



BRADFORD
CENTRAL PRU

Special Educational Needs Information Report 2015-16

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Changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in school. The new approach began in September 2014 and places learners at the centre of planning. The key principles of the legislation are:

1. Young people and their families should be involved in discussion about the support they need, so they can share their knowledge and feedback to the school on the young person's progress.
2. Education, Health and Care Plans (EHCPs) will replace Statements of SEN. New assessments for additional education needs have taken place from September 2014. Existing Statements will remain in force until all children and young people have completed the transition, which will be within three years.

At BCPRU we believe we have adopted these changes and are effectively implementing them.

BCPRU accepts referrals for young people with behaviour, social, emotional and mental health difficulties aged between 11 to 16 years. Pupils at BCPRU are usually within Range 4 to 5, as defined in the Schools' Threshold of Need Matrix. BCPRU admits young people from across the Bradford district. Referrals for a placement come through the Behaviour and Attendance Collaboratives (BACs).

BCPRU upholds a young person's right to education. We recognise the young person, as an individual, and acknowledge that a young person's needs can change over time. This means that we support a flexible approach that is based on the needs of the individual. Our offer, therefore, is designed to ensure that barriers to equal access, within our PRU, are removed or overcome. We enable this by providing opportunities for successful outcomes and use support, encouragement and flexible resources to facilitate them. We welcome engagement from our parents / carers and wider support from agencies to aid this.

The BCPRU offer is broadly outlined below:

How we support learners across the curriculum

- Robust baseline assessments so that clear targets are identified that match individual learner need.
- Effective lesson planning that uses differentiation to meet the needs of all pupils.
- Good or better teaching that is able to meet the needs of all pupils.
- Progress is communicated to the pupil, their family and their school via a written weekly report.
- Accurate data analysis to support early identification of need.
- Robust risk assessments.
- A stimulating learning environment.
- High levels of adult support and intervention.
- A well designed curriculum to meet the needs of all learners.
- Access to bespoke intervention for children with additional learning difficulties or gaps in learning.
- Access to a range of outside agencies to support the development of self-esteem, confidence and emotional well-being.

- A highly committed staff team who know our young people well.

Supporting Literacy and Numeracy

We have a wide range of strategies and interventions to support the development of literacy and numeracy, including the use of additional adult support to enable learners to access the curriculum. Baseline assessment and continued self-evaluation allows for differentiation to take place and needs to be met. Learners will develop literacy and numeracy skills to close gaps that may act as a barrier to their return to a mainstream setting.

Promoting Positive Attitudes to Learning

Learners work is valued and marked regularly with personalised comments and suggestions for improvement by their teachers. Pieces of work are rewarded with stars that go towards certificates and rewards. The use of ICT is promoted across the curriculum and work is displayed around the school to encourage pride in achievement. The emphasis in the PRU is on positive achievement so that learners become confident and enthused in their ability to be successful learners.

Supporting Positive Behaviour

The Positive Behaviour Policy is key to outlining the ethos and expectations of behaviour in and around the PRU. We also adhere to our Pupil Care and Intervention Policy to keep everyone safe and our Safeguarding and Child Protection Policy to ensure that the PRU community adopts a highly vigilant safeguarding ethos.

Supporting Emotional Well-Being

BCPRU is able to offer additional support at times when specialist intervention is required to resolve particular difficulties. All staff are very experienced at supporting young people and are able to support conflict resolution and restorative justice. In addition, links with outside agencies supports issues being dealt with effectively and referrals being made to appropriate support networks.

Supporting Physical Well-Being

We have gained Healthy School Status and have achieved the Drug Charter Mark. This is recognition of the commitment to supporting physical wellbeing of our young people. All pupils have opportunities to participate in physical activities, adventure recreation activities and organised sporting activities against other PRU's and schools. In addition, the PHSCE curriculum is supported with visiting speakers who deliver sessions on drugs and alcohol, sexual wellbeing, child sexual exploitation and health and safety.

Supporting Unstructured Parts of the Day

All our pupils are fully supported throughout the day with high levels of supervision and structured activities. At the start of the day, at break and at lunchtime, pupils are able to take part in table top games, use computers and participate in recreational activities. In addition, the Wednesday Club gives young people the opportunity to take part in extra-curricular activities.

Partnership with Other Agencies

Links with outside agencies provide vital support for BCPRU and its pupils. We work closely with a number of linked agencies including:

- West Yorkshire Police
- School Nursing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Families First
- Hand in Hand (Child Sexual Exploitation)
- Drug and Alcohol Team
- Adventure Recreation
- Voluntary Sector Organisations
- Children's Social Care
- Youth Offending Team

Partnerships with Parents/Carers

Our families are an important part of our community and we recognise that the success of BCPRU is enhanced by our relationships with families. Families take part in the induction and review meetings, they receive weekly reports on progress and are informed of relevant information via phone calls. Families are welcome to visit BCPRU at any time to discuss progress etc.

The Curriculum Offer

At BCPRU we offer a curriculum that will support young people returning to a mainstream school. Literacy and numeracy skills are taught every day and this supports the raising of academic levels. In addition, skills and attitudes that will support success in social situations are developed throughout the placement. The improvements in literacy and numeracy as well as behaviour and attitude help to prepare the young person for success in a mainstream school setting.

Staff responsibilities

The staff at BCPRU are very experienced in matters relating to SEN. The SEN Co-ordinator (SENCO) is Mr Trevor Loft. Staff regularly undergo training that relates to SEN and this allows for them to stay abreast of new developments and improve their knowledge, understanding and skills which supports improved working with SEN pupils. All staff are Team-Teach trained.

