



Ceredigion PRU SEN Policy

This Policy was adopted by the PRU Management Committee, Staff and Pupils on: December 2019
This Policy will be reviewed in: December 2020

Signed:

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Date:

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1. Introduction

Ceredigion PRU Core Vision, Values and Objectives

Ceredigion PRU Mission Statement is:

“Every Child Matters” Our Mission statement reflects the very essence of our educational setting in ensuring that each child and young person in our care, is supported to reach their full educational and personal potential via a range of educational opportunities that are motivating and engaging.

Underpinning our Mission Statement are the following core values;

P: Positivity, Innovation and Creativity

R: Respect, Safety, Friendship, Care

U: Understanding, Equality, Inclusion, Learning Opportunity

Our Core objectives are:

- To provide an engaging, motivational, inclusive and individualised curriculum for each pupil in our care that will ensure continuous progress in all aspects of learning, with a particular focus on: Maths/Numeracy, English/Welsh and Literacy, Science and ICT
- To support all our pupils individual social, emotional, behavioural, moral, spiritual and cultural development by using a range of individual programmes of support and by providing a comprehensive PSE Curriculum.
- To safeguard our pupil’s health, safety, well – being and happiness via comprehensive policies and procedures, highly trained staff, quality individual care and support via SEBSAS and close partnership working with agencies
- To ensure that our pupil’s will contribute actively to society in a positive way by providing opportunities for community projects that are intergenerational, motivating and engaging
- To prepare our pupils to become Global Citizens for the future via a comprehensive ESDGC Curriculum
- At KS 2 and 3, use a range of behavioural strategies /techniques and support via SEBSAS, that will enable our pupils to reintegrate into a mainstream setting and engage and learn.
- From Year 9-11, support our pupils to gain a range of recognised accreditations by working with multi-agency partners within the LA, so that all pupils move on to further education and training.
- To prepare our pupils for the world of work via a comprehensive Careers Education and extended work experience opportunities

In order to achieve our core aims and objectives, we believe that our SEN Policy is the basis to all that we do in our daily work in supporting our pupils to develop as whole people.

2. Aims and Objectives of Ceredigion PRU SEN Policy is to:

- To ensure early identification and assessment of pupils with a range of SEN
- To ensure effective provision for SEN pupils using the Ceredigion PRU WAVE model of interventions
- To ensure clear entry and exit strategies on intervention programmes
- To ensure that roles and responsibilities are clearly set out to support our provision
- To ensure that there is effective tracking, monitoring and evaluating processes are in place for all aspects of SEN Provision

3. Early Identification and Assessment:

Comprehensive assessment of our pupils needs is essential in planning the appropriate provision and bespoke packages of support across the Key Stages. Set out below is the assessment procedures for pupils placed at the PRU.

KEY Stages	On Admission to the PRU	Mid-Term Assessment	Exit of the PRU or Re-integration
KS 2	<p>*Core Subject Assessment</p> <ul style="list-style-type: none"> •English Reading •English Spelling •Maths <p>If applicable:</p> <ul style="list-style-type: none"> •Welsh Spelling •Welsh Reading <p>Wellbeing Assessments:</p> <ul style="list-style-type: none"> •Emotional Literacy Questionnaire *1 Page Profile *Risk Assessment *PHP (if Applicable) *PASS (If applicable) <p>*Numeracy, Literacy and Digital Competency: Pupils are assessed against the frameworks</p> <p>*National Curriculum Levels in the core subjects</p> <ul style="list-style-type: none"> •ALN *IEP/IBP 	<p>*Risk Assessment</p> <p>*PHP (if Applicable)</p> <p>Numeracy, Literacy and Digital Competency</p> <p>IEP/IBP</p>	<p>Core Subject Assessment</p> <ul style="list-style-type: none"> •English Reading •English Spelling •Maths <p>If applicable:</p> <ul style="list-style-type: none"> •Welsh Spelling •Welsh Reading <p>*Wellbeing Assessment</p> <ul style="list-style-type: none"> •Emotional Literacy Questionnaire *PASS (If Applicable) <p>*Numeracy, Literacy and Digital Competency: Pupils are assessed against the frameworks</p> <p>*National Curriculum Levels in the core subjects +Work Sample</p> <p>IEP/IBP</p>
KS 3	<p>Core Subject Assessment</p> <ul style="list-style-type: none"> •English Reading •English Spelling •Maths <p>If applicable:</p> <ul style="list-style-type: none"> •Welsh Spelling •Welsh Reading <p>Wellbeing Assessment</p> <ul style="list-style-type: none"> •Emotional Literacy Questionnaire *1 Page Profile *Risk Assessment *PHP (if Applicable) *PASS (If applicable) <p>*Numeracy, Literacy and Digital Competency: Pupils are assessed against the frameworks</p> <p>*National Curriculum Levels in the</p>	<p>*Risk Assessment</p> <p>*PHP (if Applicable)</p> <p>Numeracy, Literacy and Digital Competency</p>	<p>Core Subject Assessment</p> <ul style="list-style-type: none"> •English Reading •English Spelling •Maths <p>If applicable:</p> <ul style="list-style-type: none"> •Welsh Spelling •Welsh Reading <p>Wellbeing Assessment</p> <ul style="list-style-type: none"> •Emotional Literacy Questionnaire *PASS (if present at time of testing) <p>*Numeracy, Literacy and Digital Competency: Pupils are assessed against the frameworks</p>

