



# SEND Policy Bishopton PRU

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## 1. Aims

Our SEND policy and information report aims to ensure that students with SEND are fully supported during their time at Bishopton PRU and have equal opportunity to fulfil their potential both academically and in becoming functioning members of society. The policy, both in design and implementation, complements Bishopton PRUs ethos of ensuring every student makes progress, enjoys learning and develops skills for life regardless of their individual needs and starting points. At Bishopton we believe that all pupils are entitled to a broad, balanced, relevant and differentiated curriculum and staff aim to identify and reduce barriers to learning by supporting each pupil to succeed in their journey with us.

This policy and information report is based on the statutory **SEND Code of Practice Section 6** and the following legislation:

**Part 3 of The Children and Families Act 2014**, which sets out schools' responsibilities for pupils with SEND.

**The Equality Act 2010** (section 20), which sets out the schools' duties to make reasonable adjustments for pupils with disabilities. in terms of what schools must do to ensure pupil need is met and barriers to learning reduced.

**The Public Sector Equality Duty** (section 149 of The Equality Act 2010), which sets out the schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

Much of Bishopton PRUs policy is underpinned by the **United Nations Convention on the Rights of the Child (UNCRC)**, with reference to the following articles:

**Article 12 '(respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.'**

**Article 23 "(children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active**

part in the community. Governments must do all they can to support disabled children and their families.”

**Article 28 “(right to education) Every child has the right to an education, ...different forms of secondary education must be available to every child. Discipline in schools must respect children’s dignity and their rights. Richer countries must help poorer countries achieve this.”**

**Article 29 ‘(goals of education) Education must develop every child’s personality, talents and abilities to the full.’**

Our policy is also reflective of the six principles of nurture which supports all pupils in education but can be particularly useful for pupils who have experienced trauma or adverse

childhood experiences (ACES) which can often lead to a detrimental effect on a child’s mental health. The principles can be seen in figure 1.

Figure 1.



This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupil with SEND.
- The Special Educational Needs and Disabilities Regulations 2014, which set out schools' responsibilities for education, health and care plans (EHCPs), SEN Coordinators (SENCOs) and the SEN information report.

## **2. Definition of Need**

A pupil is identified as having SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

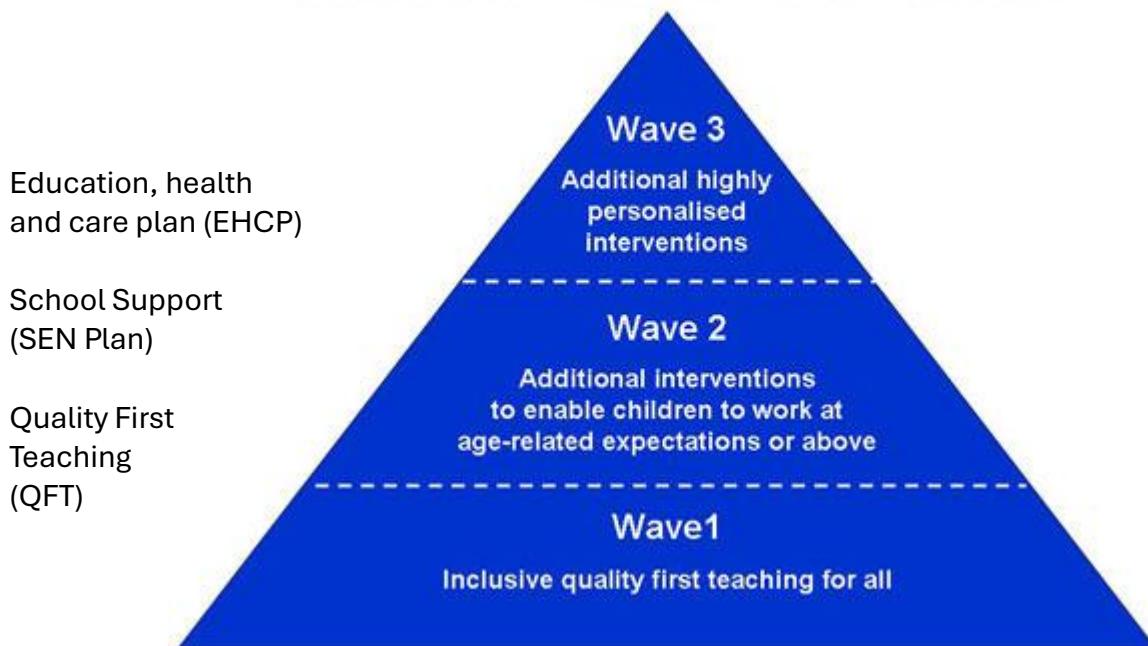
Pupils have a learning difficulty or disability if they have either of the following:

