

PERRYFIELDS PRIMARY PRU



SEND POLICY

Review Date	Developed and Reviewed Date	Reviewer (Who?)	Approved By Name and Date
May 2023	May 2023	SENCO SEND Governor	Management Committee 16.05.2023
May 2024	April 2024	SENCO SEND Governor	Management Committee 21.05.2024
May 2025		SENCO SEND Governor	Management Committee

Minutes Reference	
Signature of Chair	

Perryfields PRU SEND Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25.

At Perryfields, we use the definition for Special Educational needs and Disability (SEND) from the SEND Code of Practice (2014).

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’

The Perryfields setting:

Perryfields PRU is commissioned by the Local Authority (LA) to provide education for pupils who have been permanently excluded from the 113 First, Middle and Primary schools within South Worcestershire. We also deliver an extensive range of preventative work both within mainstream schools and on site. Our excellent work to meet the needs of every individual has been recognised consistently by mainstream schools and Ofsted.

Perryfields Vision:

Enjoying learning, enjoying being together and wanting to return to mainstream school.

Perryfields Ethos

At Perryfields PRU, we aim to raise the aspirations of and expectations for all pupils. We aim to achieve inclusion of all children, whilst meeting their individual needs. In order to achieve this, it is essential for us to build trusting relationships with all pupils, enabling them to feel safe and secure. Only then will our pupils be able to learn and develop effectively, accepting challenge and support. Staff provide a positive and calm ethos, and a broad, balanced curriculum taught through Quality First Teaching, in order to enable the children to work towards the development of life skills and aspirations for everyone through a range of fun and enjoyable activities. The PRU environment is welcoming, attractive and stimulating, supporting the needs and development of learning of our pupils. We focus on individual progress as the main indicator of success.

Policy Aims

- To enable all of our pupils to re-engage with learning through regular positive learning experiences, building confidence and success.
- To secure high levels of achievement for all.
- To provide broad curriculum access for all.
- To meet individual needs through a wide range of provision.
- To ensure a high level of staff expertise is available to meet pupil need, through well-targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all of our pupils.
- To promote children's self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.
- To identify appropriately the next steps for future provision.

Policy Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will work to ensure that the SEN Inclusion Policy is fully embedded
- To provide support and advice for all staff working with pupils with special educational needs
- To work in partnership with pupils, parents, carers, schools, and external agencies.

Roles

Headteacher: Mr Pete Hines

SENcO: Mrs Steph Halliday

SEND Governor: Mr Iain Sweatman

Identifying special education needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEN. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

The Code of Practice refers to four broad areas of need:

Communication and Interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being

said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviours. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

All of our pupils have been permanently excluded from their mainstream setting, or are at risk of exclusion, or 'hard to place' due to the nature of their needs. Thus all our pupils have SEN in the category of social, emotional and/or mental health needs (SEMH). Many of our pupils have additional SEN within other categories. We regard all our pupils holistically and ensure the provision we offer addresses all aspects of SEN and meets the needs of the 'whole' child.

Managing pupils needs on the SEN Register

There is now a single category of support for children with SEN, which is classed as 'SEN Support'. Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. All of our pupils are, as a minimum, classed as 'SEN Support'. Some pupils may attend with an Educational Health and Care Plan (EHCP) in place or in process.

Before considering any additional approaches to SEN, our first step in meeting pupils' needs is through Quality First Teaching (QFT). Through QFT, the class teacher is responsible for providing for all pupils in their class, through thorough and robust planning that delivers engaging, personalised, and appropriately challenging learning experiences that extend all our pupils in their development. High quality teaching that is differentiated for different pupils is fundamental in responding to pupils who have SEN. Any additional planned intervention is the progress and development of the pupils in their class, including where pupils access support from teaching aimed to supplement, not replace QFT. The class teachers are responsible and accountable for assistants and specialist staff.

To ensure the consistency of QFT, the quality of teaching is regularly reviewed by the Headteacher, and an external advisor. This is conducted by formal lesson observations, learning walks, book trawls, and data analysis. Significant input is provided to ensure that all staff have a secure understanding of the most frequently encountered types of SEN within our setting. Our role for all pupils is to take action in removing the barriers to learning and put effective special educational provision in place.

Initial assessments, paperwork from previous settings, and a process of on-going teacher assessments and half-termly pupil progress meetings with the Headteacher identifies those pupils making less than expected progress given their age and individual circumstances. In deciding whether to make special educational provision, the teacher, Headteacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Educational Psychology
- Learning Support
- Speech and Language Therapy Service
- Autism Team (Complex Communication Needs Team)
- Occupational Therapy Team
- Educational Welfare Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)

A graduated approach to SEN support

As a school we implement a graduated approach to manage pupils' needs, where we use a cycle of assessing, planning doing and reviewing in order to meet individual needs. This is a four-part cycle, through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress. It draws on more detailed approaches and more specialist expertise in successive cycles.

The four-part cycle:

Assess:

On entry to Perryfields, the class teacher will assess each pupil in reading, maths and behaviour. Together with data and information from the mainstream school, this will form the basis for an Individual Education Plan (IEP). Targets in Maths, Literacy and social and

emotional behaviour are written and shared with the pupil and parents/carers. Weekly behaviour targets are set via the pupil's Home/school sheet.

Each permanently excluded or longer term child has an Individual Provision Map (IPM). We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologist, health professionals and Children's Services.

