



PRU Governing Management Committee Annual Report to Parents 2018-2019

UCD Ceredigion PRU





Members of the PRU Governing Management Committee

CHAIRMAN OF THE GOVERNING MANAGEMENT BOARD:

Mr. Owain Jones c/o Canolfan Aeron PRU, Aberaeron

CLERK TO THE GOVERNORS: Mrs.Wendy Rattray, Education Department,
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Ceredigion SY23 3UE
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Wendy Rattray
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HEAD of EOS KS 2, 3 and 4 Centres

Miss Angharad John: Head of PRU and Senior Advisory Teacher for Behaviour and Well-being, Ceredigion LA

HEAD of Canolfan Aeron and Canolfan Bro Steff: Mr Gareth Lewis

GOVERNORS:

NAME	STATUS
Miss Catrin Petche	LEA
Mr Gwyn Griffiths	LEA
Mrs G Evans	LEA
Mr M. Pritchard	LEA
Mrs. E James	LEA
Empty	Parent
Mr. Emlyn Jones	Community (Chair)
Mr. Owain Jones	Community (Vice Chair)
Miss Nicola James	Community
Mrs Mair Hughes	Community
Miss Billy Goodfellow	Community
Mrs. Christine Evans	Staff (Teacher in Charge of KS 4)
Mrs.Mererid Watson	Staff (Behaviour and Wellbeing Outreach Officer)



The Location of our Units

Canolfan Aeron KS 4-Aberaeron

Canolfan Bro Steffan KS 3-Cribyn, Llambod



Eos Unit: KS 3 and 4 Nurture Group, Abersytwyth

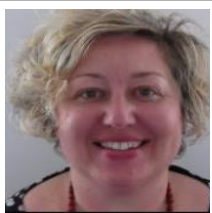
Canolfan Eos: KS 2 Aberystwyth



Head of Eos PRU and Senior Advisory Teacher for Behaviour (Primary) and Wellbeing

Miss Angharad John

Head of Canolfan Aeron and Bro Steffan Units & Secondary Behaviour Support: Mr Gareth Lewis





School terms and Holidays

School Term Dates for Academic Year 2018/2019:

Term	Begin	End	Total School Days
Autumn 2018	Tuesday 4 th September 2018	Half Term Monday 29 th October 2018 - Friday 2 nd November 2018	Friday 21 st December 2018 74
Spring 2019	Monday 7 th January 2019	Half Term Monday 25 th February 2019 - Friday 1 st March 2019	Friday 12 th April 2019 65
Summer 2019	Tuesday 30 th April 2019	Half Term Monday 27 th May 2019 - Friday 31 st May 2019	Friday 19 th July 2019 53
Directed teachers' closure days (may be arranged as twilight sessions)			3 Total: 195



**School Term Dates for Academic Year
2018/2019:**

Term	Begin	End	Total School Days	
Half Term				
Monday 28 th				
Autumn 2019	Wednesday 4 th September 2019	October 2019 - Friday 1 st November 2019	Friday 20 th December 2019	72
Half Term				
Monday 17 th				
Spring 2020	Monday 6 th January 2020	February 2020 - Friday 21 st February 2020	Friday 3 rd April 2020	60
Half Term				
Monday 25 th				
Summer 2020	Tuesday 21 st April 2020	May 2020 - Friday 29 th May 2020	Friday 17 th July 2020	58
			Directed teachers' closure days (may be arranged as twilight sessions)	5
Total				195



Our Core Values Tree.....

P: Positivity,
Innovation and
Creativity

R: Respect, Safety,
Friendship, Care

U: Understanding, Inclusion
and Opportunity

Owain Jones

Chair of Governing Management Committee

Dear Parents and Guardians,

It is my privilege to present to you the Annual Report of the Governing Management Committee of Ceredigion Pupil Referral Units. I trust that you will enjoy reading about the many achievements of the PRU during the academic year 2018-2019.

This year, Ceredigion PRU has continued to grow from strength to strength and has further developed the ICT Curriculum and its specialist provision for wellbeing, care and support and Additional Learning Needs as well as improve tracking and monitoring systems. This year's highlights are many and include: Earning the Phase 4 Healthy Schools Award, The Second Eco-Schools Flag, The Silver Award For Cymraeg Campus and the quality mark for ICT.

This year has also presented many challenges with the re-structuring of the management structure within the service. We are pleased to have appointed Gareth Lewis as the interim Head Teacher for Canolfan Aeron and Bro Steffan and Secondary Behaviour Support. Miss John continues as the Head of Eos Units, Wellbeing and Primary Behaviour Support and is a critical friend to the PRU. As a Management Committee, We are pleased with the continued partnership between all Units and the shared leadership which has enhanced provision for the pupils in our care.

I wish to congratulate and thank all the staff on their tireless work in supporting and guiding all the pupils within the Ceredigion PRU community, via bespoke, individual curriculum packages,



engaging projects and a range of personal interventions. Our PRU motto is: “Every Child Matters” and this is achieved every day via the work of our outstanding SEBSAS and Teachers.

The Local Authority and multi-agency professionals are very supportive of the PRU and work closely with us to develop positively in all areas, so as to ensure success for all. We thank them for their continued support. We aim to widen partnership working next year.

I also wish to thank co-members of the Management Committee for their continued support and commitment to the work of the PRU.

We look forward to supporting the PRU on its journey to success next year,

Kind Regards,

Owain Jones, Chair of the Governing Management Committee

Angharad John & Gareth Lewis
(Eos Units) (Aeron and Steffan Units)

Dear Parents and Guardians,

We are very pleased to be able to report continued success and development in our provision at Ceredigion PRU this year and our thanks goes to our pupils and staff and multi-agency partners for their hard work and commitment. Our Teachers and learners have continued to work hard to establish and maintain good standards of attendance, behaviour and well-being across all Key Stages. We are very proud our achievements and the warm and welcoming learning environment maintained within each unit-inside and outside the classroom.

Our progress in meeting the targets within the PRU development plan are to be seen in this report. There have been many successes recorded in the PRU's termly newsletter, our Website and Twitter account also, so, please take the time to read these as they show the range of experiences we offer. Visits by Local Authority Officers to monitor our work have continued to be positive.

The Governing Management Committee meets every term and ensures that the PRU continues to develop and progress. You are able to read the minutes of those meetings by requesting copies via the Canolfan Aeron Office.