- specific problem processing certain forms of information, or a significantly reduced ability to understand new or complex information, to learn new skills (impaired intelligence), with a reduced ability to cope independently.
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age.

Bishopton PRU follows a three-tiered gradual approach to differentiating levels of need. This can be seen in figure 2.

Figure 2.

## Waves of Intervention Model



### Wave 1 – QFT

Classroom based approaches such as adaptive teaching and the use of scaffolding, explicit teaching, visual aids and so on to ensure an inclusive environment for all learners. All pupils will be monitored by teaching staff and TAs in terms of ensuring QFT meets individual need. Where it is felt that a pupil may need more than QFT then teaching staff and TAs must liaise with SENCO to arrange further assessment/support.

### Wave 2 – SEN Plan

Pupils who have an SEN plan will have more specific strategies to ensure need is met. For example, pupils who have SEMH needs may visit a counsellor or take part in art therapy, whilst pupils who have a communication and interaction need such as autism may be supported to use quieter areas of the school at busy times such as break times and lunch times. These pupils will have a dedicated SEN review every term.

### Wave 3 – EHCP

Pupils with an EHCP will have specific strategies outlined by educators and health care professionals. The strategies may be school based or externally delivered, or a combination of both. Those with EHCPs will have An SEN plan that is reviewed once termly as with pupils who have a SEN plan but as well as this, they will have an annual review of their EHCP which is a statutory document. All relevant agencies will be invited to attend the review or submit written advice.

### **3. Initial Classification of Pupils on Roll**

Having been allocated a placement at Bishopton PRU, pupils are automatically deemed to have additional needs that will require support above what is currently being offered in a mainstream setting. Once pupils are allocated a placement, they and their parents/carers will meet with our pastoral and inclusion lead. The information following these meetings will be used to complete a detailed IEP (Individualised Education Plan) and where necessary an SEN plan to ensure each pupil is supported during their time here.

For many of the pupils coming to Bishopton PRU, being in a specialist provision with smaller class sizes, higher staff to pupil ratios, a highly differentiated curriculum along with a high level of staff expertise can allow many pupils to thrive both socially and academically. Where staff feel a pupil may need the additional support of an EHCP, Bishopton will then initiate the statutory assessment, or contribute to the assessment along with their secondary setting for pupils who are dual registered. More information regarding the process can be found on the government website.

<https://www.gov.uk/children-with-special-educational-needs/extra-SEN-help>

Bishopton PRU will build comprehensive pupil profiles when requesting an assessment through providing information on the following categories:

- Individual risk assessment.
- Baseline testing.
- Academic tracking/progress reports.

- Behaviour reports.
- Observations and reports provided by external agencies involved with the pupil.
- Review meetings/any other meeting of interest.

The evidence that Bishopton PRU will seek to find and share with the LA will help to further clarify the following two points.

### **Severity of need**

- This can depend on the setting and context in which the pupil is taught.
- Severity of need is a measure of how a pupil compares with his/her peers in both the local and national context.
- Where possible this is based upon standardised tests and structured observations that provide evidence of need.
- Attainment scores/centiles will be used to gather comparisons with peers.