Plan:

The teacher, head teacher and SENCO will put together a plan (using an IEP), outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil, as well as the wider Team Around the Child (TAC) will be made aware of the plan.

Do:

The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Teaching Assistants (TAs) or specialists who provide support set out in the plan and monitor the progress being made. The SENCO and headteacher will provide support, guidance and advice for the teacher.

Review:

The IEP, including the impact of the support and interventions will be reviewed by the teacher, SENCO, parent/carer and the pupil half-termly for permanently excluded/long term pupils, and half termly for pupils on Behaviour Courses, via the reintegration meeting and End of Placement Report. Reviewing the impact of the IEP is done through regular pupil progress meetings (class and head teachers) and discussion (often by phone) with parents. For some pupils with complex needs, the review may take the form of a multi-agency meeting. The review will inform the planning of next steps for a further period.

On exit from Perryfields, each pupil's learning levels are re-assessed along with behaviour. This information is reported to the receiving school.

Criteria for removing pupils from the SEN Register

It may be felt that a pupil has made such significant progress that the level of need in a single category may no longer reach the threshold for SEN support. Through consultation with the class teacher, head teacher, Senco, parents/carers, pupils and any other involved professionals, it may be agreed to remove that category for a pupil as being named as an SEN.

It should be noted that all our pupils have SEMH as a primary category of SEN. This category will remain as an SEN throughout the Perryfields provision. When a successful reintegration to a mainstream setting is achieved, the mainstream school will consider the appropriateness of removing SEMH as an area of need within their setting.

Supporting pupils and families

Perryfields endeavours to work in partnership with our parents and carers, reaching out to all our families, aiming to provide them with, and signpost to, the necessary support and care.

We aim to develop partnership working by:

- Making parents/carers feel welcome
- Creating strong communication pathways
- Providing information to parents/carers in an accessible manner
- Encouraging parents/carers to inform Perryfields of any difficulties they perceive their child as having, or of other needs to be addressed
- Ensuring that Perryfields staff will listen actively and respond appropriately
- Keeping parents/carers informed on their child's day to day progress via the home school sheet or via a phone call
- Focussing on the child's strengths and successes as well as areas of need
- Informing parents/carers of their child's progress through reviews
- Supporting parents/carers in the decision-making process for their child around SEN provision, and particularly around future placements
- Encouraging parents/carers to discuss ways in which they and Perryfields can help their child
- Making the LA Local Offer available to parents and guiding them to this information where appropriate
- Providing information about the support available from SENDIASS (SEND Information Advice and Support Service)
- Making available Perryfields' SEN Information Report and summary
- Facilitating links with and making referrals to other support services

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trip/residential.

Some may also have SEN, or an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision; the SEN CoP (2014) will be followed.

Monitoring and evaluation of SEN

The head teacher regularly monitors and evaluates the quality of provision for all pupils. Perryfields aims to use interventions in school that have proven outcomes and are evidence-based. The impact of SEN provision on the progress and outcomes for children on the SEN register is measured through:

- analysis of pupil tracking data and test results at pupil progress meetings
- progress against national data and based on their age and starting points.
- interventions baseline and exit data

- progress against individual targets
- pupils' work and pupil voice

Formal and informal observations, learning walks, pupil progress tracking help to inform the continuous monitoring of effectiveness in removing barriers to learning, enabling pupils to reach their full potential.

We seek the views of parents, pupils and schools at the end of a placement at Perryfields.

These evaluation and monitoring arrangements promote an active process of continual review and improvement of provision.

Training and resources

Provision for SEN is funded through the school's budget. In order to maintain and develop the quality of teaching and provision all staff are encouraged to undertake training and development. Staff needs are identified via supervision meetings and performance management reviews.

All staff are made fully aware of the SEN systems and structures that are in place in school in order to meet all pupils' needs. Staff is involved in Continuing Professional Development (CPD) sessions to keep them informed of new initiatives.

Our greatest resource is our staff, so significant focus is given to the skills, knowledge and understanding of the staff team as a whole. Training is essential: in order to effectively understand and meet the complex needs of our pupils, staff need to have access to quality training, thus ensuring that our team is skilled and knowledgeable in the areas of SEN in which we need to specialise. Consequently, a significant proportion of our training days are given over to SEN. Individual staff also access further CPD opportunities dependent on their needs and interests. CPD accessed by staff is reported on termly to the Management Committee by the Headteacher. All staff undertake an induction programme following appointment, and this includes support on Perryfields' SEN provision and practice.

Roles and responsibilities

The Management Committee has identified a Governor to have oversight of special educational needs provision in the school and to ensure that the full Management Committee is kept informed of how the school is meeting the statutory requirements. This role is currently undertaken by Iain Sweatman. The Head will keep the Management Committee informed about the special educational needs provision made by the school, through termly meetings and reports.

The SENCO and the Head will work closely with the special educational needs governor and staff to ensure the effective day to day operation of the school's special educational needs policy. The SENCO and Head will identify areas for development in SEN that will contribute to the school's development plan. All teaching and non-teaching staff will be involved in the formulation of the SEN policy.

Storing and Managing Information

All paper documents are stored in secure cabinets in the school office. Staff have access to these documents as appropriate.

All members of staff have personal logins with passwords to access information stored on electronically.

All reports created by Perryfields, or by outside agencies are sent and received via a secure link on the Children's Services Portal.

Reviewing the policy

The SEN policy and SEN practice are reviewed annually.

Dealing with complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with, in the first instance, by the Headteacher. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved.