused interventions.
- All pupils have three positive individual behaviour targets, focused on the behaviours we want to see. These are monitored throughout the day at specific times, and each target achieved at these set times equates to a minute of golden time earned at the end of the day.
- All pupils have access to a time out room, which is a space they are encouraged to use if they are having difficulty regulating their behaviour. Having this space allows children time and space to self-regulate, and minimises the disruption to learning for themselves and others.
- If a child is physically supported, they complete a reflection activity with an appropriate member of staff; with the aim being that they identify strategies that may support them if similar situations arise in the future.
- All staff at the PRU receive regular training in positive behaviour management techniques and, as we have twelve staff trained as tutors in Steps, skills audits are carried out at least once a term. This allows us to maintain a consistent and safe approach to positive behaviour management.
- All staff have been trained in the use of positive language, ensuring consistent words and phrases are used with pupils to promote and reward positive behaviours.
- Lunch times are structured and supervised by at least two members of staff. 50% of each lunch break is a supported social dining experience, with the remaining 50% a structured outdoor playtime.

Additional Provision Examples

Internal Support (at no additional cost)	External Support (at additional cost)
• Anger management work	• Music therapy
• Drawing and Talking therapy	• Play therapy
• Self-esteem work	• Speech and Language therapy
	• Animal therapy