

# PERRYFIELDS PRIMARY PRU



## SEND INFORMATION REPORT

## **PERRYFIELDS PUPIL REFERRAL UNIT SEND INFORMATION REPORT**

### **Introduction**

Our approach to SEND aims to ensure every child reaches their full potential. Through a fully inclusive setting we strive to ensure all needs are identified and barriers to achieving, addressed effectively. We want all our pupils to re-engage with learning through regular positive learning experiences that build success and confidence; to raise their personal aspirations for the future and to ensure the future provision is appropriately identified. We want all our pupils to have a sense of belonging to our team at Perryfields Primary PRU; to understand the unique and positive contribution that they bring and develop a healthy sense of self through the continuous unconditional positive regard from staff. We take a holistic view of all our children, seeking to identify and build on strengths and ensure effective provision for areas needing development. Ultimately we want our children to become whole-hearted individuals.

**Contact details:** If you require any further information regarding SEND you are welcome to contact our SENCO, Mrs S. Halliday us either by telephone on 01905 427011 or by email at [office@perryfields.worcs.sch.uk](mailto:office@perryfields.worcs.sch.uk)

### **The type of SEND for which provision is made**

Perryfields Primary PRU is an alternative provision catering specifically for primary aged pupils in the south of Worcestershire who have been permanently excluded from their mainstream setting, or at risk of exclusion or are 'hard to place' due to the nature of their needs. Thus all our pupils have SEND in the category of social, emotional and/or mental health needs (SEMH). Many of our pupils have additional SEND within other categories. Therefore all our pupils have SEMH as a category of SEND by the very nature of requiring a placement at Perryfields Primary PRU, but in addition pupils may have additional categories of need, including Cognitive needs (Cog), Communication & Interaction needs (C&I) and Sensory & Physical needs (S/P). We regard all our pupils holistically and ensure the provision we offer addresses all aspects of SEND and meets the needs of the 'whole' child. All pupils have an Individual provision map detailing which of the appropriate provision at Perryfields Primary PRU has been planned to meet their needs and is then tailored to each child.

## **Assessment and Identification**

Perryfields Primary PRU promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of 'plan, assess, do, review' to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties the child may be experiencing.

A rigorous assessment procedure is in place at Perryfields Primary PRU.

### **Including:**

- ✚ substantial baseline screening on entry
- ✚ collation of assessment data and information from previous school
- ✚ ongoing and continuous teacher assessments: achievement and attainment targets are set and reviewed twice a year
- ✚ termly pupil progress meetings
- ✚ termly reviews of Individual Provision Maps, Individual Intervention Education Plans
- ✚ progress data is tracked termly and at mid year
- ✚ Risk Reduction Plans are reviewed termly

Throughout this process Teachers and Teaching Assistants have a vital role in raising concerns regarding any additional/underlying barriers to learning. Any pupil not making expected progress would result in consideration of increased provision and specialist intervention.

## **Parental Involvement**

All our parents/carers are involved in an Induction meeting at Perryfields Primary PRU. This is arranged prior to the child's placement and enables an opportunity for the Head to meet with the parents/carers with a view to sharing information pertinent to the child. Parent/carer views are discussed and an overview of the provision at Perryfields Primary PRU is shared along with the arrangements for their child's placement.

Key staff (Class teacher or Teaching Assistant) liaise with parents/carers daily through the Home/School Sheet, this communicates any issues arising from the day including positive success to be celebrated at home. It also provides an opportunity for parents to communicate with Perryfields staff. In addition to this key staff make informal regular contact calls with parents/carers to ensure communication is maintained and to develop relationships with our parents/carers so that we can work

in partnership in supporting their child. IEPs for pupils on Behaviour Courses are reviewed with parents and mainstream staff at the end of the 6-week placements. IEPs for permanently excluded pupils are reviewed termly, or when targets have been securely met and shared with parents.

