

Special Educational Needs and Disabilities Policy BPRU



NAME OF POLICY: SEND & Disabilities Policy		FEDERATION KSSS ONLY BPRU ONLY	POLICY NUMBER: TL BPRU 5	
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AUTHOR OF POLICY: JM & JMB - SENCO			PERSON(S) RESPONSIBLE FOR REVIEWING/UP DATING: SENCO and SLT	
DATE OF CHANGE	AUTHOR OF CHANGE	DESCRIPTION OF CHANGES	PAGE NUMBER OF CHANGES	NEW REVIEW DATE*
Feb 24	JM	New Policy		
May 25	JMB	Amendments/Updates – PLP to ILP	5, 6, 8, 10	



The policy, in its design and implementation, sits within the legislative framework / remit of the Equalities Act 2010, SEND Code of Practice 2014 and the Children and Families Act 2014.

Burton Pupil Referral Unit (BPRU) is part of the Staffordshire County Council Local Offer. The Staffordshire local offer sets out the services that are available to parents and young people in the local area and gives information on how to access these services. This information can be located at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Information on the Staffordshire Graduated Response to Special Educational Needs can be located at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Burton Pupil Referral Unit (BPRU) website:

<http://kettlebrook.staffs.sch.uk/school-information/additional-educational-needs-and-accessibility/>

*'We are not the survival of the fittest, we are the survival of the nurtured'
(Leading Attachment scientist Louis Cozolino)*

Burton PRU is a Pupil Referral Unit and works with students who have been permanently excluded or are at risk of being so. Fundamental to Burton's ethos & culture is that all of our students feel safe, secure and seen as the very basic necessity for learning. Accordingly, we follow a fully relational approach which includes, restorative approaches, emotion coaching and personalised solution-based practices.

At BPRU our principal objective is to develop mutual trusting relationships with our students to create a secure and supportive environment to enable them to explore, learn and become positive members of our school community & district. We pride ourselves on being fully inclusive especially in recently gaining ADHD friendly status. All areas of BPRU's life are inclusive and the teaching and learning experiences are tailored towards individual learning, providing challenge and support when and where needed. 'We make a difference' and give our learners 'a fresh start' on arrival.

The Federation core values are Trust, Care, Honesty and Respect which are embedded in 'To Empower Learners to Become Successful' are the basis of what we do across all sites.

At KS4 we work closely with local providers to provide work experience and off-site learning, encouraging everyone to reach their full-potential. Our staff provide a positive and calm environment to enable the students to work towards the development of 'life skills' and instil life-long learning and social aspirations for everyone through a range of activities which are fun and enjoyable. The whole team at BPRU is committed to providing a welcoming, safe and stimulating environment to support the needs and develop the learning of the students attending our school. Every child and their family who are referred to our school is valued and respected and we strive to put the student and their families/carers at the very centre of decision making (SEND Code of Practice 2014). Alongside making connections and positive professional relationships with students, relationships with our families are also of upmost importance to us at BPRU. To that end we offer an open-door policy to our parents and carers and all external agencies. Our school is staffed by a team of experienced, well qualified teachers and teaching assistants. We offer a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow – with the necessary skills set to move onto their next stage of learning.

We aim to promote the educational and social inclusion of our students by working in partnership with schools, parents, carers, specialist agencies and the wider community.

From September 2014 following the introduction of the Code of Practice, the expectation is that all settings will have a graduated response to identify and meet the needs of any student with special educational needs as set out in Chapters 5 and 6; (Schools 6.44-6.62) of the Special Educational Needs and Disability Code of Practice 0-25 years.

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Definitions of need

There are four areas of need as stated in the SEND Code of Practice 2014

1. Communication and Interaction (C&I)
2. Cognition & learning (C&L)
3. Social Emotional and Mental Health difficulties (SEMH)
4. Sensory and/or Physical (S/P)

At BPRU we follow a widely recognised, cumulative three-tier approach to differentiating levels of need, consisting of:

- *Quality First Teaching* – primarily school-based approaches designed for the benefit of all our students, all of the time. With well qualified, experienced and trained staff, who quickly get to know and understand each of our students, holistically, emotionally and academically.

- *SEN Support* – is part of a graduated approach. Additional school-based and external agency approaches for small groups of students, provided on a short to medium term to address specific barriers to achievement & attainment, behaviour & attendance (formerly divided into and known as ‘School Action’ and ‘School Action Plus’)
- *EHC Plan* – additional school-based and external agency approaches for individual students, provided on a longer-term basis to address persistent barriers to achievement.

A young person entered into the statutory assessment process for an *Educational Health Care Plan* remains at ‘SEN Support’ until a decision to issue an EHC Plan is made and the relevant documentation is officially provided.

