

## **Aspire – The Buckinghamshire Pupil Referral Unit Special Educational Needs and Disabilities (SEND) Policy**

This policy statement has been written with regard to statutory requirements and complies with the following: -

**Section 69 of the Children and Families Act 2014**, including:

- the arrangements for the admission of disabled pupils
- the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities you provide to help disabled pupils to access the school
- the plan prepared by the owner under **paragraph 3 of schedule 10 to the Equality Act 2010** (accessibility plan)
- **regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014**, where appropriate
- section 6 of the **Special educational needs and disability code of practice: 0 to 25 years**
- Buckinghamshire County Council Local Authority's (LA) SEN policy and Guidelines for the Identification of SEN.
- Buckinghamshire County Council LA's Strategies for Inclusion
- The PRU's strategic Vision and Improvement Plan
- The PRU's Disability Race and Gender Equalities Policy

The Special Educational Needs and Disabilities Policy is written for the whole of the PRU's community: - staff, students, parents/carers and the Management Committee. It is designed to be a working document.

### **Definition of The Buckinghamshire Secondary PRU**

The Buckinghamshire Secondary PRU is defined as:

- Blueprint Pupil Referral Unit
- Chesham Skills & Enterprise Centre
- The Wycombe Grange Pupil Referral Unit
- PRU Home Tuition Service
- PRU Hospital Teaching Service

### **Definition of SEN**

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

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

## **Principles and Objectives**

Aspire believes that students have an entitlement to develop their full potential. Educational experiences are provided, which develop students' achievement and recognise individuality. Diversity is valued as a rich resource, supporting the learning of all.

Aspire recognises a student's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

Aspire is fully committed to Inclusive Education.

All students supported by the PRU services are offered help, advice and support if they have SEN (see above). Aspire and its Management Committee are committed to the following aims: -

### **Improving Outcomes: High Aspirations and Expectations for Students with SEN**

All students are entitled to an education that enables them to:

- Achieve the best possible educational and other outcomes, and
- Become confident young adults with a growing ability to communicate their own views and ready to make the transition into compulsory education

Aspire has arrangements in place to support students with SEN or disabilities. These arrangements include a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised. Identifying need at the earliest point, then making effective provision, improves the long-term outcomes for students. All staff who work with PRU students, should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children themselves.

## **Aims**

To promote learning by: -

- Access to a broad and balanced curriculum
- Improving self-esteem and levels of motivation
- Early identification and assessment of students with SEN
- Ensuring that students are involved in the process of identification, assessment and provision
- Ensuring that parents, carers, students and other agencies working with the student are involved and informed in the identification, assessment and delivery of SEN provision
- Ensuring that the curriculum is suitably differentiated to meet the needs of all students and that an inclusive environment is created and fostered where all members of the PRU community respect and care for each other
- Ensuring that all staff in Aspire are aware of the importance of identifying and providing for students who have special educational needs
- Raising levels of achievement and recognising, valuing and celebrating students' achievements

- Working to a student's strengths and providing support in their areas of difficulty
- Successfully re-integrating into mainstream school, special school, further education, or the world of work
- Providing appropriate resources, both human and material, to ensure their maximum and proper use

### **Responsibility for SEN**

The Head teacher has overall responsibility for SEN provision within Aspire.

The SENCo (Special Educational Needs Co-ordinator) oversees the daily implementation of identifying, assessing and ensuring provision for students with SEN.

### **Co-ordinating and Managing Provision**

The SENCo is responsible for: -

- The day-to-day operation of the SEND policy
- Identifying SEN students, maintaining the PRU's SEN register, and having an overview of SEN pupil records and sharing students' SEN information with staff
- Writing students SEN Support Plans
- Monitoring, updating and improving procedures and resources for screening, assessment, interventions, reviewing students' progress, and administrative systems
- Identifying assessment needs and organising and/or carrying out assessments
- Liaising with the Head teacher and/or Senior Leadership Team (SLT) regarding provision and time-tabling for SEN students
- Liaising with and advising teachers and learner support staff
- Liaising with outside agencies, as required, re. SEN students, e.g. Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Service (EPS), Specialist Teaching Service (STS), social services, other schools etc.
- Liaising with parents if a child is thought to have/has SEN
- Writing reports when required for LA and multi-agencies
- Organising and running Annual Reviews, and other SEN meetings, e.g. Professionals meetings, Way Forward meetings, Personal Education Plan (PEP) meetings etc., as required
- Liaison regarding careers guidance for EHCP/Statemented and SEN students
- Contributing to INSET training for all staff

### **The Responsibilities of the PRU Management Committee**

The PRU Strategic Committee is responsible for the adoption and interpretation of this SEND policy and should have regard to the Code of Practice when carrying out duties towards all students with SEN.

This includes consideration that: -

- The necessary provision is made for students with SEN
- The teachers are aware of the importance of identifying and providing for those students with SEN
- SEN provision and monitoring is included in the termly report to the Management Committee
- Consultation with the Management Committee takes place when it seems to be necessary or desirable, in the interests of co-ordinated special educational provision in the PRU as a whole

### **Admission Arrangements**

The admission arrangements for all students are dealt with in the PRU Admissions Policy.