### **Complexity of need**

- Complexity takes account the number of factors along with the range of factors that may contribute to a pupil's SEND.
- The existence of complexities does not necessarily mean that a child's capacity for learning is affected.
- Understanding of the complexity of pupils needs depends on the collection of accurate information from a variety of sources.
- Personal targets and the evaluations of targets should reflect the complexity of pupils needs.

Prior progress that a pupil has made in response to QFT support already offered will also be considered when deciding if a pupil needs to move onto a higher or lower tier of support.

## **4. Roles and Responsibilities**

### **4.1 The SENDCO**

The designated Special Educational Needs Coordinator, Hannah Pierson undertakes the following duties with support from the school's senior leadership team.

- Attending meetings such as PEPS, transition meetings, SEN reviews, EHCP Annual Reviews.
- Liaising with educational psychologists, Local Authority and other agencies regarding SEND.
- Liaising with families and the local authority and external agencies with regards to the application for the application and maintenance of EHCPs.
- Communicating with mainstream provisions, specialist provisions, and alternative provisions in terms of data sharing relating to SEND.
- Provide training to Bishopton staff on areas relating to send or liaise with training providers and arrange relevant CPD for teaching staff and support staff.

The SENDCO will:

- Work with SLT and the SEND Governor to determine the strategic development of the SEND policy and provision in school.
- Have day to day responsibility for the operation of the SEND policy and the coordination of specific provision to support all pupils with SEND or EHC plans.
- Provide professional guidance to colleagues and work with staff, parents and external agencies to ensure that pupils with SEND receive appropriate support.
- Advise on the graduated approach to providing SEND support and monitor the use of IEPS/provision maps to support the access, plan, do, review process.
- Advise on the deployment of the schools delegated SEND budget to meet pupils needs effectively.
- Be the point of contact for external agencies and the LA in cases relating to SEND.
- Ensure the school keeps records of pupils with SEND up to date.

#### 4.2 The Head Teacher will:

- Provide strategic leadership to ensure that SEND provision is integral to the school's vision, development priorities and resource allocation.
- Monitor and evaluate outcomes for pupils with SEND and report regularly to the governing body/trustees on progress, attainment and wellbeing.

- Support the SENDCO and staff team by ensuring they have appropriate time, training and resources to fulfil their responsibilities effectively.
- Promote a culture of inclusion, ensuring that all staff – including pastoral staff and TAs – recognise and understand their responsibilities for pupils with SEND.

#### 4.3 The Class Teacher will:

- Plan and deliver high-quality, inclusive teaching that is differentiated to meet the needs of pupils with SEND.
- Know their pupils by reading and acting on information provided by the SENDCO and external professionals.
- Implement the Assess–Plan–Do–Review (APDR) cycle in their classroom practice, setting targets, delivering interventions, and reviewing progress.
- Work closely with the SENDCO and support staff to ensure agreed strategies and interventions are embedded in daily teaching.
- Monitor and record progress of pupils with SEND, identifying concerns early and adapting provision as required.
- Maintain regular communication with parents/carers, sharing updates on learning, progress, and support in a clear and constructive way.

#### 4.4 Pastoral and Support Staff will:

- Support the inclusion of pupils with SEND in all aspects of school life, fostering positive relationships and engagement.
- Deliver targeted small-group or 1:1 intervention/s as directed by the SENDCO or class teacher.
- Provide feedback to teachers and the SENDCO on pupil progress, behaviour, and emerging needs.
- Assist with the implementation of support strategies, ensuring that adaptations recommended in plans are applied consistently.
- Promote emotional wellbeing and positive behaviour, using restorative and trauma-informed approaches where appropriate.

- Engage with professional development and training, building skills to support a wide range of SEND effectively.

#### 4.5 The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor and evaluate the effectiveness of SEND provision within the school and update the governing body on this.
- Work with the Trust lead and SENDCO to determine the strategic development of the SEND policy and provision in the school.

