

 BurtonPRU	Burton Pupil Referral Unit
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Policy Title	SEND Information Report
Last reviewed	April 2024

Burton Pupil Referral Unit

School offer for children with Special Educational Needs and Disabilities (SEND)

Burton Pupil Referral Unit (BPRU) is located in Burton on Trent, Staffordshire, it is part of the East Staffordshire and Tamworth PRU's Federation alongside Kettlebrook Short Stay School. The school provides for secondary age young people with social, emotional and mental health needs, our pupils are either dual-registered with a local mainstream school or are solely registered at BPRU. Parents cannot apply directly to BPRU because we are a Pupil Referral Unit and as such young people can only be referred to us by professionals. These placements may be short term where pupils are supported to return either to their own home school or another school as a Managed Move or longer term, if this is in the best interests of our students.

BPRU is part of the Staffordshire County Council Local Offer (the package of services available for young people with SEN and their families). Please follow the link below to review Staffordshire's Local Offer.

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

1) What are special educational needs?

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

- *Quality First Teaching* – primarily classroom-based approaches designed for the benefit of all 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.

On admission to BPRU each young person is automatically deemed to have 'additional needs', that require support above and beyond the first tier of provision (in their home schools) that of, '*Quality First Teaching*'.

Therefore, most of our students are placed onto the second tier of provision that of, '*SEN Support*' and are included on our Additional Needs Register with a basic outline of the nature of their needs, these needs will usually come under the umbrella term of, 'Social and Emotional Mental Health Needs' (SEMH) but may also include a specific learning need.

The third tier, '*EHC Plan*' is for those students who have/need an Educational Health Care Plan. A young person at this tier will typically,

- have a learning difficulty and/or social, emotional and mental health need and/or a disability identified by recognised specialists.
- present with a persistent level of need that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age (SEN Code of Practice: 0 - 25 Years, 2014).

2) Identifying students with SEND.

Some of our students have already been identified as having SEN by their referring schools. Other needs are diagnosed whilst at BPRU.

Within their first few weeks at BPRU the young person undertakes a series of baseline tests, within different subject areas and general literacy and numeracy tests. These then provide a snapshot of their academic ability and social emotional competence. In addition to this, our SENCO and staff team make careful observations of the young person throughout their time at BPRU. Any member of staff can highlight an observation/concern via staff meetings, staff daily de brief, completing Student Cause for Concern forms and one to one discussion. The overarching ethos of the staff team is one of a collaborative solution focussed approach. The SENCO will then carry out tests or ask other staff to carry out observations to determine the category of need and advice on what type of support is needed.

In addition to this parents/carers and other professionals may raise concerns about a young person at any time to the student's Keyworker or member of SLT.

Our SENCO's contact details are: jeanette.mansell@kettlerook.staffs.sch.uk

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3) The process for applying for a Education Health Care Plan (EHCP)

A request for a EHCP can be made at any time during a young persons educational career, this is a request to the Local Authority (Staffordshire County Council SCC)* to carry out a statutory assessment of the child's needs. This is a legal process with clear protocol and a set timeframe to follow. When applying for an Education Health Care Plan (EHC Plan) it is usually made with the agreement of parents/carers, the school, outside agencies and ideally with the agreement of the young person themselves. Parents/carers can apply directly to the Local Authority themselves but we would always encourage communication on such decisions. Before this application is made a young person will typically have been designated 'SEN Support' and will therefore have been receiving a variety of additional support over a period of time. The application will be made if it is felt that the young person would benefit from a more permanent and usually higher level of support.

*All BPRU's single registered students EHC applications are shared at the local SEND & Inclusion LMG (as BPRU tend to have 80% KS 4 students who have limited time at BPRU before moving into POST 16 provision).

4) Supporting pupils with Special Educational Needs and their families.

Emotional Needs – Our staff receive regular training around attachment and trauma and social, emotional and mental health issues. We have designated Mental Health First Aiders. Our staff follow a restorative practices approach that includes Emotion Coaching. In addition, our SENCO in close collaboration with the young person will formulate a personalised 'Iceberg', this will help inform all staff of any emotional or behaviour support needs that the young person feels are relevant.

Educational Needs - are initially addressed by the first tier of provision, 'Quality First Teaching'. All students are taught English, Mathematics, Science, PE, and Art by experienced teachers with qualified teacher status (QTS). WE are also a Certified Forest School and all pupils are invited to join these regular weekly sessions. In addition, there is also a team of highly qualified Teaching Assistants – who deliver other curriculum areas such as, PSHE and Food cooking skills. There is also a construction college for vocational lessons. Our staff, receive regular training around specific areas of special educational needs such as Autism, ADHD. Speech & Language and dyslexic-type difficulties. A variety of differentiation takes place within lessons on a day to day basis, including differentiation by task type, by resources and by outcome. The types of differentiation are informed by observation, by baseline testing carried out on a student's arrival and by any previous information from their referring schools.

As stated previously, our policy is to designate ALL students as 'SEN support', this is based on their having been referred to a Pupil Referral Unit. As such all students benefit from the restorative practices approach, a designated key worker with check in times during the day.

In addition, some of our students may benefit from a higher level of support such as, access to our smaller satellite site, exam access arrangements and adapted timetables.

Students with Educational Health Care Plans (EHCP's)- Staff will endeavour to work towards the outcomes stated in their plan.

