



The Clifton Centre  
Key Stage 4 Pupils PRU

# The Clifton Centre SEND Policy 2020

<b>Document history and version control</b>	
Version number:	1
Last amendment:	
Reviewed by:	A Johnston
Date revised:	29 <sup>th</sup> January 2020
Review date:	January 2021

# The Clifton Centre

## SEND Policy

### **Mission Statement**

The aim of the PRU is to explore the difficulties that the young person is experiencing or has experienced in mainstream and to create effective systems that will enable the young person to be successfully reintegrated into their new provision.

- All educational establishments have a responsibility to identify and assess the special educational needs of pupils and to ensure that such needs are met.
- All educational establishments have a duty (SEN and Disabilities Act, January 2002) not to discriminate against disabled pupils.
- The PRU has a statutory responsibility to effectively provide appropriate resources, teaching approaches and learning activities to meet the needs of the pupils across the ability range.
- Bespoke timetables reflect the IBP's and IEP's of students who attend the centre. These are continuously reviewed on a weekly basis across the centres.
- Pupils' special needs are identified through reference to information from previous schools where available, baseline assessment, teacher observation, in discussion with the pupil and parents/carers.
- The PRU will comply with the requirements of the SEND Code of Practice.
- The PRU will comply with the City of Salford Special Educational Needs Inclusion Policy.

## **Pupils who experience SEND**

### On entry to the PRU

- All pupils who attend the PRU can be seen to experience SEND in terms of their inappropriate behaviour. This may be as a consequence of learning difficulties and may result in them excluded from mainstream either for a fixed term or permanently.
- All pupils that attend the PRU are placed at School action plus on the Special Needs Register.
- Some pupils will experience learning difficulties i.e. their Literacy and numeracy skills will be lower than would be expected for their chronological age, this could be for many different reasons.
- Some pupils will be more academically able than their peers and this should be recognised and so appropriate action taken.

### Stage 1 Intervention - Frontline

- As teachers work with students experiencing learning difficulties. They will be asked to complete a simple stage 1 intervention form which demonstrates their front line observation/actions and what is considered to work in the class room and what does not actively support the student in question.
- These are collated centrally and have the lowest level of data security but are seen as confidential outside of the staff body though they are openly shared amongst staff.

### Stage 2 Intervention – pre - assessment

- When there are several stage 1 interventions collated and either there are considered to be enough to warrant further investigation or they are proving ineffective due to the nature of the difficulty then the student will be placed on a stage 2 intervention either by the SENCO, Head of Centre or the Executive Head.
- Stage 2 is seen as fully confidential and need to know level of investigation as this implies the professional judgement that a student may have a learning difference and moving beyond this stage would require parent's consent and approval.
- Stage 2 interventions include:
  - Internal assessment, such as the SDQ.
  - Record discussion with parents to gather further information and gauge their potential reaction to an EHC Plan.
  - Informal discussion with an educational psychologist, or other professional dependant on the difficulty.

### Stage 3 Intervention - Application for EHC Plan

- Details of the Stage 3 intervention are confidential and thus only to be shared with parents/carers and other professionals involved in the process of application for and development of the EHC.
- Stage 3 in this context can only be instigated by the SENCO with the support of the parents/carers or by parents/carers.

## Management

- The SENCO from September 2017 is Ms S Carr.
- The SEND Policy is up to date and reflects SEND practice at the PRU.
- The SEND register is updated as appropriate i.e. when a new pupil is admitted.
- Individual behaviour and learning plans via timetables and work set by subject leaders are devised for the pupils. Information is also gathered where possible from the excluding school.
- Baseline assessments are carried out on entry. These assessments are made available to all staff and parent/carers.
- All learning and behaviour targets are achievable and written/spoken in positive language.

The aim of the above documentation is to:-

- Provide a greater chance for each pupil to return to mainstream provision.
- Improve overall behaviour for each individual pupil
- Raise standards for underachieving pupils
- Raise standards in literacy and numeracy
- To allow for quality curriculum planning, teaching and learning
- To ensure parent/carers and pupils understand the targets that have been set and that they are fully involved in the process.

## Key stage 4 PRU Evaluation

- Provision for pupils reflects the requirements of their learning and behaviour plans.
- The core curriculum is delivered to all students taking into consideration the constraints of staffing and the premises at the PRU.
- There is continued professional development for all staff some of which is focused to facilitate the teaching of those pupils with SEN.
- All support staff are involved in planning and preparation of learning activities.
- All planning will show differentiation and how it will be used and reflected on in practice.
- All plans and targets are reviewed and updated regularly with pupils and parents/carers, when possible.
- Parent /Carers are encouraged to discuss their concerns of their child's SEND with any member of staff within the PRU.
- Parents and carers are treated as partners in the process of their child's education within the PRU.

## The Role of the Teacher

Teachers have the overall responsibility for addressing the needs of all pupils in their classes.

This includes:-

- Understanding how pupils' learning is affected by their physical, intellectual, emotional and social development and by the school environment.
- Involving pupils in their own learning.
- Using different kinds of assessment appropriate for different purposes and to use it to inform planning.
- Planning approaches to teaching and learning so that all pupils can take part in lessons fully and effectively.
- Monitoring in order to be aware of pupil progress.
- Positive management of pupil behaviour.
- Using teaching styles which help to reflect the behavioural needs of the pupils in the classroom.
- Where appropriate during examinations, provision is made for those students who need additional time, coloured paper, a reader, a scribe, and comfort breaks. These are planned into the exam time ensuring that the needs of our students are accommodated. Students are made aware of the adjustments that have been made to ensure that they have the best chance of succeeding.