#### 4.6 The Trust Lead:

- Works alongside the SENDCO and the SEND governor to determine the strategic development of the SEND Policy and provision at Bishopton.
- Work with the senior leadership team to ensure the quality of SEND provision is effectively deployed.
- Have overall responsibility for the provision and progress of learners with SEND.

### 5. Identification of Need.

Identifying pupils' needs is an essential part of Bishopton PRU's approach to ensuring that all learners are given the right support at the right time. Information is gathered from previous schools, local authority referrals, parents/carers and external agencies, and is supplemented by

baseline assessments on entry in areas such as literacy, numeracy and social, emotional and mental health. Teachers, pastoral staff and the SENDCO closely monitor progress, wellbeing and behaviour to identify barriers to learning at the earliest opportunity.

Once a potential special educational need is recognised, the graduated approach is followed.



This involves:

**Assess** – gathering and analysing information about the pupil’s needs,

**Plan** – agreeing desired outcomes and strategies with staff, parents and the pupil,

**Do** – delivering interventions and targeted support in class and through pastoral provision, and

**Review** – evaluating the impact of support and adjusting provision accordingly. This cycle ensures that identification is not a one-off event, but an ongoing, responsive process tailored to each pupil.

## 6. Consulting and involving pupils, parents and carers

Bishopton PRU recognises that effective SEND provision can only be achieved through strong collaboration with pupils, parents and carers. We are committed to working in partnership to ensure that support is meaningful, person-centred and responsive to individual needs. Pupils and families are consulted at every stage of the SEND process, from identification to planning, reviewing and evaluating outcomes.

Key approaches include:

- Early communication with parents/carers when a potential SEND is identified.
- Regular review meetings where parents/carers and pupils are invited to contribute their views and shape provision.
- Pupil voice activities such as surveys, target-setting discussions and restorative conversations.
- Flexible communication methods including phone calls, reports, digital platforms and home visits, to meet family needs.

- Shared decision-making that respects the knowledge, aspirations and experiences of families as equal partners in education.

## 7. Evaluating Success

Bishopton PRU regularly evaluates the effectiveness of its SEND provision to ensure it delivers the best possible outcomes for pupils. Monitoring and evaluation include:

- Analysis of academic progress and attainment data.
- Monitoring attendance, behaviour and engagement in learning.
- Lesson observations, learning walks and scrutiny of planning.
- Feedback from pupils, parents/carers and staff.
- Annual reviews of Education, Health and Care Plans (EHCPs).
- Evaluation of the impact of interventions against intended outcomes.
- Findings are reported to the Senior Leadership Team and Governors to inform continuous improvement.

Bishopton PRU values strong and sustained partnership working with families and pupils. Parents and carers are informed at the earliest opportunity if their child is identified as having SEND, and they are fully involved in planning, reviewing and shaping the support their child receives. Provision is underpinned by a person-centred approach which recognises each pupil's individual strengths, needs and aspirations. Pupils are encouraged to express their views, contribute to setting meaningful targets and play an active role in their own learning journey. Alongside academic support, pastoral care is central to our practice, with keyworkers, mentors and tailored

interventions in place to promote emotional wellbeing, resilience and positive relationships. Communication with families is proactive and flexible, including review meetings, regular phone calls, written reports and, where appropriate, home visits. Where concerns arise despite this collaborative and person-centred approach, Bishopton PRU has a clear complaints procedure to ensure that issues are addressed fairly, transparently and without delay.

## **8. Complaints Procedure**

Concerns relating to SEND provision should be raised initially with the class teacher or the SENDCO (Hannah Pierson). If concerns remain unresolved, they should be escalated to the Headteacher. If still unresolved, complaints should follow the PRU's formal Complaints Procedure, available from the school office or website. Parents may also seek independent advice and support through the local SEND Information, Advice and Support Service (SENDIASS) or support from the Stockton Local Offer.

<https://www.stockton.gov.uk/SEND-IASS-for-parents-and-carers>

<https://www.stockton.gov.uk/article/10259/Welcome-to-Stockton-on-Tees-Borough-Councils-Local-Offer>