It is important that we remain open and honest about all aspects of the PRU's work and we regard pupils' and parents' views as an integral part of that agenda. The comments and suggestions made by pupils are incorporated into the school improvement plan. We are a Rights Respecting PRU and we encourage a strong learner voice. Discussions have been held in a very mature and productive way and have helped us to plan provision and many events this year.

We look forward to continued development, progression and success next year in 2019/2020 and to a positive and productive partnership with yourselves the parents and families of our learners. We hope to see you join in our fun family activities every term!

Our PRU motto “Every Child Matters” is the foundation of all that we do and we are committed to improving the lives of all the children and young people in our care.

Kind Regards,
Angharad John & Gareth Lewis



The Context of the PRU in 2018/19 and Background Information

Ceredigion PRU is an 8-16 facility spread across four main sites in the Aberystwyth, Aberaeron and Lampeter areas of Ceredigion.

Head/Pennaeth Eos Units: Miss Angharad John
Interim Head of Aeron & Bro Steffan units: Mr Gareth Lewis

Teacher in Charge of KS 2, KS 3 and 4 Eos Unit: **Mrs. Charlie Sproule**
0.6 Teacher: Mrs. T Hammond
KS 2 0.5 HLTA: Miss A Morgan

Canolfan Steffan: KS 3 Class – **Teacher in Charge: Mr. G Lewis 0.5**
HLTA 0.5: Mrs. Angharad Jones

Canolfan Aeron: KS 4 Class - **Teacher in Charge: Mr. R Jordan**
Teacher 0.6: Mr M Vobe

*Behaviour and Wellbeing Support Officer: **Mrs Mererid Watson**

*HLTA Full-Time: KS 4 Teaching Support, Assistant SENCO, LAC Champion, Parenting Support: **Mrs. Lorraine Davies**

*HLTA 0.5: Alternative Curriculum Coordinator, Work Experience and Parenting Support and HCT Link: **Mrs. Vicky Robson**

SEBSAS: **16 SEBSAS**

During the 2018/2019 academic year, the PRU have supported 30 pupils within the units and a further pupils within schools by the SEBSA outreach service.

PRU Breakdown of pupil numbers within each key stage and destination:

KS 2 Number of pupils supported at KS 2 this year:	KS 3 Number of pupils supported at KS 3 this year:	KS 4 Number of pupils supported at KS 4 this year:
5 pupils	10 Pupils	16 Pupils
Number of pupils successfully re-integrated in to a mainstream or Special School (Full-time)	Number of pupils successfully re-integrated in to a mainstream or Special School (Full-Time)	Number of pupils successfully re-integrated in to a mainstream or special school:
4 Pupils	3 pupils	0 pupils
Number of pupils successfully re-integrated in to a mainstream or Special School (Part-time)	Number of pupils successfully re-integrated in to a mainstream or Special School (Part-time)	Number of pupils who moved on to further education and training:
N/A	2 pupils	16 Pupils
Number of pupils who continued to be supported	Number of pupils who continued to be supported	Number of pupils who continued to be supported



at the PRU on a full time basis:	at the PRU on a full time basis:	at the PRU on a full time basis
1 Pupil	5 pupils	16 Pupils
Other Information: •SEN: SA: 0 SAP:16 SAPRA:11 Statement:3 • LAC:2 •Special Guardianship: 5 •FSM: On average around 40%		

Attendance

The LA Attendance Target for the PRU is 85%. Please find below our average percentage attendance for the academic year 2018/2019. The attendance level has been maintained last academic year at around 75%. Data Analysis shows that attendance levels are good overall at KS 2 and 3 but there needs to be a targeted focus on improving the attendance of some of our KS 4 Pupils. Our aim is to achieve an average of between 85% and 90% next academic year. We encourage good attendance amongst our learners by:

- reminding our students of the importance of good attendance during assemblies
- providing our students with an engaging curriculum that meets their needs and interests
- supporting our students via individual interventions that improves their social, emotional and behavioural skills
- working in close partnership with the PRU Attendance officer and Governor, Miss Catrin Petch, to engage and support learners who experience specific difficulties and/or barriers to learning and/or engagement
- Working with parents to review attendance regularly and providing support to overcome difficulties

Academic Year 2016/2017	Academic Year 2017/18	Academic Year 2018/2019	Target for 2019/2020
73 %	75%	78 %	85%

*Our Attendance Officer and Governor for Inclusion for Academic Year 2018/2019 is Miss Catrin Petch and we look forward to working in partnership with her next year.

Behaviour and Provision for Social, Emotional and Behavioural Difficulties.

All pupils who enter the PRU are placed on the SAP level of the SEN Code of Practice for Wales. This ensures that all of the children and young people in our care access the appropriate provision and support. All children and young people who enter the PRU are assessed comprehensively, in order to support us to plan targets, programmes of support and individual interventions. The PASS and Emotional Literacy Questionnaire are used for this purpose. Most of pupils have made progress with their social, emotional and behavioural skills and wellbeing outcomes this year according to results from the PASS survey. During lesson observations carried out by Senior Management Team members, pupils have been engaged, showed improved listening and speaking skills and self-management of behaviour. During LEA visits, it was noted how friendly and willing our pupils were to discuss their own work.

There have been no permanent exclusions at the PRU last academic year and less than 20 days were lost to fixed-term exclusions. In a pupil survey carried out across the PRU's at the end of the



summer term, 100% of pupils strongly agreed that they felt safe and that any bullying was dealt with effectively. Across all units, most pupils agreed that peers behaved in most lessons well and that all pupils could get on. 100% of pupils have stated that they feel well supported by the SEBSA team and that they are treated with respect.

Our successful track record in improving our learners behaviour is directly linked to our comprehensive Positive Behaviour Management Policy, that uses an Assertive Discipline and Restorative Justice approach which is complimented by the use of TEAM TEACH. The PRU is an "Attachment Friendly School" and aims to provide a nurturing environment for all, via Emotion Coaching and a range of therapeutic approaches to support pupils to manage their own behaviours and self-regulate. Last year, we have further embedded: Lego intervention, Mindfulness and Yoga, Horticulture Therapy and a range of physical interventions such as Walking For Wellbeing, Surf Tonic, indoor climbing as well as continuing with Art Therapy, Counselling and Personal Coaching. During Personal and Social Education Sessions, we have introduced the new DEAL Resource, which specifically looks at maintaining positive Mental Health.