	<p>core subjects</p> <ul style="list-style-type: none"> •ALN IEP/IBP 	IEP/IBP	<p>*National Curriculum Levels in the core subjects + Work Sample</p> <p>IEP/IBP</p>
KS 4	<p><u>*Numeracy, Literacy and Digital Competency:</u> Pupils are assessed against the frameworks</p> <ul style="list-style-type: none"> •Modular Assessments relating to GCSE and/or Vocational Courses <p><u>*Wellbeing Assessment</u></p> <ul style="list-style-type: none"> •Emotional Literacy Questionnaire *1 Page Profile *Risk Assessment *PHP (if Applicable) *PASS (If applicable) <ul style="list-style-type: none"> •ALN *IEP/IBP 	<p>Numeracy, Literacy and Digital Competency</p> <ul style="list-style-type: none"> •Modular Assessments relating to GCSE and/or Vocational Courses *Risk Assessment *PHP (If applicable) <p>IEP/IBP</p>	<p><u>*Numeracy, Literacy and Digital Competency:</u> Pupils are assessed against the frameworks</p> <ul style="list-style-type: none"> •GCSE Examinations •Agored Cymru and BTECH Assessment <p><u>*Wellbeing Assessment</u></p> <ul style="list-style-type: none"> •Emotional Literacy Questionnaire *PASS (if present at time of testing) <p>IEP/IBP</p>

Our Assessment Tools are:

English	Maths	Science	Welsh	Literacy, Numeracy, Digital Competency	Wellbeing
<u>KS 2 and 3</u> •GL Group reading Test •SWST Spelling Test •PRU Individual NC Levels Tracker +Work Sample <u>KS 4</u> GCSE English	<u>KS 2 and 3</u> •GL Maths Progress Test •PRU Individual NC Levels Tracker + Work Sample <u>KS 4</u> GCSE Maths x2	<u>KS 2 and 3</u> • PRU Individual NC Levels Tracker + Work Sample <u>KS 4</u> Entry Level 1, 2 and 3	<u>KS 2 and 3</u> •Prawf Darllen Cymru Gyfan •Prawf Sillafu Glannau Menai • PRU Individual NC Levels Tracker +Work Sample <u>KS4</u> TGAU Cymraeg Ail-laith neu Iaith Cynfaf	<u>KS 2, 3 and 4</u> *PRU Individual Literacy Tracking Tool *PRU Individual Numeracy Tracking Tool *PRU Individual Digital Competency Tracking Tool <u>KS 4</u> ICT Entry Level 1 2 and 3	<u>KS 2, 3 and 4</u> *Emotional Literacy Questionnaire *PASS (if present at the time of testing) *Risk Assessment *Positive Handling Plan *1 Pg Profile *IEP/IBP <u>KS 4</u> BTECH PSE

ALN Assessment Tools:

- If a pupil in our care presents with literacy and/or numeracy difficulties, including difficulties relating to concentration, memory and organization, Ceredigion PRU will use the COPS and LASS Assessment Tool to screen for specific learning difficulties such as Dyslexia or Dyscalculia.
- Assessment of Speech and Language Difficulties are made via referral to the S and L Therapist.
- Assessment of Motor Difficulties are made via referral to the Occupational Health Service
- Assessment of Sensory Difficulties are made via referral to the Senior Advisory Teacher for hearing and sight difficulties.
- Assessment for Autistic Spectrum Disorders are made via referral to the Specialist multi-disciplinary team.
- Assessment for medical and mental health conditions are made via referrals to health services.

