The Buckinghamshire Primary Pupil Referral Unit

Perseverance Respect Understanding

Special Educational Needs and Disabilities (SEND) Policy

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Special Educational Needs and Disabilities (SEND) Policy

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This policy complies with the statutory requirement laid out on the SEND Code of Practice (September 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for schools (DfE, February 2013)
- SEND Code of Practice (0-25 years) 2015
- Schools SEN Information Report Regulations 2014
- The National Curriculum in England (September 2013)
- Sections 19(c), 26(3), 32 and 49 of the Children and Families Act 2014

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1. Introduction

The PRU believes that every pupil has an entitlement to develop their full potential. Educational experiences are provided which develop pupils' achievements and recognise their individuality. Diversity is valued as a rich resource, which supports the learning of all. At the PRU, we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities. Teachers use the National Curriculum subjects to create a bespoke curriculum assessed appropriate to the pupils in the PRU. There is also a universal offer of support in place for all pupils attending the PRU. The PRU provides support for pupils who are experiencing significant social, emotional and mental health difficulties in their mainstream school. The pupils supported by the PRU have complex needs and often require provision as described in this policy. From time to time the PRU will support pupils with EHCP's on a short term basis, for example, if a pupil is permanently excluded from mainstream school or if it is in the best interests of the pupil to be supported by the PRU until long term provision is available.

2. Definitions

Special educational provision is described as:

Educational provision that is additional to or different from high quality teaching that is differentiated and personalised. High quality teaching will meet the individual needs of the majority of children and young people. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

Special Educational Needs is defined in the Special Educational Needs and Disability Code of Practice: 0 – 25 years (2015) in the following way:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Children must **not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Disability is defined by the Equality Act (2010)

A person (P) has a disability if:

- P has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities

This definition includes children and young people with long-term medical conditions such as asthma, diabetes, epilepsy and cancer. Such conditions do not always have SEN but where a child requires special education provision over and above the adjustments, aids and services required by the Equalities Act 2010, they will additionally be covered by the SEND definition.

3. Aims & Objectives

At the Bucks Primary PRU we 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, we must recognise this and plan accordingly. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a

short period to help overcome more temporary needs. The PRU aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

The PRU aims to:

- 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
- 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
- involve parents/carers in planning and supporting at all stages of their pupil's development
- work collaboratively with parents, other professionals and support services including the Educational Psychology Service
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

Objectives:

- Ensure implementation of government and Local Authority SEN recommendations
- Ensure the PRU's SEN policy is implemented consistently by all staff
- Ensure any discrimination or prejudice is eradicated
- Identify barriers to learning and participation, and provide appropriately to meet a diversity of needs
- Ensure all pupils have access to an appropriately differentiated curriculum
- Recognise, value and celebrate all pupils' achievements
- Work in partnership with parents/carers in supporting their child's education
- Guide and support all school staff, governors and parents in SEN issues
- To meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, behavioural, specific or general learning needs. In particular to be aware of the standards of achievement and progress of individual pupils in reaching their educational potential
- To promote continuity of approach through step-by-step attention to individual needs
- To provide appropriate resources, both human and material, and to ensure their maximum and proper use
- To involve the child in the process of identification, assessment and provision and to ensure that the child is aware that his or her wishes will be taken into account as part of the process and of the shared responsibility in meeting his or her educational needs
- To involve parents at an early stage, in developing a home school partnership working together for the benefit of the child

4. Roles & Responsibilities

Provision for pupils with SEN is a matter for the PRU as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the PRU's procedures for identifying, assessing and making provision to meet these needs.

The SEND Member and the PRU Management Committee have responsibility for:

- ensuring the necessary provision is made for any pupil with SEN
- all staff are aware of the need to identify and provide for pupils with SEN

- pupils with SEN join in PRU activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they have regard to the requirements of the SEND Code of Practice (September 2014)
- they are fully informed about SEN issues, so that they can play a major part in the PRU's self-review
- They set up appropriate staffing and funding arrangements, and oversee the PRU's work for pupils with SEN.
- they are involved in the development and monitoring of the PRU's SEN policy, and that the PRU as a whole will also be involved in its development
- SEN provision has a yearly action plan and is an integral part of the School Development Plan
- the quality of SEN provision is regularly monitored

The Headteacher and the lead SLT member of each of the PRU site have the responsibility for:

- the management of all aspects of the PRU's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEN issues
- working closely with the Special Educational Needs Co-ordinator
- the deployment of all Special Educational Needs personnel within the PRU
- The Headteacher also has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the PRU as whole.

The Special Educational Needs Co-ordinator (SENCo) has responsibility for:

- overseeing the day-to-day operation of the PRU's SEN policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other PRU staff
- supporting class teachers in devising strategies, drawing up provision maps, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- monitoring and evaluating the progress of pupils with SEN through the maintaining of the whole-PRU provision maps
- contributing to the in-service training of staff

The PRU classroom staff are responsible for:

- including pupils with SEN in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCo and other colleagues for advice on assessment and strategies to support inclusion
- devising strategies, drawing up provision maps, setting targets appropriate to the needs of the pupils
- making themselves aware of the PRU's SEN Policy and procedures for identification, monitoring and supporting pupils with SEN
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents
- liaising with the SENCos and other mainstream school staff in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- meeting with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process and providing feedback to parents of pupils with SEN.

5. Admission Arrangements

The PRU provides support for children across the county experiencing social, emotional and mental health difficulties in their mainstream school. The support we provide is inclusive and holistic in nature and we 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.