All staff at the PRU are Assertive Discipline and Team Teach trained and use a range of de-escalation techniques to support students who are in crisis. All our pupils are supported to make the right choices and change their behaviour in a supportive way using positive language, scripting and Emotion Coaching.

We are pleased to report that there have been no incidents of bullying recorded during the last academic year and in our pupil survey, 100% of pupils felt that the staff were there for them if they were worried or upset. All staff develop and maintain positive relationships with our learners, so that any difficulties can be addressed at an early stage. This is a strength of the PRU provision. Next year, we hope to continue to embed a Restorative Practice approach and promote "Safe Relationships" culture via the KIVA programme and Spectrum Cymru Support.

The PRU Curriculum and Provision

The PRU is a fully bilingual provision that flexibly meets the language needs of all its pupils using first language and second language programmes of study, depending on the needs of the child.

Key Stage 2 and Key Stage 3

Pupils at Key Stage 2 and Key Stage 3, follow a timetable of engaging activities which consists of the following:

- **Core subjects** – English, Maths, Science, Welsh and ICT within the unit or within the mainstream setting during re-integration sessions
- PE and/or Swimming and other outdoor pursuits provision depending on the termly timetable. Yoga, meditation and relaxation is also provided in the winter term.
- Thematic cross-curricular work based on the humanities- History, Geography, RE and PSE topics which develops their Numeracy, Literacy and Digital Competency skills
- A comprehensive Personal and Social Education Programme that is delivered by staff and other multi-agency professionals



- Creative subjects: Art, Music, Art Therapy
- RE and Collective worship linked to spiritual and moral development
- Individual interventions of support depending on assessment outcomes e.g. Anger Management
- At **Key Stage 3** (Year 7, 8 and 9), pupils are also provided with project days which are planned individually according to the individual pupils interests and abilities. These alternative curriculum days are either organized within the PRU and led by SEBSAS or in Year 9, pupils access the LA provision days. Last year, Key Stage 3 pupils have accessed the following activities:
 - *RAY Ceredigion
 - *Beach School and Surfing
 - *Forest School
 - *Wood Craft Project at HCT
 - *URDD Llangrannog Activity Centre (Outdoor Pursuits)
 - *Individual Agored Cymru health and leisure courses
 - *Gardening Projects and Work experience
- Pupils at Key Stage 3 (Year 9) and after their 14th birthday are able to access work experience opportunities which prepares them for the World of Work. Pupils in year 9 are supported to consider their future curriculum and career options by working in partnership with Careers Wales.

Ceredigion PRU works in close partnership with local Secondary Schools to ensure a broad, balanced and relevant curriculum for each learner. In the case of part-time placements, careful planning is required to ensure consistency of curriculum between PRU and the home school. Some pupils will maintain their core subject provision at the home school and the PRU will deliver all other aspects. This ensures the whole inclusion of the child.

Key Stage 4

Pupils at Key Stage 4 also follow an engaging, bespoke curriculum that meets their individual needs, abilities and interests, so that they are able to follow a learning pathway, that will support them to enter further employment or training post-16.

Pupils at Key Stage 4 follow:

- All core subjects** – English, Maths, Science and Welsh within the unit
- Entry Levels ICT
- BTECH PSE (BTECH Level 1) and a comprehensive range of PSE sessions via multi-agency partnership working (ANELA)
- A wide range of Agored Cymru Accreditations
- Art/Art Therapy
- PE and/or outdoor pursuits
- Individual Music sessions as and when required
- Careers Education Sessions that support pupils to move on to further education and training via Careers Wales Officers
- RE + Collective Worship linked to moral and spiritual development
- Individual interventions depending on assessment



- Pupils at Key Stage 4 access a wide range of Alternative Curriculum Provision organized by LA partners at BTECH Level 1 and 2 and, these include: *Woodlands *CRAFT *Wood Occupations *Land Based Studies *Equine *Hair and Beauty *Plumbing *Building Trades *Catering
- Pupils are able to access extended work experience with local employers which prepares them for future employment.

ALN and SEN Provision

All pupils who enter Ceredigion PRU are placed on School Action Plus of the SEN Code of practice for Wales. Some pupils, following further assessment move on to the next level of the Ceredigion SEN Strategy, which is - SAPRA. However, some pupils who are admitted to the PRU are already on SAPRA level. This entitles pupils to a SAPRA Statement Document which is reviewed annually. A small percentage of our young people have a Statement of Special Educational Needs and will be entitled to a multi-agency, bespoke package of support.

Planning our pupils provision begins with assessment. At the PRU, we assess pupils skills and abilities using the following assessments:

- *Reading (English) NFER Group Reading Test *Spelling: SWST Spelling Test *Maths NFER
- *Reading Welsh: Prawf Cymru Gyfan *Sillafu: Prawf Glannau Menai (if applicable)
- *Social and Emotional skills and wellbeing: PASS and Emotional Literacy Questionnaire
- *Specific Learning Difficulties (Dyslexia/Dyscalculia): COPS, LASS and GL Assessment Screening Package

Following assessment, we plan termly targets in partnership with our pupils so that there is direct ownership of targets and a full understanding of what steps need to be taken to achieve them. We have embedded Person Centred Planning strategies to our planning last year, which uses a holistic “whole-pupil” approach to coordinate provision for each individual child in our care. Following the planning stage, we are able to map out an appropriate provision for each child, so that they are able to make progress and gain self-confidence in small steps. 5 members of staff are PCP leaders.