Initial identification of student’s needs

Having been referred to BPRU, on admission each young person is automatically considered to have an additional need requiring support that is above and beyond the first wave of provision, ‘Quality First Teaching’.

Therefore, all of our students are placed on our ‘Additional Needs Register’ and for that reason they are considered to be on the second tier of provision, known as ‘SEN Support’. This listing sits alongside a basic outline of the nature of their needs. The nature of such needs will typically come under the umbrella term ‘social, emotional and mental health needs’ but may also include a specific learning need.

This support begins with the provision of a smaller overall setting, higher staff to student ratio, significantly smaller teaching groups, a curriculum with a strong social-emotional component and scope for personalisation and a staff body with a high level of expertise in working with social, emotional and mental health needs.

Whilst BPRU is not a designated specialist provision for young people with an Education Health Care Plan, (it should not be legally named on an EHCP because BPRU is not a specialist provision) it does make provision on a short to medium term basis for young people with special educational needs and disabilities at this level. (Due to the aged building and the layout of our school, it is not a fully DDA compliant PRU e.g. people in wheelchairs and walking frames etc who would not have access to classrooms and some areas of the ground floor would be required to access classrooms from the outside, rather than from inside, due to the internal steps. However, the school tries its best to provide equal access of specialist staff e.g. Science, Art, Food etc by adapting timetables).

On entry assessment and identification of needs

At BPRU, we identify the needs of our students by considering the needs of the whole child not solely their special educational needs. We feel that by considering the students’ needs, holistically, we can provide a safe nurturing and thriving environment for our students to re-engage with education. All students undertake a clear Induction

Programme to help them settle and for staff to quickly get to know them, assess and plan future learning.

We initially assess our students needs by:

- Information from the students current/previous school.
- Our Head of School meets with the student and their family/carers before they attend BPRU. This meeting is to; address any concerns by the student or their families, gain a broader picture of their experiences and how we can help to address their needs and ambitions.
- A PRU baseline strengths and difficulties questionnaire will be completed together with the student.
- Academic baseline testing, will also be (ideally) conducted within the first four weeks of a student attending the school.

Within the first 4 weeks of a student attending our school and taking all of the above information into account an Individual Learning plan (ILP) will be completed in collaboration with the student. This is to ensure that all staff are as well informed as possible about the student's needs and wishes and also most importantly that the student knows that at BPRU, their voice will be heard. These personalised needs-based documents ensure that each student is considered as an individual and a valued member of our school community.

Ongoing assessment and identification of needs

- Teachers are responsible for identifying SEND needs in each child and have the support from the SENCO to support further testing and strategies to enable each child to access the holistic curriculum.
- There is an academic tracking system with set review periods, based on subject progress data provided by teachers each term with other assessments on-going (depending when each child has started at BPRU).
- Baseline tests are shared with staff during the induction period and staff will build on from them.
- Key workers will conduct a weekly check in with all parents and carers to share any information and address any new concerns.
- A written 'Progress Report', collecting the views of teachers and progress data, published for each student every term alongside a student review day (to include review of ILP's).
- Ongoing professional observation, shared daily during morning and afternoon briefings. These are an important information sharing tool and enable all staff to gain a deeper understanding of students and their families.
- Close collaboration with any professionals or agencies involved with the student and their families.

The Individual Learning Plan:

This considers the information from the students baseline assessments, their personal iceberg, their Strengths and Difficulties questionnaire and any other relevant information.

Classroom staff in collaboration with the SENCO will hold responsibility for the initial drafting of targets for an ILP.

The targets for the ILP work to the following principles and processes:

- Targets will focus on the 'social, emotional and mental health' needs of a young person and their presentation generally within BRPU rather than specific subject issues.
- Targets will, explicitly or implicitly focus on transition to longer-term, typically mainstream, provision.
- Targets will be shaped, in part, by responses and conversation with students using their personal Iceberg and strengths and weaknesses' questionnaire.
- Targets will draw on and be consistent with information from baseline academic testing.

Targets will be SMART

- ❖ Specific AND Sensitive to the individuals needs
- ❖ Measurable
- ❖ Achievable
- ❖ Relevant
- ❖ Time-bound

The PLP will be monitored initially by the key worker in collaboration with the SENCO and shared with all staff.

With student's subject to an Educational Health Care Plan, they will have an annual review meeting this will be led by their home school if students are dual registered with staff from BPRU in attendance or led by the SENCO at BPRU if the student is single registered. The Annual Review will consider the extent to which the student has achieved the outcomes in the EHCP and whether further action is necessary. Further action may include setting new targets, considering whether further support is necessary or discontinuing the EHC Plan (if sufficient progress has been made or if all outcomes have been achieved). Recommendations will be made by the school in the Review report, and the Local Authority will consider the recommendations when deciding what action to take. The Annual Review meeting is attended by parents/carers, the young person's home school (if they have one) the young person themselves and any outside agencies may also be invited.