Additional Support from Pupil Premium

Learners entitled to free school meals or who are Looked After access additional funding called Pupil Premium to further support their access to learning. Information on how Pupil Premium is used can be found in the BCPRU Pupil Premium Report.

Support from Management Committee

The PRU has a highly ambitious Management Committee. This has responsibility for the strategic direction and governance of the PRU. The named member of the Management Committee for SEN is Mrs Mary Baines.

Policies

A range of policies underpin our SEN offer, including:

Anti-bullying Policy
Attendance Policy
Safeguarding and Child Protection Policy
Equal opportunities Policy
Health and Safety Policy
Positive Behaviour Policy
Pupil Care and Management Policy
Special Educational Needs Policy
Curriculum Policy
Teaching and Learning Policy

The Local Authority Local Offer

The local offer that is made at BCPRU supports the Council's Local Offer. Information regarding the Bradford Local Offer can be found on the internet at:

<https://localoffer.bradford.gov.uk/>

Data relating to pupils with SEN that attend BCPRU

All pupils who attend BCPRU are classed as being at Range 4 to 5, as defined in the Schools' Threshold of Need Matrix. In addition, their attendance at a PRU would support them being classed as being at SEN Support, as described in the SEND Code of Practice: 0-25 Years. This is because they are receiving an offer that involves external input, in addition to that which is offered within the mainstream school. For this reason, it should be recognised that all young people who are referred to BCPRU have SEN Support. Because of this, the whole PRU data could also be classified as our SEN data. Within this report the data relating to Statemented / EHCP pupils, of which there were three in 2015-16, is being used, as well as the SEN Support data.

SEN Support

The table below highlights the academic data for pupils who receive SEN Support for the 2015-16 academic year. This is the whole PRU cohort:

| English | | | | | | Maths | | | | | |
|---------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|-------|
| 13-14 | | 14-15 | | 15-16 | | 13-14 | | 14-15 | | 15-16 | |
| 1 sub | 2 sub | 1 sub | 2 sub | 1 sub | 2 sub | 1 sub | 2 sub | 1 sub | 2 sub | 1 sub | 2 sub |
| 79% | 54% | 91% | 70% | 84% | 62% | 83% | 56% | 95% | 77% | 94% | 79% |

The table below highlights the reading age data for pupils who receive SEN Support for the 2015-16 academic year. This is the whole PRU cohort:

| Reading Age Gain | | | | | |
|------------------|-------------|------------|-------------|------------|-------------|
| 13-14 | | 14-15 | | 15-16 | |
| 6 Months + | 12 Months + | 6 Months + | 12 Months + | 6 Months + | 12 Months + |
| 61% | 42% | 77% | 64% | 78% | 65% |

The table below highlights the attendance data for pupils who receive SEN Support for the 2015-16 academic year. This is the whole PRU cohort:

| Attendance | | |
|------------|-------|-------|
| 13-14 | 14-15 | 15-16 |
| 88% | 86% | 87% |

Education Health Care Plan / Statement

The table below highlights the academic data for pupils who have a EHCP or Statement for the 2015-16 academic year. This amounts to two pupils.

| | English | | | | Maths | | | |
|-----------------|---------|-------|-----------|-------|-------|-------|-----------|-------|
| | EHCP | | Whole PRU | | EHCP | | Whole PRU | |
| | 1 sub | 2 sub | 1 sub | 2 sub | 1 sub | 2 sub | 1 sub | 2 sub |
| 2013-14 (3)* | 67% | 67% | 79% | 54% | 100% | 67% | 83% | 56% |
| 2014-15 (2)* | 50% | 50% | 91% | 70% | 100% | 100% | 95% | 77% |
| 2015-16 (3)* | 67% | 67% | 84% | 62% | 100% | 100% | 94% | 79% |

The table below highlights the reading age data for pupils who have a EHCP or Statement for the 2015-16 academic year:

| | Reading Age Gain | | | |
|-----------------|------------------|-------------|------------|-------------|
| | EHCP | | Whole PRU | |
| | 6 months + | 12 months + | 6 months + | 12 months + |
| 2013-14 (3)* | 33% | 0% | 61% | 42% |
| 2014-15 (2)* | 50% | 50% | 77% | 64% |
| 2015-16 (3)* | 50% | 50% | 78% | 65% |

*Number of pupils

The table below highlights the attendance for pupils who have a EHCP or Statement plan for the 2015-16 academic year:

| | Attendance | |
|-----------------|------------|-----------|
| | EHCP | Whole PRU |
| 2013-14 (3)* | 94% | 88% |
| 2014-15 (2)* | 99% | 86% |
| 2015-16 (3)* | 95% | 87% |

*Number of pupils

Summary of the data

Due to the data sets for EHCP or Statemented pupils being very small, it is not possible to make any valid judgements for them. In addition, the fact that the whole cohort is classed as being SEN Support, makes any comparison to the whole cohort impossible.

Even though it is not possible to make any statistically valid comparisons, it is important to monitor progress, and be vigilant for any trends or issues. This is something that is done on a regular basis to make sure that the needs of all pupils, including those with SEN, are being met. From the data, it is clear that some outcomes are more positive than others, for this cohort. Attendance and maths consistently give positive data, whilst English and reading consistently produce negative data. Staff will be made aware of this to support positive interventions, but as highlighted earlier, the very small data sets create issues with validity.

T.N. Loft
September 2016