Our SEN Coordinators in 2018/2019 were:

- KS 4 Aeron and KS 3 Steffan: Mrs. C Evans/Mr G Lewis
- KS 4 Eos: Mrs Alwen Roberts/Miss A John
- KS 2 Eos: Mrs.C Sproulle
- Assistant SENCO across all units: Mrs. Lorraine Davies

Our ALN Provision includes the following:



Additional Learning Need	Programmes and Strategies
Literacy	*SATPIN *Letters and Sounds *Personal Dictionaries *Graded/Catch-Up Reading Schemes (individual) *Group reading *Writing Frames
Numeracy	*Numicon *MyMaths *Springboard *Number Shark *A range of IPAD apps. *Tables TT RockStars
Social, Emotional and Behavioural difficulties	*Anger Management Programmes *Social Skills Programmes *Emotional Literacy Programmes exploring different feelings *Friendship skills and peer interaction *Conflict Resolution *Self-regulation and management of behaviour *Specialist support workers from Social Services provide individual support *Art/Music Therapy *Circle Time and Theraplay based experiences *Mindfulness *Yoga *Lego Intervention *DEAL
Personal and Social Skills Support	A comprehensive PSE programme via multi-agency support: *Police *School Nurse Service *Choices Substance Misuse *Youth Offending Team *Youth Service *Fire Service *Barclays Bank – Financial Education *Women’s Aid
Alternative Curriculum Packages	Alternative curriculum packages via LA services as listed above.
Counselling	Individual counselling on a 1:1 basis: *General Counselling (Area 43) *Substance Misuse counselling (Choices) *Sexual Health Counselling (School nurse) *CAMHS Support
Therapy	Art Therapy or Music Therapy

Well being

Our pupil’s mental health and well-being is at the forefront of all the work that we do at Ceredigion PRU. We have positive and productive partnerships with a range of professional services that support the well-being of our pupils via group sessions during PSE lessons, daily assemblies and individual work following referral. Please find below the support provided to our pupils during the last academic year to support their well-being:



<p>Wellbeing Provision and Interventions via multi-agency support Academic Year 2018-2019</p> <p>Whole Population: 30 Pupils</p>	<p>Intervention Summary</p>
<p><u>YJPS support:</u> Individual and Group Support is carried out by experienced YJPS Support Officers. They work with pupils who show pre-offending behaviour and those who have committed some offences.</p>	<p>*These interventions have included the following topics: Anti-Social Behaviour in the Community, Anger Management, Alcohol and Substance Misuse, Choices and Consequences, Talking Therapy and individual coaching, Keeping Safe/CSE,</p> <p>*Ceredigion PRU pupils have had the opportunity to join the SOC Project last year.</p>
<p><u>“Choices” Substance Misuse Education and Training:</u> *100% of pupils at KS 3 and 4 have had Substance Misuse Education via PSE lessons</p> <p>*6 KS 4 pupils have had individual substance misuse counselling via 1:1 support. This service is confidential and supports pupils to make safe choices.</p>	<p>*All KS 3 and 4 pupils have received workshops on Substance Misuse. These workshops have covered illegal and legal highs, alcohol and energy drinks. Smoking and alcohol has been discussed during Science and PSE lessons.</p>
<p><u>Sexual Health Education and interventions</u></p> <p>All pupils at the PRU have received Sex and Relationships lessons (KS 2, 3 and 4) 100%, that consists of work on healthy relationships, respect, boundaries, appropriate and inappropriate behaviour, body changes and puberty, safety.</p>	<p>All Pupils at the PRU receive Sex and Relationships Education as part of their PSE Programme of studies across KS 2, 3 and 4. This work is supported by the School nursing service.</p> <p>Individuals at the PRU have had individual sexual health counselling via the school nursing support.</p> <p>*4 Pupils have had specialist individual sexual health counselling sessions via the school nurse service this year</p>
<p><u>Emotional Health and Well-being</u></p> <p>*100% of pupils have individual interventions.</p> <p>*All pupils (100%) at the PRU are able to access support from the Educational Psychologist assigned to the PRU.</p> <p>*All pupils at the PRU have weekly Circle Time Sessions that promotes social and personal skills.</p> <p>*All pupils at the PRU have daily assemblies/gatherings that promotes personal, moral and spiritual development.</p> <p>*8 pupils have received individual counselling sessions from the PRU Counsellor.</p>	<p>All pupils at KS 2, 3 and 4 have individual interventions that promotes their emotional health and well-being. These are planned following assessments using PASS and the Emotional Literacy Questionnaire.</p> <p>All pupils have been assessed by the Educational Psychologist at some point, before entering the PRU. The PRU work in close partnership with the Psychology Service to review and monitor our pupils progress via termly planning meetings.</p> <p>*All pupils have received Mindfulness and yoga sessions in order to promote relaxation.</p> <p>*KS 2 Pupils receive Relationship Based Play sessions and Lego Intervention.</p>



<p><u>Mental Health Support</u></p> <p>Some support is received via CAMHS to support those with mental health needs.</p>	<p>3 pupils have had access to CAMHS last year.</p> <p>The PRU have begun to be part of the CAMHS schools project in the summer term.</p>
<p><u>Careers and Financial Education</u></p> <p>All pupils at KS 4 receive Careers Education and have access to a careers counsellor. They are part of the Cynnydd Workskills project.</p> <p>All pupils have had the opportunity to develop on financial skills via young enterprise projects..</p>	<p>*KS 4 pupils have received careers advice and support via workshops and individual sessions.</p>
<p><u>Physical Health and Wellbeing</u></p> <p>All pupils have taken part in the Healthy schools Phase 3 Assessment.</p> <p>All pupils have a good range of physical activities including, Games, swimming, walking Project and outdoor pursuits using local activity Centres.</p> <p>From Year 9 to 11, pupils are able to access an Agored Cymru or BTECH in health and leisure.</p>	<p>Last year, the PRU has completed Phase 3 of the Healthy Schools Scheme. 100% of pupils took part in the Winter Wellbeing Week and Summer Sports Week.</p> <p>All pupils have at least 2 hours of physical activity a week, to promote health and wellbeing.</p>
<p><u>Health and Hygiene</u></p> <p>All pupils have lessons via PSE, Science and DT on oral hygiene and body care, puberty and hygiene, hand washing and germs, a healthy diet and teeth, food hygiene.</p>	<p>All Pupils</p>
<p><u>Safety/ Internet Safety</u></p> <p>All pupils at the PRU take part in the annual Internet Safety Day for Schools using HWB resources and workshops via multi agency partners.</p>	<p>All Pupils take part in these activities across the Key Stages.</p>
<p><u>ESDGC –Education for Sustainable Development and Global Citizenship</u></p> <p><u>Eco-School:</u> Second Eco Flag Achieved</p> <p><u>Fair Trade:</u> Fair Trade Flag achieved</p> <p><u>UN Rights of the Child Programme:</u> ROC Status achieved</p>	<p>All pupils across each unit have taken part in the fir eco-schools scheme and have conducted an environmental review, devised an eco-code and have completed one action under each eco-topic in order to receive the Flag Award.</p> <p>All pupils have taken part in Fair-trade Week activities in order to achieve the Fair Trade Award.</p>
<p><u>Moral and Spiritual Development:</u></p> <p>All pupils within each unit partake in daily gatherings/assemblies which covers a range of topics, including world religions and understanding other ways of life and beliefs around the world.</p>	<p>All Pupils</p>



Educational Visits and Workshops

At Ceredigion PRU we promote hands-on and out-doors learning opportunities whenever possible in order to engage and enthuse our learners from KS 2 to KS 4. Please find a list of educational activities at each key stage for last academic year 2018/2019.