Young people registered as being a 'Looked After Child' also receive a Personal Education Plan (PEP).

Some young people will also be placed within the Team Around the Child (TAC) process or Team Around the Family (TAF) process.

Where possible, and productive, the school will attempt to group review meetings together in recognition of our parents/carers other commitments with work, family etc.

A graduated approach to supporting our students needs

Before considering any additional approaches to SEN, beyond the small nurturing provision that is naturally provided at our school our first step in meeting students' needs is through Quality First Teaching (QFT). Through QFT, the class teacher is responsible for providing for all students in their class, an engaging, personalised and appropriately challenging learning experience. Any additional planned intervention is aimed to supplement, not replace, QFT. The class teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

If through the ongoing assessment and identification of needs process detailed above it is determined that the student requires additional or specialist interventions These interventions will be carefully selected in collaboration with the student, their families and any professionals involved with the student. When determining the most appropriate support due consideration will be given to the most suitable, skilled, knowledgeable and appropriate member of staff to deliver the intervention. This varies depending on the intervention needed. Planned support and interventions will be carefully considered for effectiveness in addressing needs.

Examples of these strategies and interventions include:

- 1-to-1 check in and check out sessions, to help students express any anxieties or other difficult thoughts and emotions on arrival and at the end of the day.
- 1-to-1 and small group restorative sessions, following an incident.
- 1-to-1 and small group numeracy and literacy interventions.
- Art as Therapy sessions.
- Access to an experienced registered ELSA (Emotional Literacy Support Assistant).
- Additional sessions, usually ahead of exams, where a student has gaps in their core subjects.
- Vocational and alternative education placements to enrich timetables. Transport to and from these placements (subject to availability).
- Small group activities at break and lunch times, for those students with social anxiety.
- Visits to placements and mainstream schools supported by a member of staff.
- Access, to a professional school counsellor.
- Access to the school nurse.
- Assessment and application for access arrangements relating to examinations and other controlled assessment activities.
- Referral to outside agencies these include, Speech and Language Team, Autism service, CAMHS, specific mental health services such as, Action for Children, St Giles Hospice, SARAC etc, the Early Help Team, Catch 22, Malachi, T3 and other appropriate services.
- Solution based interventions such as Circle of Adults.
- Intervention and support from Staffordshire Educational Psychology Service. (As a Local authority PRU, staff are trained in de-escalation techniques through Proact SCIP-UK)

All ILP's and interventions will be reviewed by the keyworker at the student review days alongside the student and parents and carers and shared with involved professionals.

When a student is considered to require more formalised support through an Educational Health Care Plan, for our single-rolled students the school will look to initiate statutory assessment or, where the student is dual-registered with a mainstream school, contribute to the statutory assessment process. This process follows national guidance:

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Through the disability discrimination duties BPRU as a PRU tries hard to work in an old Victorian building to provide protection for disabled students by preventing discrimination against them on the grounds of disability. The two key areas involved in this are to ensure that we do not treat disabled students less favourably and that we take reasonable steps to avoid putting disabled students at a substantial disadvantage. This is known as the reasonable adjustment's duty. (Please see our Accessibility policy for more information on this)

SEND Review Process

Each student with identified Special Educational Needs has their needs discussed and shared with classroom staff on entry (Pupil Portrait) and during weekly staff meetings.

Subject teachers, in consultation with the school SENCo and other staff, are responsible for reviewing personalised learning programmes and student progress towards their targets. Progress is reviewed at least once a term, although assessment is ongoing and informs practice as the plan is in progress. Parents/carers and students are a central part of the review process, and we aim to set targets together, ensuring that everyone's views are heard, and needs are met. Classroom staff will meet with parents/carers to discuss progress and to identify the next steps in learning (ILP). Students are also fully involved at this stage and their views are taken and considered when planning future targets. Some students may be involved with agencies that support the review process, and they may contribute either by attending meetings or by contributing a report.

Many sources of information are drawn upon when reviewing the child's progress including assessment information from school and external agencies, the child's annual school report, questionnaires and their personal learning plan. The review process in BPRU is centred around the student and family and is a process where successes are celebrated. If a student is in receipt of an Education, Health and Care Plan (EHCP), then there will be an additional statutory annual review process, where all are invited to review the child's progress towards their targets from the past year. External professionals such as the Educational Psychologist, Health Agencies may be invited to share their views at the meeting, and an officer from the local authority may also be present. BPRU will also work very closely with dual registered schools with

their student if they have SEND. The SENCO and Senior staff attend the district SEND & Inclusion Hubs and LMG to support students SEND and the review process.

