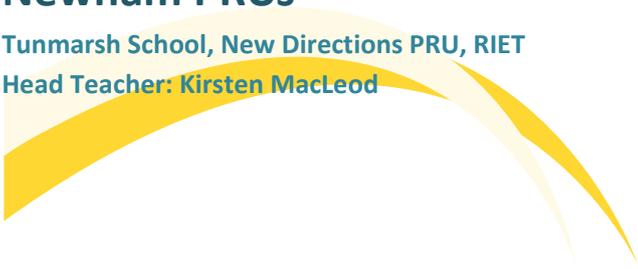


## Newham PRUs

Tunmarsh School, New Directions PRU, RIET

Head Teacher: Kirsten MacLeod



# Newham Pupil Referral Units

## Special Educational Needs & Disability (SEND) Policy

Reviewed by Valerie Noakes (Senco)

Reviewed policy agreed by MC on: **Spring Term 2017**

Reviewed policy shared with staff on: **Spring Term 2017**

Policy to be reviewed again on: **Summer Term 2019**

## **Newham PRUs' Special Educational Needs & Disability (SEND) Policy**

This policy statement has been written in conjunction with:

- The SEN Code of Practice (2015)
- Children and Families Act 2014
- The Equality Act 2010

**Principles and Objectives** – Newham PRUs are fully committed to inclusion. Newham PRUs include Tunmarsh School (Onsite and Outreach provisions), RIET and New Directions.

**“Pupil Referral Unit (PRU):** Any school established and maintained by a local authority under section 19 (2) of the Education Act 1996 which is specially organised to provide education for pupils who would otherwise not receive suitable education because of illness, exclusion or any other reason.” – *Special Educational Needs and Disability Code of Practice: 0 to 25 years* – January 2015

Every school is required to identify and address the ‘Special Educational Needs’ (SEN) of its pupils. All learners at Newham PRUs are offered help, advice and support if they have SEN. That is, they have a learning difficulty or disability that makes it harder for them to learn than most children of the same age.

This learning difficulty may be:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### **Newham PRUs are Committed to the Following Aims:**

- Delivering high quality teaching—differentiated for individual pupils—in response to pupils who have (or may have) SEN. Additional intervention and support does not compensate for a lack of good quality teaching.
- Regularly and carefully reviewing the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and—where necessary—improving, teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Ensuring full entitlement and access for all learners to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem.
- Removing barriers to learning and putting an effective special educational provision in place (when a pupil is identified as having SEN).
- Educating learners with SEN—whenever possible—alongside their peers and within the national curriculum, giving consideration to appropriate wishes of parents / carers and the necessity to meet all learners’ individual needs.
- Identifying and assessing learners with SEN as early and thoroughly as is possible.
- Involving parents / carers and the learners in the identification, assessment and delivery of an individualised SEN provision and striving for collaboration between all relevant stakeholders.
- Meeting the needs of all learners experiencing SEN by offering continual and appropriate forms of educational provision by the most efficient use of all available resources.

- Ensuring that an inclusive environment is created and fostered where all members of the school community respect and care for each other.

### **Responsibility for Special Educational Needs**

- The Head Teacher has overall responsibility for Special Educational Needs (SEN) provisions at Newham PRUs.
- The SENCo has strategic responsibility for SEN across the Newham PRUs.
- The teachers are responsible and accountable for the progress and development of the SEN pupils in their class, including where pupils access support from teaching assistants or specialist staff.

### **Admission Arrangements**

Newham PRUs' admissions procedures require children and young people with SEN to be treated fairly. Admissions authorities must consider learners who have SEN with or without an EHC Plan.

All learners' current skills and levels of attainment are assessed, on entry. Individual risk assessments are also carried out upon admissions and consistently updated to enable a plan for successful reintegration into a mainstream school (whenever achievable).