<u>Key Stage</u>	<u>Activities</u>
<u>Key Stage 2</u>	<p>*<u>Cookery</u>: Indoor and outdoor cooking opportunities,</p> <p>*<u>Lights Festival</u>: A visit to a Church/Chapel, PRU Christmas Service and Craft Making, Lantern Making and Candle Making.</p> <p>*<u>My Wellbeing</u>: Winter Wellbeing Week, Swimming, Indoor Climbing, Mile-A – Day Challenge, Yoga Sessions, Mindfulness Sessions. Multi-skills Sessions. An Ice Skating Trip to Cardiff.</p> <p>*<u>Mae Hen Wlad Fy Nahdau</u>: Eisteddfod, URDD Activities, Celtic Fort Visit- Castell Henllys,</p> <p>*<u>Water</u>: A visit to a local Beach for “Beach School Week”, Surfing, Canoeing and outdoor pursuits.</p> <p><u>Other Projects</u>:</p> <p>*<u>Eco-Schools</u>: ‘The School Garden’/Outdoor Gardening Sessions</p>
<u>Key Stage 3</u>	<p>*<u>Cookery</u>: In door and out door Cookery Projects</p> <p>*<u>Emergency 999!</u> A visit to a Church/Chapel, PRU Christmas Service and Craft Making, Lantern Making. Police and Fire Service Visit</p> <p>*<u>Energy</u>: Winter Wellbeing Week, Swimming, Indoor Climbing, Mile-A –Day Challenge, Yoga Sessions, Mindfulness Sessions. Personal Fitness sessions at the Gym.</p> <p>*<u>A Long Time Ago</u>: Eisteddfod Competitions, Museum Trip.</p> <p>*<u>Water</u>: A visit to a local Beach for “Beach School Week”, Surfing, Canoeing and outdoor pursuits and orienteering.</p> <p><u>Other Projects</u>:</p> <p>*<u>Eco-Schools</u>: ‘The School Garden’/Outdoor Gardening Sessions</p> <p>*<u>Ruck-It Programme and Phoenix Fire Course</u>: Team Building and Social Skills</p>
<u>Key Stage 4</u>	<p>*<u>Keeping Safe</u>: Series of workshops via multi agency partners on E-Safety, Substance Misuse and personal safety</p> <p>*<u>Healthy Eating</u>: Weekly cookery sessions following the Jamie Oliver Cookery course at Aberaeron Youth Centre.</p> <p>*<u>Keeping fit and healthy</u>: *Weekly sessions at the Gym, Aberaeron Leisure Centre. *Walking for Wellbeing</p>



	<p><u>*Eco-Schools/ESDGC:</u> Outdoor Gardening and Improving school grounds project</p> <p><u>*Careers and the World of Work:</u> Careers Wales Workshops and visits to local employers and colleges to find out about the world of work. *Big Ideas Wales "Young Enterprise"</p> <p><u>*Wellbeing:</u> Winter Sports Week, Summer Sports Week, Walking for Wellbeing Week,</p>
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Community Links

There are well established links with many community partners which include:

- Multi-Agency Workers and officers (All outlined previously in this report)
- LA Partners including the SEN Advisory Service and Educational Psychology Service
- Healthy Schools and Eco-Schools Officers
- Local Employers, HCT and Alternative Curriculum Providers
- Other Secondary and Primary Schools
- Parents, members of the local community

Key Stage	The PRU supporting the Community:	The Community Supporting the PRU:
Key Stage 2, 3 and 4	<p><u>*Pupils and staff at the PRU have organized Charity events for the following:</u></p> <p>*Children in Need Day</p> <p>*Sports Relief Day</p> <p>*Mind Cymru</p> <p>*St David’s Day Eisteddfod Activities</p> <p>*Fair Trade Week</p> <p><u>*Pupils and staff at the PRU have taken part in the following community projects:</u></p> <p>*Beach Clean week</p> <p>*Clearing the Llanerchaeron Trail and the HAFOD Estate Trail</p> <p>*URDD Eisteddfod Art Activities</p>	<p>Many partners (outlined above) support the PRU in developing its inclusive and caring ethos and enrich the curriculum provision for our pupils. Their support is vital for the continued development and success of our pupils.</p> <p><u>Last Year, we further developed a range of other community partnerships-they have included:</u></p> <p>RAY Ceredigion,</p> <p>Small World Theatre,</p> <p>Amethyst Project,</p> <p>Jig-So Aberteifi,</p> <p>Llanerchaeron and Hafod National Trust Estates,</p> <p>Big Ideas Wales,</p> <p>Careers Wales,</p>



	*Volunteering at RAY Ceredigion Clonc a Choffi	
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Key Stage 3 Core subjects:

Pupil achievement at the end of Key Stage 3 last year:

Percentage of KS3 pupils who:

	<i>Achieve Level 4</i>				<i>Achieve Level 5</i>				<i>Achieve Level 5+</i>				CSI
	Eng	Cym	Maths	Sci	Eng	Cym	Maths	Sci	Eng	Cym	Maths	Sci	
School 18/19	33	100	33	33	67	-	67	67	-	-	-	-	67
School 17/18	100	100	100	100	-	-	-	-	-	-	-	-	-
School 16/17	29	85	29	29	71	14	71	71	-	-	-	-	71



Key Stage 4 Results 2018/2019:

Percentage of pupils in Year 11 who:

	achieved the Level 1 threshold	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language or literature and mathematics	achieved the Level 2 threshold including a GCSE pass in English or Welsh first language and mathematics	Achieved 5 or more GCSE grades A*-A or equivalent
School 18/19	50	0	0	0
School 17/18	40	0	0	0
School 16/17	28	4	4	0

Average points score per pupil:

	Capped 9 measure (interim)	Literacy measure	Numeracy measure	Science measure	Welsh Bacallaureate Skills Challenge Certificate measure
School 2018/19	200	19	23	6	0
School 17/18	..	16	19	5	..
School 16/17