If concerns are raised that BPRU feel cannot solely be met by our staff we may refer to outside agencies for access to a wide range of services not only for learning needs but also for Social Emotional Health needs, these include;

- ✚ Educational Psychologists-. Students are generally referred to this service by the SENCO or by the student's original school.
- ✚ Child and Family Mental Health Services (CAMHS)
- ✚ Health Services i.e. school nurse
- ✚ Autism Outreach Team
- ✚ Speech and Language Services
- ✚ EHA team / Harvey Girls
- ✚ Burton safeguarding
- ✚ Catch 22- A service that helps with missing episodes, students at risk of criminal or sexual exploitation
- ✚ Staff from pupils' dual registered school may come to BPRU to visit pupils and work with them in our setting.
- ✚ Entrust (who provide support with Post-16 education and training)
- ✚ Midland Psychology Services
- ✚ Staffordshire T3 (substance misuse team)
- ✚ Staffordshire Youth Offending team

Some of these services offer direct support or advice and can help to further identify and clarify a young person's needs. At BPRU we place the upmost importance on equipping each young person with the necessary skills to enable a reintegration into mainstream or specialist provision, further education and employment. Through the collaborative assessment and review processes outlined above, we aim to ensure all pupils at BPRU access the support that they need.

4) Reviewing student progress

Progress will be tracked using the following methods:

- Subject progress data, provided by teachers, is recorded and reviewed every half-term with intervention strategies – if / when required.
- The Senior Leadership Team monitors academic progress per half term with the Executive Headteacher, attendance and behaviour per day and weekly etc.

- Performance Review Day meetings are held every term where our students and their parents/carers meet with staff to discuss their current progress and future targets in individual subjects and behaviour & attendance. If Parents are unable to attend our staff endeavour to either arrange another time or conduct the meeting via phone.
- A written report will also be sent out to parents/carers every term to highlight termly achievements, progress and new targets.

Students with an EHCP have a termly meeting and an Annual Review of their plan. The Annual Review in particular will consider if the young person is achieving the outcomes in the plan and whether any further actions are required. All interested parties will be invited to the Annual Review such as, the designated SEND worker from the Local Authority and any other professionals involved alongside parents and the young person themselves.

Any student registered as 'Looked after' will also receive a Personal Education Plan (PEP) as organised by the Social Worker.

5) What opportunities do parents/carers have to be involved in their child's education.

At BPRU we welcome and value positive communication with parents/carers. We find that many families have experienced significant distress in previous settings – especially if their child has been permanently excluded – it is pivotal to the induction and progression of each student that we have positive working relationships with their families – to ensure that each student achieves the success that they deserve. Our Key Workers are the initial point of contact and can either signpost themselves or refer to other staff in school to help not only the student but also the wider family if required.

We consult with parents/carers in a number of ways;

- ✚ An induction meeting is held in school for all young people and their parents/carers starting at BPRU.
- ✚ All pupils are designated a key worker who is the first point of contact. Key workers regularly contact home (on a weekly basis) not only with concerns but also to celebrate student successes.
- ✚ BPRU offers an 'open door' policy for parents and carers and we encourage parents to maintain regular contact with the school.
- ✚ Reports are sent home and there are Performance Review days three times per year.

Parents / carers with any specific SEN concerns are encouraged to contact the school and speak to our Special Educational Needs Co-ordinator (SENCO) **Jeanette Mansell, this can either be by telephone on 01283 247986 or by email jeanette.mansell@kettlebrook.staffs.sch.uk.**

6) Support for transition

Transition to post 16 provision-

We encourage all of our students to have high aspirations for their future and have close links to further education providers. We work hard to ensure that all pupils have realistic and aspirational post-16 options.

At BPRU we have a fully qualified Careers Advisor Kelly Wright who works closely with our KS4 pupils to identify suitable post 16 provision. This could be in the form of apprenticeships, a full-time college placement or vocational course. Once the young person has decided where they would like to go to, Kelly also helps with applications and CV's.

Transition to other provisions pre -16 -As we are a Pupil Referral Unit many of our young people will transition back to their mainstream school or to other provisions. We will endeavour to pre-empt anxiety and any other difficulties around any of these transitions. Strategies for this could be;

- Tours of the new provision for the young person and parents /carers
- There will be meetings between the new provision and a member of our Senior Leadership team and as much information as possible will be passed onto the new provision in order to make the transition as easy and stress free as possible.

If a young person has an EHC Plan, they will meet with our Careers Advisor from Year 9 onwards. The Careers Advisor will work with the student and parents/carers to create a plan for their Post-16 education.

7) Complaints

Any parent (or in the case of Looked After Children - designated carer) who wishes to make a complaint about SEN provision at BPRU should, in the first instance, make an appointment to meet with the Head of School, Mrs Sarah Bamber. We will make every effort to resolve issues informally and accommodate parental wishes. If a parent feels that the issue has not been resolved to their satisfaction they should approach the Executive Head teacher Mrs Kirsty Rogers and then if required, the Chair of Management Committee; Mr John Brodie. Representatives of Looked After Children can also approach the Head of the Virtual School for Looked after Children; We are happy to provide copies of the BPRU's SEN policy on request. Our practice is guided by the 2015 Code of Practice for SEND.

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