### **Identification, Assessment and Review Procedures**

- Where a pupil is identified as having SEN, Newham PRUs take action to remove barriers to learning and put an effective special educational provision in place.
- All staff are involved in liaising with the learners' previous school(s) and as much information as possible is collected on all learners.
- As part of their induction, all learners complete an Access reading assessment and other baseline assessments. These promptly identify initial areas of concern.
- In identifying a child as needing SEN support, the class or subject teacher—working with the SENCo—carries out an analysis of the learners' needs. This includes assessing the pupils' *'emotional experience as a learner'* in terms of their resilience, motivation and confidence in the classroom.
- Class and subject teachers, supported by the Senior Leadership Team (SLT), make regular assessments of progress for all pupils.
- Once identification, assessment and intervention have taken place, learners and parents / carers are kept frequently informed by a variety of means (e.g. personal contact by Form / Lead Tutors, termly Progress Reports, Annual Review meetings and the formation, implementation and regular reviewing of Support Plans).
- Support Plans are written in line with the assessment protocols and are reviewed and discussed by Form / Lead Tutors with the learner and their parents / carers.
- Reading tests are carried out in line with Newham PRUs' assessment cycles. Results are analysed and learners identified with having a standardised score of below 85 will be considered for additional literacy intervention / support.
- Where a pupil has an EHC Plan, the Local Authority (LA) must review that plan at a minimum every twelve months. All teachers—and involved learning support staff—contribute to the Annual Review.

### **Inclusion and Provision for Learners with Special Educational Needs**

Access to a balanced and broadly based curriculum is achieved through:

- In-class support –Teaching Assistants & Higher Learning Teaching Assistants (TAs & HLTAs)
- TA / HLTA withdrawal to address literacy and numeracy needs or specific learning difficulties, dependent on need
- Small teaching groups – no more than 9 learners
- Differentiation in all lessons
- Access to Student Support Officers (learning mentors)

Other / additional Multi-Disciplinary support may include:

- Social Services
- Educational Psychology Service (EPS)
- Child and Adolescent Mental Health Service (CAMHS) / Child and Family Consultation Service (CFCS)
- Speech and Language Therapy (SaLT)
- Youth Offending Team (YOT)
- Families First
- School Home Support (SHS)
- School Nurse
- Language, Communication, Interaction Service (LCIS)

The school values the support and guidance from the many staff named above. They contribute to the life of Newham PRUs in a variety of consistently positive ways.

### **Medical Conditions**

Newham PRUs will make arrangements to support pupils with medical conditions. Individual healthcare plans specify the type and level of support required to meet the medical needs of the learners. Where young people also have SEN, their provision will be planned and delivered in a co-ordinated way with their healthcare plan.

### **Special Arrangements for Examinations**

Learners who require special arrangements for examinations are assessed and the specific special consideration is applied for with the exam board. Learners who have permission for special exam arrangements sit their exams while we provide the necessary support such as a reader, scribe and / or extra time.

### **Reviewing the Success of the Education Provided to Learners with SEN**

- The SENCo will report to SLT, updating the SEN provision
- The SENCo will contribute to the SEF
- Feedback from learners
- Feedback from parents / carers
- Feedback and discussion from fortnightly Multi-Disciplinary Team (MDT) meetings

## **Parents / Carers and Learners' Involvement**

- The views of learners are taken into consideration and we apply a Person Centred approach at all times. Every effort is made to ensure that support is planned in consultation and agreement with them.
- Annual Review targets and SMART Support Plan targets are written in agreement with the learner and their parent / carer. Both the learner and their parent / carer are also involved in the structured review cycles of targets.
- We value the contribution that parents / carers can make and believe that the most effective way of working with a learner with SEN is where the parents / carers and the school work in positive partnership.
- Person Centred planning is important. Parent / Carer Consultation Meetings take place termly. Parent / carers are also invited to attend Educational Review meetings and Annual Reviews of EHC Plans and are encouraged to make a full contribution.

## **Continuing Professional Learning**

The school has a strong commitment to CPL for its entire staff. The high quality of teaching for pupils with SEN and the progress made by pupils, is a core part of Newham PRUs' performance management arrangements and its approach to professional development for all teaching and support staff.

## **Careers and Post 16**

Newham PRUs' Work Related Learning Teachers and / or independent careers guidance professionals will develop Career Action Plans for all learners after having completed their year 11 careers' interview. Students with SEN will have additional support with their EHC Plans from the LA's SEN Post-16 Team. All learners are provided with the necessary support for filling out college applications and have ample amount of careers and Post 16 information provided to them, with regard to college options and pre-apprenticeship training programmes.

Referral to pre-NEET Programmes – students can be directly referred to a variety of pre-post 16 vocational training programmes.

The RPA (Raising the Participation Age) Team is the pre-NEET provider within the LA. Students are referred to RPA when they are at risk of becoming NEET.