Ceredigion PRU Priorities

2018/2019

	<u>Key Question 1</u> Standards	<u>Key Question 2</u> Provision	<u>Key Question 3</u> Leadership
<u>Looking Back:</u> <u>2018-2019</u>	<p>Priority 1: Raise standards of Attendance at KS 4, so as to ensure continuous improvement in standards and well-being and effective transition to further education, employment and training.</p> <p>Priority 2: To use ICT/ the Digital Literacy Framework improve pupil standards in Literacy and Numeracy across all Key stages.</p>	<p>Priority 3: Enrich the ALN provision with a focus on developing specialist support for <u>mental health and wellbeing</u>, so as to ensure improvement in pupil attendance, engagement and wellbeing outcome.</p>	<p>Priority 4: To improve the quality of PRU Reporting, Recording and Tracking Systems to ensure the best use of qualitative and quantitative data in the self-evaluation and provision planning process.</p>
Looking Forward: <u>2019-2020</u>	<p>1. To further develop the Pupil Voice within all the work of the PRU using a range of Person-Centred Approaches, AFL Strategies and Active Citizenship Activities.</p> <p>2. To begin to re-develop the PRU Thematic Curriculum to reflect the 6 new AOLE, via interesting and exciting projects and topics in order to further improve learner engagement, attendance and standards within the key skills.</p>	<p>3. To further develop Mental Health provision across all Units and Key Stages to ensure continued focus on supporting and improving Pupil Wellbeing.</p>	<p>4. To embed the use of the EduKey system as a means of reporting, recording and tracking Wellbeing and further improve Attendance Tracking.</p>



Progress made against PRU Priorities for academic year 2018/2019:

<u>PRU Priorities for Academic year 2018/2019 as outlined in the PRU Development Plan:</u>	<u>Commentary on Progress made against last year's Priorities:</u>
Priority 1: Raise standards of Attendance at KS 4, so as to ensure continuous improvement in standards and well-being and effective transition to further education, employment and training.	Ceredigion PRU are pleased to report that all pupils left with a range of qualifications and accreditations-on average 6 per pupil and were able to move on to the Further Education and training. We are very proud of the pupils' achievements at KS 4. We now need to continue to offer a wider range of short courses next academic year as we strive for each pupil to achieve an attendance figure of 85% or above.
Priority 2: To make better use of ICT/Digital Literacy Framework to improve pupil standards, Literacy and Numeracy across all Key stages.	Last year, all teaching and support staff attended a range of short ICT courses to ensure that we have the required skills to teach the new DCF Framework. Key members of staff also attended ERW Network Training days as part of their professional development in order to lead other staff back at the PRU. Lesson observations across the PRU, showed improved use of ICT in almost all lessons and good pupil engagement. Most pupils are making good progress with their key ICT skills. Some KS 4 pupils gained an Entry Level in ICT qualification. The PRU now needs to embed the DCF Framework across all subjects.
Priority 3: Enrich the ALN provision with a focus on developing specialist support for mental health and wellbeing, so as to ensure improvement in pupil attendance, engagement and wellbeing outcome.	<p>The PRU provision for ALN is judged as Good with some excellent features by PRU managers and LA Officers. Last year, the PRU introduced the following:</p> <ul style="list-style-type: none"> *Mindfulness *Yoga *Relationship Based Play *Lego Intervention *ADHD Toolkit Resources *A range of Emotional Literacy interventions <p>Almost all pupils have made progress on their individual interventions and these are tracked and monitored by SEBSAS. Consequently, most pupils make progress with their social, emotional and behavioural skills.</p> <p>All staff have been upskilled via CAMHs and multi-agency training to deal with a range of mental health issues and we will continue with this agenda next academic year via the "CAMHS in schools" Project.</p>



<p>Priority 4: To improve the quality of PRU Reporting, Recording and Tracking Systems to ensure the best use of qualitative and quantitative data in the self-evaluation and provision planning process.</p>	<p>Last year, saw the introduction of the EDUKEY system at Ceredigion PRU which, along with focussed training has improved the monitoring, recording and tracking system for safeguarding, wellbeing and academic progress. This has ensured that we are able to plan effectively to meet the individual needs of all the learners in our care.</p>
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Continuing Professional Development undertaken to meet last year's priorities

CPD Report (Academic Year 2017-18)

The CPD programme provided to all staff on INSET days and to individuals and groups of staff on courses outside school is closely aligned to the priorities identified in the PRU improvement plan and national/local priorities. These are outlined below.

Priority 1: KS 4 Curriculum Engagement and Attendance

- Cynydd Training for key members of Staff
- ANELA Training for Key members of staff
- ICT Entry Levels Training
- ACES Agenda for Leaders and Managers
- The Wellbeing ACT
- *The New Curriculum Training 2022

Priority 2: Improving Provision and Standards in ICT/DCF

- Attendance at the ICT Network for Primary and Secondary Schools
- In-house ICT Workshops provided by LEA Officers
- ERW SWGFL Training on E-safety for managers & Key updates
- Data Protection and Information Security for all staff due to the new laws
- LA PSE Network and Safety Networks

Priority 3: Developing and enriching the ALN Provision with a focus on Emotional Wellbeing and Mental Health:

- Attachment Revision Training including Emotion Coaching
- Attending the Ceredigion LEA SENCO Network for Primary and Secondary schools
- Mindfulness, Yoga, Relationship Based Play, Lego Intervention, ADHD Toolkit,
- ACES Conferences for managers
- Person Centred Planning Approaches



CBT Training, Story Massage Training, Circle Time Training, in-house SEBSA Toolkit Training

Priority 4: Further develop Tracking and Monitoring Systems:

*EDUKEY Training

*Reporting and Recording in-house Training

The activities undertaken in each area and those that have had the greatest impact are listed below, along with a brief evaluation of their impact.