Ceredigion PRU SEN Register

All pupils who enter the PRU are placed on the SAP level of the Code of Practice and will have multi-agency involvement before entering the PRU. Following further assessments and observation at the PRU placement, further referrals may be made, and a request will be sent to Ceredigion LA Inclusion Panel for SAPRA Level. In some cases, a request will be made for statutory assessment of a child's needs.

4. Target Setting

Ceredigion PRU uses a Person-Centred Planning approach to meet the needs of its pupils. This includes a 1pg profile and an IEP and/or IBP. Targets are planned in partnership with our pupils and parents, so that there is ownership of the Learning Journey. Targets are SMART and are referred to regularly by teachers and SEBSAS to keep pupils on track. Targets are placed visually on display or inside the pupil's books. Targets are shared and reviewed on a termly basis in partnership with all those involved in the pupil's educational journey.

5. Our Quality Provision:

All intervention provision is based on comprehensive assessments outlined previously and follows the Ceredigion model using pupils Standardized Scores and matching them to the correct intervention programme.

Literacy

English: Literacy interventions include Ceredigion Reading Journey, SATPIN, Personal Dictionaries, Catch-UP Reading, Guided Reading, SWST Spelling Strategies. Word Shark
Cymraeg: Y Daith Ddarllen, Trandep, Dyfal Donc, O gam I Gam, Darllen dan Arweiniad

Numeracy

Cyfri Ceredigion, Numicon, Number Shark, MyMaths, Springboard Maths

Memory (Auditory and Visual)

A range of auditory and visual memory games from a bank provided by Ceredigion SEN Advisory Service.

SEBD

A range of intervention programmes targeting Emotional Literacy taken from the SEBSA Toolkit.

The main programmes include:

- Talk About
- Volcano in My Tummy
- Self-Esteem Tools
- Social Stories
- Circle Time Games and Activities
- The Margot Sunderland Series
- BLOB Trees
- Games for Building Social and Communication Skills
- Emotional Resilience Activities
- Anger Management Programmes

6. Roles and Responsibilities

Head teacher and Local Authority Advisor: Miss Angharad John / Mr Gareth Lewis

The SENCOs liaise with the Head teacher to monitor the Whole School SEN Policy and provision.

SENCOS: Mrs. Charlie Sproule and Mr Ricky Jordan

Assistant SENCO: Lorraine Davies (Administrative Role)

Link Governor for SEN: Mrs Gillian Evans

The SENCO's at Ceredigion PRU:

- Support teachers and SEBSAS to assess pupils needs and plan provision using Person Centred Planning Approaches
- Ensure IEP's are pupil friendly and SMART
- Ensure the 1 Pg Profiles are of good quality
- Coordinate the literacy, numeracy and social & emotional teams involved in delivering the intervention programmes. Evaluation of provision, student progress and skill sharing opportunities take place within scheduled monthly unit meetings for numeracy, literacy and emotional, mental and social wellbeing.
- Ensure that resources are kept up to date so that provision is effective
- Monitor and evaluate the impact of intervention strategies on the progress of our learners.
- To work in partnership with parents and inform them of provision, attendance and progress.
- To work in partnership with multi-agencies to ensure specialist care and guidance.