The Head coordinates review meetings with parents/carers that require significant multiagency involvement. For any pupils needing an Integrated Assessment, the Head will request this in partnership with the parents and liaise with the parents to complete the Family Conversation Record. The Head provides support for parents through this process, including the coordination and planning of transition when it is required into the identified appropriate setting.

### **Pupil Involvement**

Pupils are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. Perryfields Primary PRU involves pupils by:

- ✚ Encouraging them to participate fully in the life of the Unit
- ✚ Understanding the success criteria to enable progress to take place
- ✚ High expectations of learning behaviours
- ✚ Having a role to play in voicing their suggestions as to how they can be helped to learn more effectively
- ✚ Commenting on how they feel they are progressing when their IEP's are reviewed

Engagement with pupils plays a key role in promoting a culture of positive expectation. Relationships with our pupils are key to everything that we do and we fully understand that it is only through secure and healthy relationships that children can feel safe with the risks that learning brings. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Target booklets are attached to pupils' Learning Logs.

All our pupils are with us on a temporary basis until long-term provision is identified. We actively seek to involve our pupils throughout this transition or reintegration process and their voice is fully considered when transition planning. At the end of a placement all pupils complete a placement questionnaire enabling them to give feedback regarding their experience at Perryfields Primary PRU.

## **Transitions**

Significant emphasis is put into transitions at Perryfields Primary PRU. The nature of our pupils' needs is such that transitions can be particularly difficult to manage and cope with. Consequently, careful consideration and planning is put in place around all transitions (big and small). A significant transition that all our pupils encounter is the start and end of placements, therefore we have formalised good practice and procedures specifically for these transitions. Each child's transition is tailored to the child's specific needs and circumstance.

Transition strategies include (this is not exhaustive):

- ✚ Transition meetings arranged to ensure partnership working between settings, parents and any other relevant professionals and to plan the transition process
- ✚ Visual calendar showing PRU days and school days
- ✚ Bringing staff from new setting to meet the child in our 'safe' setting
- ✚ Visits to new setting – supported by key staff
- ✚ Staggered 'goodbyes' starting with key adult first

## **Approach to Teaching & Learning**

All pupils attending Perryfields receive high quality first teaching in all areas. Class Teachers have responsibility for enabling all pupils to learn.

To achieve this they:

- ✚ Plan appropriate learning activities for their pupils
- ✚ Ensure that support is available for all children (inclusive quality first teaching)
- ✚ Differentiate the curriculum to take account of different learning styles, interests and abilities
- ✚ Ensure that all children can be included in tasks/activities
- ✚ Monitor individual progress
- ✚ Celebrate achievement
- ✚ Identify early those children who require additional or different support in order to secure outstanding progress
- ✚ Set targets on IPMs and discuss these with parents and pupils

Teaching Assistants have responsibility for supporting pupils in their learning. To achieve this they:

- ✚ Support the teachers in enabling all children to have access to the teacher
- ✚ Support the teachers in enabling all children to have access to an appropriate curriculum
- ✚ Encourage and promote relative dependence and independence as appropriate in the children
- ✚ Liaise with the Class Teacher
- ✚ Help to prepare resources and adapt materials
- ✚ Lead interventions to close the gap for children experiencing difficulty
- ✚ Promote the inclusion of all children in all aspects of life at our Unit

Intervention is planned for individual/small groups of children and is 'additional to or different from' the usual differentiated curriculum. It can take the form of:

- ✚ Using different learning materials in the classroom
- ✚ Making reasonable adjustments within the physical environment
- ✚ Making reasonable adjustments to routines
- ✚ Support staff in the classroom
- ✚ A more focused level of support 1:1 or in a small group withdrawn from the class

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing a carefully differentiated curriculum (taking account of both cognitive needs and social/emotional needs) that is delivered through quality first teaching. All our pupils access a higher baseline of support for SEMH needs that would typically be considered as being intensive support in comparison to a mainstream setting.

### **Learning Outside the Classroom**

At Perryfields we strongly believe that all children need to have a range of experiences and opportunities which will extend and enhance the curriculum. We aim for all children to be included on trips. Through careful risk assessments and putting together risk reduction measures we would endeavour to ensure every child is included. However, there may be times where alternative arrangements for a child have to be put into place to ensure the safety of everyone.