1. KS 4 Curriculum Engagement and Attendance:

Activities	Staff	Provider	Impact
*Monthly Attendance Monitoring with the Inclusion Officer	Head	LEA	All pupils moved to further education with an average of 6 qualifications per pupil. Attendance level risen to
*Key partnerships with Alternative Curriculum Providers	All Staff	LEA	
*Key Partnerships with Community Providers to deliver engaging projects.	All Staff	LEA	

2.Improving ICT/DCF Standards:

Activities	Staff	Provider	Impact
*ICT/DCF Network	All	LEA	Monitoring of books and the ICT portfolio showed that all pupils had improved their key skills across the strands within the DCF Framework. Provision has been judged as good by LA Officers during monitoring visits.
*Staff Training and upskilling	All	LEA	
*Curriculum Projects	All	PRU	

3.Further Develop ALN Provision with a focus on Social, Emotional and Behavioural & Mental Health Interventions:



Activities	Staff	Provider	Impact
*Attachment and Emotion Coaching Revision	All Staff	LAC Team	All pupils have shown improvement in their wellbeing standards and within their individual interventions. Provision for ALN is judged as Good with some excellent features by LA Officers. Staff Surveys show that teachers and SEBSAS feel that the professional development they receive is of quality.
*A range of Mental Health workshops and training via CAMHS specialists.	All Staff	CAMHS	
* <u>Therapeutic</u> Intervention Training and Pupil Support via: Lego Intervention, Mindfulness, Yoga, Relationship Based Play,	All Staff	External Providers	
* Physical Activities: Surf Tonic, Mile a Day Challenge, Walking For Wellbeing, Outdoor Pursuits	Ataff and Pupils	A range of Community Providers	

4. Further develop the quality of monitoring, recording and tracking systems of the PRU:

Activities	Staff	Personnel	Impact
EDUKEY Training In-house Workshops on Reporting and Recording Monitoring and Feedback Activities	All Staff and Pupils	All Staff	The new system has improved the monitoring and tracking of PRU pupils. This has allowed us to plan provision more effectively to meet the needs of all individual pupils across the PRU .

Please find below the courses that are a basic requirement for all staff who work at Ceredigion PRU that ensures the **safety and well-being** of the pupils in our care:



Staff	Training
<u>SEBSAS +Admin Support</u>	1.Child Protection Level 1 2.First Aid Level 1 3.Team Teach Level 2 4.E-safety Awareness (2 hours) 5.Substance Misuse Level 2 6.Domestic Violence Awareness (1 day) 7.Attachment Awareness (1 Day) 8.Mental Health Awareness 9.PREVENT Training
<u>HLTAs</u>	1.Child Protection Level 2 2.First Aid Level 1 3. Team Teach Level 2 and/or Trainers 4.E-safety Awareness (2 hours) 5.Substance misuse Level 2 6.Domestic Violence Awareness Certificate (2 day) 7.Attachment Awareness Certificate (1 Day) 8.PREVENT Training
<u>Tutors</u>	1.Child Protection Level 1 2.First Aid Level 1 3.Team Teach Level 1 4.E-safety Awareness (2 hours) 5.Substance Misuse Level 1
<u>Teachers</u>	1.Child Protection Level 2 2.First Aid Level 2 3.Team Teach Level 2



	<p>4.E-safety (1 day course)</p> <p>5.Substance Misuse Level 2</p> <p>6.Domestic Violence Awareness Certificate (1 day)</p> <p>7.Attachment Awareness Certificate (2 Day)</p> <p>8.PREVENT Training</p>
<u>Senior Management</u>	<p>1.Child Protection Level 3</p> <p>2.First Aid Level 3</p> <p>3. Team Teach Level 2 and/or Trainers</p> <p>4. E-safety 1 day and 360 degrees training (1 day)</p> <p>5.Substance Misuse Level 2</p> <p>6.Domestic Violence Awareness (2 day)</p> <p>7.Attachment Awareness (3 Days)</p> <p>8.Prevent Training, Knife Crime training,</p>
<p>All the above has been reviewed, actioned and completed during the 2018/2019 Academic year. Consequently, all staff are well trained and confident and are able to support our pupils effectively in relation to their Safety and Wellbeing.</p>	

Quality assurance and self-evaluation processes across the PRU:

Activities Undertaken			
Calendar	Activities	Staff	Providers
Every Term	<p>*Formulate PRU Monitoring and Evaluation Calendar. e.g. Books Scrutiny, Lesson Observation, Learning Walks,</p>	All Staff	PRU Senior Management
Every Term	<p>*Review and update the Performance Management Policy and Procedures</p> <p>*Carry out Performance Management Cycle</p> <p>*Review relevant Policies and Procedures</p>	All Staff + Governing Committee	PRU Senior Management



Every Term	<p>*Decide upon clear roles and responsibilities of the Management Committee and plan opportunities for monitoring and evaluating provision and standards.</p> <p>*Report to the Governing Management Committee</p>	All Staff + Governing Committee	PRU Senior Management
<p>*The self-evaluation processes at the PRU have developed well over the last academic year and have ensured that there are consistently good teaching and learning standards across the units.</p> <p>*The Management Committee have taken part in the monitoring and review process at the PRU and this will continue to develop and enrich our self-evaluation and quality assurance evidence in the coming academic year.</p>			

Key Priorities for Ceredigion PRU 2019/2020:

1.To further develop the Pupil Voice within all the work of the PRU using a range of Person-Centred Approaches, AFL Strategies and Active Citizenship Activities:

Ensuring good attainment for all pupils is a key priority for us at the PRU. Our key priority is to break down and overcome barriers to learning and to ensure equality of opportunity for all. It is essential that all that we do is centred around the “Voice of the Pupil” to ensure maximum engagement and achievement. This will be achieved through:

- Making better use of the PRU Council to inform our policies, provision and wellbeing activities
- Further enhance our use of Person Centred Planning
- Make better use of AFL strategies within teaching and learning and that this is used consistently across all units and age ranges
- Ensure that we continue to promote Active Citizenship across the Units and promote a “Rights Respecting” culture in all that we do

2. Begin to re-develop our Curricular Planning and Provision in order to meet the needs of the new 2022 Curriculum and continue to raise standards within the Key Skills of Reading, Writing and Numeracy:

Ensuring that our pupils are well equipped for future training and employment includes the development of their Key skills across all curricular areas. Ceredigion PRU have developed an engaging thematic approach to curriculum delivery that includes a focus on Oracy, Reading,



Writing, Numeracy and ICT. In 2022, it will be the dawn of the New Curriculum across Wales and, along with all schools, we now need to begin adapting to meet the demands of new Areas of Learning. We will do this by:

- Providing staff with comprehensive training to understand the content of the New Curriculum- each area of learning
- Providing opportunities to plan cross-curricular work across the Units as a whole team thus ensuring that we use the subject expertise to support eachothers provision
- Ensuring that there is continued focus on standards within the Key skills by attending LA Training in all the core subject areas, sharing information and feedback to all staff and co-planning engaging curricular projects.

