

## **Scarborough Pupil Referral Service (SPRS) Special Educational Needs and Disability (SEND) Report 2020-21**

This document has been produced in response to the requirements in the Department of Education and Department of Health document entitled “*Special educational needs and disability code of practice: 0 to 25 Years*” which came into force on 1<sup>st</sup> April 2015, a copy of which can be seen here:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The North Yorkshire County Council (NYCC) Local Offer can be found here:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

### **1. The kinds of SEN that are provided for:**

Scarborough Pupil Referral Service (SPRS) is a specialist provision for pupils from Years 7 to 11 who have:

- been referred by mainstream schools, or
- been directed by the Local Authority, or
- come from out of area and need additional support because of their emotional, social, behavioural or mental health needs.

Pupils at SPRS fall into two placement categories: preventative and statutory.

#### Preventative placements

These are pupils who are provided with a short term place at SPRS, normally up to 18 weeks, followed by reintegration back into a mainstream school. These pupils remain on the roll of their mainstream school. For these pupils it is the responsibility of the mainstream school to monitor and review their EHCP but the SPRS SENCO will liaise with the school SENCO to facilitate this process. SPRS staff will also liaise with school staff to ensure smooth transitions both into and from the PRS placement. Visits will be made to the school prior to the start of placement, information shared and behaviour and learning management strategies reviewed. The school will be involved in the SPRS admission and review process including target setting. When the time comes for integration back into mainstream classes SPRS staff will again work closely with the school to ensure a smooth transition. This may mean SPRS going into school with the pupils to start with, and acting as an advocate for the pupil initially until relationships can be established with school staff. Where a pupil with an EHCP has support written into their plan, support will continue to be provided at the SPRS to ensure consistency of provision which will again make the transitions from and back into mainstream school far easier.

#### Statutory placements

These are pupils who are taken onto the roll of the PRS and for whom the PRS is the educational provider. For the majority of these pupils the aim is for them to successfully make the transition from the PRS back into a mainstream school, to a special school, into college or the world of work.

We work with pupils who have been deemed to require support additional to that provided from within the mainstream setting. Some of our pupils have Education Health and Care Plans (EHCP). We currently work with pupils who have diagnoses, or who display traits of:

- Autistic Spectrum Disorder (ASD),
- Attention Hyperactivity Deficit Disorder (ADHD),
- Oppositional Defiance Disorder (ODD),
- Speech, language and communication difficulties,

- Attachment disorders,
- Moderate learning difficulties
- Specific learning difficulties
- Mental health problems.

Scarborough PRS identifies pupils who have special educational needs by:

- information, reports and advice from referring schools, agencies or authorities
- baseline assessment in curriculum areas
- other baseline assessment tools: e.g. CAT4, PASS and Boxall Profile
- analysis of individual pupil needs
- formative and summative assessment processes
- observation
- analysis of prior progress and attainment
- listening to the views and experiences of parents/carers and those of pupils.

## **2. Policies for identifying children and young people with SEN and assessing their needs.**

The SPRS SEN Policy is available on the website and is reviewed on an annual basis. It can be viewed here: <http://scarboroughpru.n-yorks.sch.uk/policies/>

The SENCO is Mrs Julia Waines and her contact details are:

Scarborough Pupil Referral Service  
 Valley Bridge Parade  
 SCARBOROUGH  
 YO11 2PG  
 Tel: 01723 330629  
 e-mail: [jwaines@scarboroughpru.n-yorks.sch.uk](mailto:jwaines@scarboroughpru.n-yorks.sch.uk)

The member of the Management Committee with responsibility for SEND is:

Mrs Rosemary Rayne  
 Tel: 01723 330629

The SPRS provides something additional or different to the mainstream school offer for each pupil. This is discussed with parents/carers and any other involved agencies as well as with the pupil. This would initially be done at the admission meeting but will often be followed up by further discussions or meetings after assessments have been carried out. The information will be recorded in the Pupil Placement Plan and will include:

- details of any strategies used to support pupils with their learning in class
- details of any additional support or interventions needed which cannot be provided by SPRS
- a date when the plan will be reviewed

Most pupils benefit from SEN support, but a few pupils who need high levels of support or who have complex needs may be referred for an Education, Health and Care Plan.

## **3. Arrangements for consulting parents of children with SEN and involving them in their child's education.**

NYCC Expectation of Good Practice:

*“Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. For pupils with SEND it is often desirable that there is more frequent communication as it is vital that parents and school work together closely.*”

*Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests. This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.*

*A Parent Partnership Co-ordinator can be contacted through North Yorkshire's education offices or on 0845 034 9469. The Parent Partnership Coordinators can offer impartial advice and support which could include making a home visit to listen to any concerns you may have, or attending meetings with you. They may also be able to put you in touch with other organisations or parent support groups."*

SPRS works closely with parents/carers of all pupils and values the partnership which ensures the best outcomes for all pupils.

Parents/carers/guardians are notified as early as possible if there are any concerns.

To facilitate the identification of and provision for pupils with SEN the SPRS will:

- provide regular reports to parents on their child's academic progress through the Placement Reviews and termly reports or via SEN reviews
- share information regularly with parents/carers/guardians through informal conversations, individual meetings and formal discussions
- gain parental/carer/guardian consent before referring a pupil for additional support
- issue invitations to parents/carers for review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies
- provide as much information as possible to parents/carers about additional interventions, the intended learning outcomes, how interventions will support learning and monitoring methods and review
- provide copies of relevant documentation
- inform parents/carers about the support available from the Local Authority Parent Partnership Co-ordinator.