Partnership with Students

BPRU believes that our students are an active partner in their own education, and we engage them in decision making by:

- Listening to and valuing their points of view, needs and feelings.
- Involving students in review meetings to discuss progress and future provision.
- From lengthy pre-admissions meeting our students are encouraged to work with staff to help them in their education journey through the PRU.
- Effective communication and monitoring of their views through questionnaires and opportunities to share student voice. As a fully inclusive school we value their voice.

Partnership with Parents/carers

BPRU actively seeks to work with parents/carers and values the contribution they make. Parents/carers of any student who express a concern regarding their child's progress are encouraged to speak to their child's Key worker.

The Head of School, teaching/support staff and SENCo will also involve the parent as soon as a school concern is raised. BPRU aims to support parental partnership by:

- Ensuring positive attitudes towards parents/carers with quality connections being made on entry.
- Effective communication including encouraging parents/carers to raise any concerns with their child's tutor and/or the school SENCo.
- Acknowledgement of the parent/carer role as a partner in the education of their child and identifying ways in which strategies can be supported at home.
- Recording parental views as part of any review procedures.

Meeting the needs of Gifted and talented students.

At BPRU, we believe that inclusion means recognising the needs of all students including those of our gifted and talented students. Therefore, the school works according to the following principles:

1. Provision for Gifted and Talented students is a whole school provision.
2. Differentiation through 'Quality First Teaching' is the principal route in supporting students who learn faster and with greater depth and understanding.
3. Where possible (logistically speaking and with consideration of 'social-emotional' readiness), gifted and talented students attending BPRU are provided with access to a broader curriculum e.g. English Literature and Combined Sciences.

The role of the SEN Coordinator (SENCO)

The designated SENCO is Janette Bissell who undertakes the following duties.

- The formal monitoring of the implementation of the SEND policy
- Attending meetings such as Annual Review Meetings, some pre-admissions meetings, Team Around the Child (TAC), parent liaison meetings, medical professional meetings where issues are or maybe related to SEN.
- In collaboration with the student creating their Personalised Iceberg.
- Developing staff skills/confidence in the understanding and meeting the SEN needs of our students.
- Ensure consistency across the school in our approach in managing SEND.
- Developing the provision offered to meet the needs of our students and the range of SEN presented.
- Liaising with staff to investigate and identify need and establish appropriate strategies and interventions.
- Communicating effectively with other agencies to ensure appropriate multiagency working.
- Ensuring specialist agencies are referred to where appropriate.
- Requesting EHCP assessments as necessary and liaising with families and the local authority with regards to the application for and maintenance of EHC Plans.
- Communicating with post-16 provision on SEN issues.
- Communicating with partner schools on SEN issues relating to reintegration.
- Providing training to all staff on SEN issues – including briefing on any new development to arise with a young person.
- Assessing for Exam Access Arrangements in KS4.
- Providing ELSA intervention.

Leadership and Management of Special Educational Needs and Disability practice

The SENCO will act as lead for students with a Special Educational Need at BRPU and will work along with the Head of School and Senior Leaders to:

- Monitor the school's provision for students identified as having a special educational need.
- Monitor the progress of students identified with special needs through termly tracking.
- Oversee the day to day management of all aspects of the school's work including provision for students with SEND.
- Be involved in ensuring that SEND is a key area of school provision and practice and is part of School Improvement Planning and the Federation/school's vision and values

The management of children in school with Special Educational Needs and Disabilities will be the responsibility of:

- The Head of School
- The Subject Teachers
- The SENCO.
- Teaching Assistants and other support staff
- Management Committee-Governors.
- For Dual registered students – BPRU staff will work closely with their SENCO and staff – it is the responsibility for the home school to complete EHCNAs etc. including paying for assessments – e.g. EPs.

The Head of School, working closely with the SENCO, will be responsible for informing the Management Committee (MC) of policy, practice and progress regarding Special Educational Needs and Disability. The MC has important statutory duties towards students with Special Educational Needs and Disability and will have a designated member with responsibility for this area.

The Management Committee (MC) working in partnership with the Executive Headteacher and Head of School, have the responsibility for deciding the school's general policy and approach to meet the needs of SEND students.

Transition to the next stage

BPRU seeks to provide an effective and smooth transfer for all students embarking on the next stage of their education/life. Where possible, we ensure that our students have the opportunity to become familiar with the School/College prior to joining and that relevant information is gained from a variety of sources to ease any transition. This is completed through:

- Liaison with relevant staff from other settings.
- Reviews in line with the statutory review process for Education, Health and Care Plans (EHCP)

SEND governor is Mrs Jane Gentles
 SENCO is Mrs Janette M Bissell
 Head of School is Mr Tom England
 Executive Headteacher is Mrs Sarah Bamber