The Assistant SENCO at Ceredigion PRU:

- Ensures all assessment information is uploaded on to the Ceredigion PRU monitoring system
- Supports the SENCOS to evaluate tracking data

Teachers in Charge of units:

- Assess pupils needs and ensure all assessments are recorded using Ceredigion PRU Individual Tracking Forms
- Use assessment information to plan the appropriate provision
- Formulate, monitor and review 1 Page profiles and IEP/IBPs
- Deploy staff accordingly to deliver interventions of support
- Make the appropriate referrals

SEBSAS:

- Provide personal support to each pupil
- Deliver the interventions depending on need
- Keep a weekly monitoring and tracking diary of each sessions
- Contribute to teacher planning

6. Monitoring

This Policy will be monitored and reviewed by the Head Teacher in December 2020.

Signed: Mr Gareth Lewis

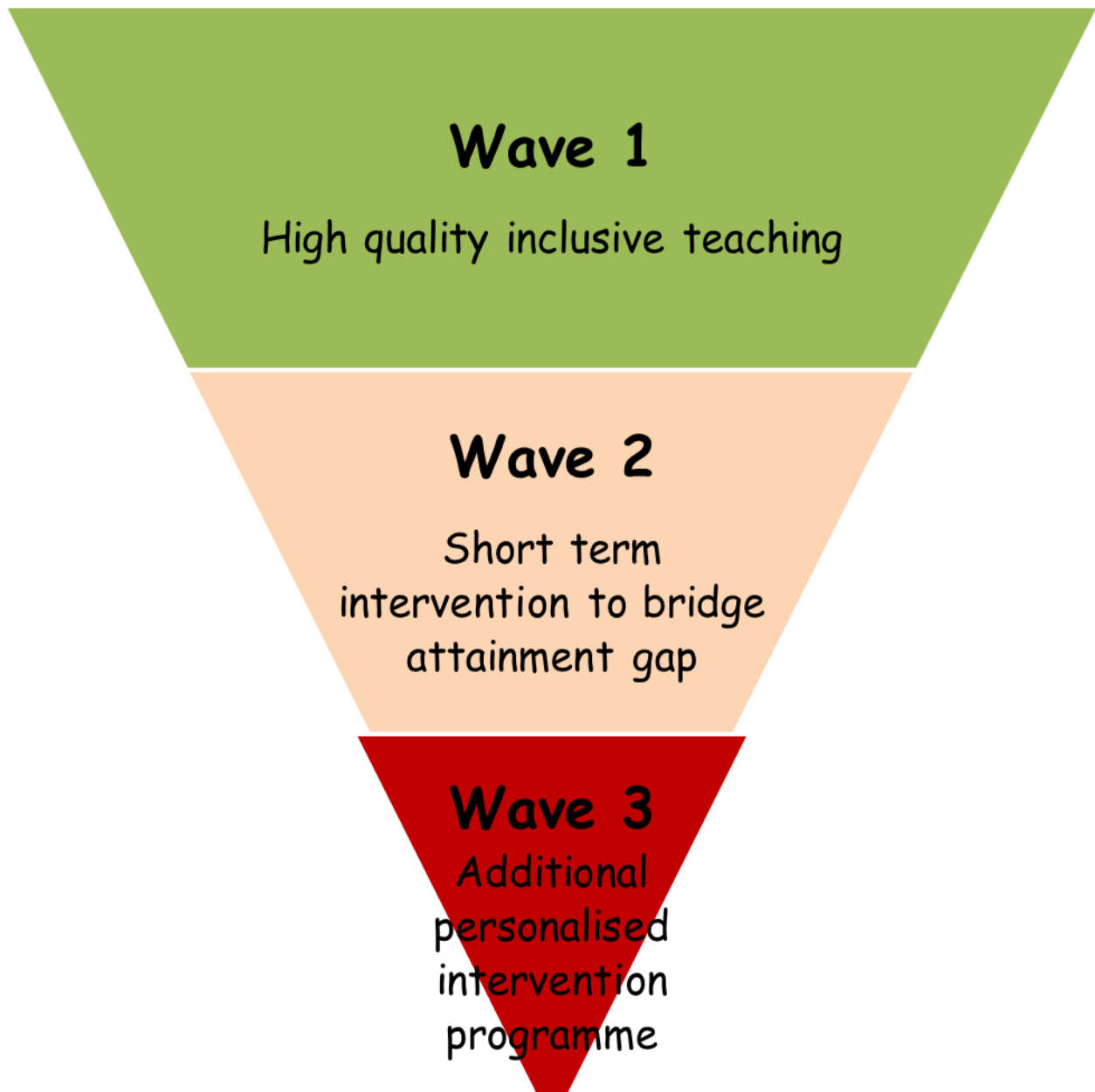
Date: December 2019

Appendices

- A 1) Wave Model at Ceredigion Pupil Referral Units
- A2) Literacy and Numeracy by wave
- A3) Literacy and Numeracy Provision by wave
- A4) Emotional, Mental and Social wellbeing by wave