All trips are staffed by teachers and teaching assistants. The appropriate ratio of staff – pupils is followed using count guidelines. The Educational Visit Leader (EVL) carries out the relevant risk assessments required.

## **Staff**

All our staff receive continuous professional development. This includes access to on-going training related to aspects of SEND and significant emphasis is placed on ensuring all our staff have a thorough understanding of SEMH needs and develop expertise in working effectively with pupils with SEMH. The Head is responsible for the implementation of the SEND policy. Teaching staff have a range of experience and specialisms as well as a focus on SEMH. Teaching Assistants access training to ensure we can offer a wide range of interventions. As a staff team there is a wide range of expertise available and this is used flexibly to meet the needs of the pupils.

## **Evaluation of Effectiveness of provision**

There are rigorous measures in place to inform us of the effectiveness of the provision at Perryfields Primary PRU.

This includes:

- ✚ Progress data that is tracked ½ termly and discussed within the Pupil Progress Meetings. This enables us to intervene early when pupil's progress is not as expected. Additionally, the analysis of this data informs us about groups of pupils to ensure as a comparison with other learners they are making expected or good progress.
- ✚ The review process provides valuable information regarding the effectiveness of our provision for SEND. Pupils all have an Individual Provision Map and Individual Education Plan. These are all reviewed ½ termly.
- ✚ Evaluations which are completed by a range of sources to inform us about the views of different service user, including parents/carers, pupils, schools, outside agencies.

## **SEMH development**

A fundamental aspect of our provision is the development of our pupils' SEMH needs as these are the significant barrier that has led to them requiring the intensive support that the PRU offers. Therefore considerable emphasis is placed on the progress within SEMH. We assess pupils SEMH needs thoroughly and track progress throughout their placement. The structure of our environment is purposely intended to support our pupils and minimise the barriers that environmental factors can create. In addition the structure of our day has been carefully constructed in line with meeting the needs of children with significant social, emotional and mental health needs.

The school has a very robust system of supporting behaviour. We have a very positive approach to managing and supporting our pupil's behaviour. All staff are consistent and adhere to the school policy for positive behaviour management. All staff use praise and reward in every aspect of the school day. Where there is a need to challenge unacceptable behaviour staff will do so using a calm approach. Consequences will be put in place accordingly again referring to the strong positive behaviour management policy

The daily routine is punctuated with planned opportunities for pupils to express their feelings and experiences within the safety of the relationship with a key adult. Further incidental opportunities are also created through a wide range of strategies such as nurturing interventions that include opportunities for 'problem-free' talk that is unpressured, Staff have significant training and experience of skilled active listening that incorporates open-ended questions, reflective listening, affirming and summarising. These skills enhance our abilities to truly hear the child's voice and to respond in an attuned, attentive and empathic way. Our anti-bullying policy outlines specific measures in place to minimise any eventuality of bullying incidents and/or racism.

## **Specialist Support**

Within Perryfields all staff have a wealth of knowledge, experience and qualifications in relation to Special Educational Needs. The school works closely with other agencies such as CAMHS (Child Adolescent Mental Health Services) Education Psychologists (Eps) and Learning Support

The school buys in time from a very experienced Educational Psychologist to provide assessments where required, and for training staff.

At times the school purchases additional support from play therapists, art therapists, counselling etc.

Links with specialist support agencies are well established. Colleagues from these agencies continue to advise and support our staff to better understand and address the needs of our pupils.

### **Complaints**

We hope that complaints about SEND provision will be rare. However, if there should be a concern, the process outlined in the Unit's Complaints Policy should be followed.

### **Contacts**

if you have any issues or concerns please contact

Mrs S. Halliday, SENCo

or

Mr P. Hines, Headteacher

on 01905 427011 or email [office@perryfields.worcs.sch.uk](mailto:office@perryfields.worcs.sch.uk)