6. Staff

Each of the three PRU sites has a staff team that includes teachers and Learning Support Assistants (LSAs) who have experience and training in working with pupils who are displaying significant social, emotional or mental health difficulties and those with SEN. Teachers and LSAs work together to support children' individual needs and ensuring the inclusion of children with SEN within the class. They play an important role in implementing provisions and monitoring progress. They contribute to review meetings and help children with SEN to gain access to a broad and balanced curriculum.

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

- Staff meetings
- Inset days
- Compulsory training such as health and safety or child protection
- Courses run in house
- Courses run by external agencies
- Coaching
- Sharing of good practice locally e.g. at local network meetings

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.

7. Allocation of Resources

The SENCo works alongside Senior Leadership Team (SLT) to ensure that within the overall PRU resources are appropriately allocated for groups and for individuals to meet the needs of all pupils during their placement.

8. Identification, Assessment & Provision

The PRU aims to work in partnership with mainstream, parents and pupils to identify and support any pupil who may have a Special Educational Need. For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop.

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, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN.

Class teachers formally assess their pupils' progress on a termly basis. This provides 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
• widens the attainment gap

However, it is important to note that slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

The SEND Code of Practise (2014) describes 4 broad areas of need:

i. Communication & Interaction
ii. Cognition & Learning
iii. Social, Emotional & Mental Health difficulties
iv. Sensory &/or physical needs

Clarification of need – PRU staff work closely with referring schools, other professionals and parents/carers to clarify the SEN needs of individual pupils.

Assess - It is the role of the class teacher to assess and evaluate pupils needs, which will be done through a combination of internal formal assessments and consultation with the mainstream school. Parent views and external advice, where appropriate, also form part of this assessment. The teacher is supported by the SENCO in gathering assessment information and interpreting it.

Plan – The class teacher will agree, in consultation with the mainstream school, parent and the child, as necessary 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 is evaluated, along with the views of the child and their parents; support is then revised in light of the child's progress and development. Parents are given clear information about the impact of the support through weekly catch ups with the class teacher. Where a child has been given an Education, Health and Care plan the local authority must review the plan, as a minimum every twelve months, through an Annual Review meeting. PRU staff will participate in meetings or contribute to meetings and reports as needed.

9. Curriculum Access & Inclusion

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, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. The curriculum is adapted to meet the needs of individual pupils. For example, Language and Communication has been created as a specific subject to support pupils in need of specific support in this area. The PRU takes all reasonable steps to modify/adapt the learning environment to meet the individual needs of children.

The PRU provides various interventions and support, both in class and out of class that are designed to meet the individual needs of a pupil. Children who require higher levels of support may have access to appropriately trained support staff. Some children may work with other professionals to gain further support e.g. Speech and Language Therapists or Occupational Therapists. From April 2024, the Buckinghamshire Health Trust have been commissioned by the Local Authority to support the PRU with therapies (SALT/OT) to continue to meet the individual needs of pupils.

Access to external tests and exams
If class teachers and parents/carers feel a pupil requires particular access arrangements (for example extra time or modified papers) for assessments such as End of Key Stage Tests the Headteacher and SENCO may apply to the DfE. In some cases, the decision may be taken to disapply a pupil from external tests.

Supporting pupils with medical needs
The PRU recognises that pupils at the PRU with medical conditions should be properly supported so that they can have full access to education, including school trips and Physical Education. Some pupils may also have SEN and may have an EHCP which brings together health and social care needs as well as their SEN provision.

Details of provision for pupils with medical conditions can be seen in our policy on the PRU website.

In some cases, where the SENCO, Class teacher, SLT and parents/carers feel that additional funding and support are needed to meet the pupil's need, they will apply for High Needs Block Funding or an Education, Health and Care plan. If the PRU is the sole education provider, reports are sought from all agencies working with the pupil, parents/carers views are included, and an appropriate adult supports the pupil to give their thoughts and wishes. For pupils who are dual registered at the PRU, PRU staff provide supporting evidence in the form of a report when requested to do so by the pupil's mainstream school.

10. Partnership with Parents
We believe that a child's education should be a partnership between parents and teachers; therefore, we aim to keep communication channels open and communicate regularly. We offer an open-door policy where parents are welcome at any time to make an appointment to meet with us and discuss how their child is getting on. We can offer advice and practical ways that parents can help their child at home.

In addition to this, we also offer:

- Open afternoons throughout the year
- Informal drop in sessions
- Termly celebration reports
- Termly reviews for all full-time pupils
- Where needed, PRU staff will participate or lead reviews for children with an Education, Health and Care Plan depending on the nature of their placement with the PRU.

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

11. Pupil Voice

We believe that all pupils should be involved in making decisions concerning their education. The ways in which pupils are encouraged to participate should reflect the pupil's evolving maturity.

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

- Daily involvement in class based assessment
- Talking to teachers and LSAs about their learning
- Contributing to reviews and targets (formally or informally)
- PRU council
- Where appropriate, have input into the reviews of their Education, Health and Care Plan

12. Links with other agencies

The PRU actively uses the support and guidance of a range of outside agencies provided by Buckinghamshire County Council e.g. Educational Psychologists and Specialist Teachers, as well as outside agencies such as Occupational Therapists, Speech and Language Therapists, Family Support Services and Social Care to ensure that the identified needs of individual children are met.

13. Complaints and concerns

In the first instance we encourage parents to contact their child's class teacher as they are often the best placed person to resolve any issues. For a problem that might need time to explore fully, parents/carers should make an appointment rather than rushing the discussion early in the morning before school.

If parents still have concerns, then they should contact the Lead SLT member at the site the child is placed or the Headteacher. In the unlikely event that the concern is not resolved, then the Chair of the Management Committee can be contacted.