Appendix A1

Wave Model for intervention at Ceredigion Pupil Referral Units



Appendix A2

WAVE 1 SA/SAP	WAVE 2 SAP	WAVE 3 SAP,SAPRA,S
<p><i>Inclusive teaching supported by effective whole- PRU policies and frameworks.</i></p> <p><i>Effective use of data and information to inform planning</i></p> <p><i>Differentiated learning opportunities targeting student needs and prior learning</i></p> <p><i>General In-class learning support.</i></p>	<p><i>Wave 1, plus additional time-limited, tailored intervention.</i></p> <p><i>Intervention designed to increase rates of progress and secure learning.</i></p> <p><i>Bridge attainment gaps and raise SS.</i></p> <p><i>Small group short-term structured programmes targeted objectives to support pupils that they can apply in mainstream lessons.</i></p>	<p><i>Wave 2, plus individualised programmes.</i></p> <p><i>One to one or very small group support to ensure students achieve very specific targets.</i></p> <p><i>Wave 3 encompasses learners at SAP, SARPA and Statemented</i></p> <p><i>Increase in time spent on individualised programmes.</i></p>

Appendix A3

Literacy and Numeracy Intervention Provision

	WAVE 1	WAVE 2	WAVE 3
Literacy	<ul style="list-style-type: none"> • Class Differentiation • In-class TA support -general • Guided Reading • Group and Pair Reading activities • Ceredigion LA Literacy Scheme of work, 	<ul style="list-style-type: none"> • Guided Reading • Catch-Up reading programme • Group Spelling Games 	<ul style="list-style-type: none"> • SATPIN/TRANDEP • Personal Dictionaries • SWST Spelling Strategies or Word Shark • Individual programme specific to individual needs. E.g. Visual and auditory memory games • Individual Reading Support on differentiated reading scheme
Numeracy	<ul style="list-style-type: none"> • Differentiation • In-class TA support. • Problem Solving Activities • Ceredigion LA Maths Scheme of Work 	<ul style="list-style-type: none"> • My Maths • Spring Board • Catch-Up Maths • Number shark • HWB Resources 	<ul style="list-style-type: none"> • Numicon • Cyfri Ceredigion • My Maths • Individual programme specific to individual needs. E.g. Range of Maths games from Foundation Phase or KS 2

Appendix A4

Emotional, Behavioural and Social Intervention Provision

WAVE 1	WAVE 2	WAVE 3
<ul style="list-style-type: none"> • Whole school behaviour policy • Child Centred Ethos • Innovative, Engaging Curriculum • Class rules • Rewards & Sanction systems • Circle time • SEAL curriculum activities & resources • Restorative Practice Approaches • In class SEBSA Support 	<ul style="list-style-type: none"> • Pupil Centred Planning • Small group circle time • Social Skills Group • Time out – use of Hafan • Emotional Coaching, Mentoring • SWEET – Personal Social Education • Daily tracking sheets • SEBSA Support in a small group • Group YJPS Workshop days. • Restorative Circles 	<ul style="list-style-type: none"> • Individual SEBD intervention from the SEBSA Toolkit <ul style="list-style-type: none"> • Youth Justice Programmes –1:1 • Bespoke curricular packages via partnership working • Daily tracking sheets • Counselling • Multi agency • Behaviour & attendance contracts

Monitoring and Review:

It is the responsibility of the Senior Management to monitor the effectiveness of this policy. Periodically, the Headteacher may invite members of the School Council to monitor the effectiveness of the policy and allow learners to offer their observations in conjunction with possible review. The policy will be reviewed by the Management Committee accordingly.

Policy Version	Date of Change	Author of Change	Review Date
1 [amended]	September 2019	Gareth Lewis	September 2020