Aspire has good facilities, at two sites (Blueprint – BP and Chiltern Skills and Enterprise Centre – CSEC), for students with physical disabilities, and is therefore able to offer access to a broad and

balanced curriculum to all students. Individual risk assessments are carried out to enable planning for successful integration.

## **Identification, Assessment, Monitoring and Review Procedure**

Students undergo Initial Assessment on entry to Aspire.

Students, who staff bring to the attention of the SENCo because of observed difficulties, may undergo further assessment.

Students whose literacy levels are weak, may be given additional appropriate programmes of support. If appropriate and possible, specialist tuition may be offered.

Students whose learning difficulty is not related to low literacy levels e.g. long term behavioural difficulties which prevent learning, are provided with an appropriate programme of support. Their programme is drawn up in collaboration with all the staff involved and in consultation with parents so that clear targets and strategies can be implemented.

If the student fails to make progress, the SENCo decides whether to apply for an Education, Health and Care (EHC) Needs Assessment. If required, the SENCo (or parent) requests an EHC Needs Assessment by the Local Authority.

Students with an Education, Health and Care Plan (EHCP)/statement have their needs, outcomes/targets and provision identified on their EHCP/statement. EHCPs/statements are reviewed annually in line with the LA SEN guidelines.

## **Monitoring and Evaluation**

The impact of interventions and progress are monitored and evaluated by formal and informal testing on arrival and throughout attendance at Aspire. Consultation with teachers/tutors, support staff, students and parents is also carried out on an ongoing basis. Students will be invited to contribute their views throughout their time at the PRU.

A Special Educational Needs report is included in the Management Committee Report and the Annual Review Report. Reports include information on the number of students with SEN and progress made by students, as shown by standardised tests.

## **Provision for SEN**

- Teaching programmes planned to raise self-esteem by enabling success
- Differentiation by resources and teaching methods
- Access to certificated courses at appropriate levels
- Small group work
- Use of Learner Support staff within lessons
- Specialist tutors
- Students involvement in planning their educational programme
- Small teaching groups – usually no more than 6 learners
- Working with outside agencies, including CAMHS, Educational Psychology Service (EPS), Specialist Teaching Service (STS), the Virtual School, the School Nurse, Addaction, Youth Offending Service, and Therapeutic Interventions.
- Students with SEN will have the opportunity to engage in all aspects of PRU life e.g. enrichment activities, school trips, and sporting activities.

## **External Relations: Liaison Arrangements**

The school's Senior Leadership Team are responsible for liaising with Social Services, Bucks SEN, the Educational Welfare Service, Careers, Youth Justice and other agencies involved with

students. The SENCo also liaises with Bucks SEN. Bucks SEN has a SEN Officer attached to Aspire (all sites). Different SEN Officers are attached to students on Dual Registration with mainstream schools.

Reintegration of students to mainstream, special school, employment or Further Education is dealt with by the SENCo and SLT in consultation with all other appropriate staff.

The SLT and the SENCo are aware of the various support services and organisations whose support and advice is sought when necessary.

### **Parents/Carers**

Parents will be informed if their child is identified with or requires SEN support.

Parents of students with an EHCP/statement of SEN will be invited to review meetings and involved in decisions.

Parents of students with an EHCP/statement of SEN are invited to the Annual Review.

Parents with queries about their child's SEN are invited to contact the SENCo or a member of the SLT.

Complaints may be communicated to any member of staff and will then be addressed in line with the complaints procedure.

### **Resource Allocation**

The following information is available: -

- Information on the principles governing allocation of resources to and amongst SEN students
- Details of attached funding for SEN students

### **Inset and Staff Development**

Staff are made aware of, and given opportunities to attend, training courses, especially when a particular need is recognised. Examples of courses attended are:

- MA – Inclusive Education
- SENCo course (National Award for Special Educational Needs Co-ordination)
- PG Dip. – Autism
- Pathological Demand Avoidance (PDA) conference – National Autistic Society
- Attwood & Garnett on Asperger's & Autism - (two days) – autism oxford

### **Transition: Between Schools, to College, to Adult-life, SEN Annual Reviews**

All year 10 and 11 pupils have access to careers guidance services delivered by adviza/connexions. This includes:

- Interviews with professional advisers

Year 11 and 6<sup>th</sup> Form/Year 12 students undertake work experience (e.g. with Lindengate – A Buckinghamshire Mental Health Charity, at children's nurseries, at veterinary surgeries)

### **Access Arrangements, Reasonable Adjustments and Special Consideration for Examinations**

Students requiring exam access arrangements for public examinations (GCSE's) are assessed by an appropriately qualified teacher, and access arrangements are applied for to the exam board. Students may be given exam board approval for access arrangements such as a reader/scribe/prompter/extra time etc. when sitting their exams and controlled assessments.