3.Embedding a range of theraputic interventions across the PRU with a focus on improving Mental health and Wellbeing:

Many pupils who attend the PRU have emotional and mental health difficulties and need specialist support in order to overcome their barriers to learning. We aim to support our pupils by:

- *Ensuring all staff are aware of the wide ranging mental health difficulties that young people face including the ACES agenda (Step 2 Training)
- *Upskilling our team members in Theraputic Intervention Strategies to be able to support pupils experiencing trauma and crisis (Trauma Informed Practice, Mental Health Conference)
- *Ensuring that our environment is nurturing and that our curriculum meets the needs of individual children in our care via bespoke and individual timetables that have a balance of curriculum and wellbeing sessions.

4. To embed the use of the EduKey system as a means of reporting, recording and tracking Wellbeing and further improve Attendance Tracking.

Reporting, Recording and Tracking at the PRU is an essential element of monitoring our pupils progress. We aim to improve this by:

- Ensuring all staff continue to be upskilled to record and report quality key information at a variety of levels for different purposes by providing revision workshops from last year’s work (EDUKEY System)
- Ensuring all staff are aware of GDPR Rules and Regulations and respect confidentiality
- Provide key staff with the essential ICT training required to produce reports.
- To use a wider range of tools from the EDUKEY system to track and monitor wellbeing and attendance will support self-evaluation and planning provision for our pupils.
- To observe good practice in other PRU’s and Schools within the region in relation to Attendance and further develop this provision.

CPD Priorities for 2018 -2019

CPD Priorities (Academic Year 2019-20)		
Priority	CPD Activities	Staff
1.To further develop the Pupil Voice within all the work of the PRU using a	*Ceredigion Health and Wellbeing Network	Teachers in Charge and HLTAS



range of Person-Centred Approaches, AFL Strategies and Active Citizenship Activities.	<p>*AFL Training (LA School,Improvement Training)</p> <p>*Rights of the Child training</p>	
2. To begin to re-develop the PRU Thematic Curriculum to reflect the 6 new AOLE, via interesting and exciting projects and topics in order to further improve learner engagement, attendance and standards within the key skills.	<p>*Curriculum 2022 Conference and LA INSETS</p> <p>*All training provided on the LA Menu for Schools and PRU</p>	All staff.....
3.To further develop Mental Health provision across all Units and Key Stages to ensure continued focus on supporting and improving Pupil Wellbeing.	<p>*Trauma Informed Practice Training</p> <p>*In-house Revision Training and Workshops provided by Advisory Teachers and the Educational Psychology Service</p>	All Staff....
4. To embed the use of the EduKey system as a means of reporting, recording and tracking Wellbeing and further improve Attendance Tracking.	<p>In-house Revision Training on using the EDUKEY System</p> <p>Unit and Whole Team Meetings to monitor and evaluate progress</p> <p>Visit to other PRU and/or school settings to observe good practice in improving attendance.</p>	All Staff.....

Ceredigion PRU Facilities

Ceredigion maintains four classes across three sites within central locations in Ceredigion. They are Canolfan Eos KS 2 Class, Canolfan Eos KS 3 / 4 Class, Canolfan Steffan KS 3 and Canolfan Aeron KS 4.

This year, the PRU has focused on strengthening the security at the Aeron and Steffan site which has included CCTV, window strengthening and locks/fobs. This has amounted to approximately £5,000 in total. Security of all sites will be a continued focus for 2019/2020.

All Centres have worked hard to develop a garden area at a cost of £1,000 in total.



All Centres have updated their ICT facilities this year at a cost of £4,000 out of the PRU allocated budget. This will also be a continued focus for next year.

PRU Finance Report

Ceredigion PRU Management Board Committee works in partnership with the LA Finance Officers to monitor and evaluate termly spending across the PRU. Financial management is judged as good and keeps within 5% of allocated expenditure. Total Spend for the PRU last year was around: £800,000

Use of Grant Funding:

Grants 2018-2019		
Finance Source	Purpose	Sum
Central Funding:	To close the deprivation gap: *ICT/DCF Training: *I-PADs	£3,500
(PDG)	*Art Therapy Sessions	£3,450
Engaging hard-to-reach parents grant:	*Community and Family Projects	£1,500
LA Central Fundgin Grant (Psychology Service)	*ALN Resources for the PRU Library	£500

Policies

During the year the following policies were reviewed and adopted as is set out by the LEA Policy Review Timetable:

Autumn Term (Statutory Policies)	Spring Term (Statutory Documents)	Summer Term (non-statutory policies)
To review annually:		
Admissions Policy	Governors Annual Report to Parents	School Self-Evaluation Report



Safeguarding Policy	Register of Business Interests	Equality Policy (every four years) due 2019
Performance Management	School Development / Improvement Plan	Partnership Agreement 2018-2021
Pay Policy – ERW	School Handbook/Prospectus	To review if changes have occurred:
Health & Safety Audit	Target-setting for Schools	School Toilets Policy
Equality Plan 2016-2019	Home-School-College Agreement	School Uniform Policy
To review if changes have occurred:	To review if changes have occurred:	Social Networking and E-Safety Policy
Charging Policy	Accessibility Plan	Substance Misuse Policy
Complaints Policy	Action Plan following School Inspection	Sustainable Development
Curriculum Policy	Assessment Arrangements (statutory for the end of Foundation Phase and KS2/3 assessments and target setting)	Whistleblowing Policy
Data Protection Policy	Careers in Education (Secondary schools only)	Whole School Food and Fitness Policy
Health & Safety Policy	Freedom of Information Publication Scheme	Premises Management Policy
Pupils Disciplinary & Anti-Bullying Policy	Governor' Allowances	Governor Development Plan
Sex Education Policy	Instrument of Governance	Transgender Guidance
Additional Learning Needs Policy	Minutes and Papers of Governing Body Meetings and Committees	Inclement Weather/Disruption to Service Policy
Staff Discipline, Behaviour, Staff Capability, Complaints Procedure	Register of Pupils and register of attendance	Managing Organisational Change in Schools Policy
Stress Management Policy	Transition Plans	Sickness Absence Management Policy
		Leave of Absence Policy