On-going communication between SPRS and parents/carers may include:

- regular updates by telephone, text message, letter or e-mail to pass information
- placement Review meetings to update parents/carers of their child's progress and review the effectiveness of support. During the current Covid 19 pandemic these meetings have been offered via conference call, Zoom/Teams meetings or in person depending on the health needs of persons involved and the most recent available advice from the DfE.
- clear information about the impact of any interventions
- guidance on how to support the child's learning at home.

#### **4. Arrangements for consulting young people with SEN and involving them in their education.**

SPRS always considers the view and opinions of pupils. These are taken into account in all matters affecting pupils, although SPRS does take into consideration the age, maturity and capacity of each child.

All pupils are encouraged to be active participants in their learning and in school life in general by:

- involving them in the planning of their provision and associated target setting from the admission meeting onwards and throughout their placement at SPRS.
- reminding them of agreed targets
- informing them regularly of progress made
- encouraging a positive attitude towards overcoming difficulties
- involving them in the review process
- providing each pupil with a tutor or a key worker who they can turn to for help, advice and support
- providing a Placement Support Officer (PSO) to work with both pupils and their families on any matters affecting their placement. Our PSO is:
  - Ms Jennie Mudd
  - Scarborough Pupil Referral Service  
Valley Bridge Parade  
SCARBOROUGH  
YO11 2PG  
Tel: 01723 330629  
e-mail: [jmudd@scarboroughpru.n-yorks.sch.uk](mailto:jmudd@scarboroughpru.n-yorks.sch.uk)
- providing a specialist ELSM (Emotional Learning Support Manager) member of staff to work with pupils. Our ELSA TA is
  - Mrs Emma Allison  
Scarborough Pupil Referral Service  
Valley Bridge Parade  
SCARBOROUGH  
YO11 2PG  
Tel: 01723 330629  
Email: [eallison@scarboroughpru.n-yorks.sch.uk](mailto:eallison@scarboroughpru.n-yorks.sch.uk)
- providing opportunities for all pupils, including those with identified SEND to serve on the School Council and through it to empower the pupil voice.

##### **5. Arrangements for assessing and reviewing children and young people's progress towards outcomes.**

NYCC Expectation of good practice:

*“All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with expectations.”*

All Scarborough Pupil Referral Service teachers are responsible for monitoring pupils with SEND. SLT monitor and track data for all pupils including those with identified SEND.

- Pupil Progress at SPRS is a cycle of assessment and review. All pupils are assessed on entry to give baselines from which to plan progress. Further assessments take place towards the end of each term.
- All pupils are discussed at Pupil Placement Plan (PPP) meetings held between SLT, teaching and support staff with follow up reviews to ensure progress. This allows for early intervention with pupils who are failing to make expected or better than expected progress.
- Regular, on-going assessments using tracking systems which is regularly monitored and scrutinised by staff and SLT.
- For pupils with EHCPs these are reviewed annually by the SENCO and a Local Authority Reviewing Officer (ARO): The ARO for SPRS is:  
Parent/carers and the pupil will all be invited to SEND reviews.

## 6. Arrangements for supporting children and young people in moving between phases of education and preparing for adulthood.

For pupils with SEND there are statutory plans for transition between Key Stages and at the end of KS4. These will be followed by the SENCO supported by the local ARO (see above for details)

All SPRS pupils have access to independent Careers Information, Advice and Guidance (CIAG) from Careers Advisor, Jennie Mudd. Ms Mudd will be involved in supporting learners with SEND in transitioning to the next stage and will advise and support pupils throughout the process. Parents/carers of pupils with SEND can also be involved in the CIAG process on request.

## 7. The approach to teaching children and young people with SEND

High quality teaching and support for learning within lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers.

### **Additional Adult Support:**

NYCC Expectation of good practice:

*“There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent.”*

Scarborough PRS provides additional support in a number of ways including:

- a Teaching Assistant (TA) in the majority of lessons working collaboratively with the class teacher
- one to one or small group work facilitated by the most appropriate Teaching Assistant

### **Interventions:**

NYCC Expectation of good practice:

*“Schools use a range of evidence based structured interventions to support pupils with SEND to make better progress.*

*Your school will be able to explain to you:*

- *what interventions your child is receiving and what are the intended learning outcomes*
- *interventions will be clearly timetabled*
- *how the interventions relate to and support learning in the classroom how they will be monitored”*

SPRS employs staff experienced in supporting children with a range of special educational needs. Where identified as necessary, additional training for staff is made available. School adopts the Assess, Plan, Do, Review cycle of support to ensure any interventions/support are, and remain, appropriate. Additional interventions are delivered by SPRS staff and outside agencies to support the acquisition of:

- Literacy
- Numeracy

- Emotional Literacy
- Mobility or Motor skills
- Speech, language and communication skills
- Social skills

All pupils with additional needs are treated in the same way as other pupils unless there is a specific need to provide bespoke interventions. The embedded curriculum assessment process can be used to help identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

Progress is also looked for in areas other than attainment e.g. in the social needs required for a successful transition to adult life. The Management Committee will, on an annual basis, consider and review the effectiveness of SEN provision and consider any amendments that may need to be made to the SEND policy. The member of the Management Committee with responsibility for SEND liaises regularly with the SENCO and makes termly visits to the school. During the current Covid 19 pandemic, these meetings have taken place virtually and are based on discussion with the SENCO rather than direct observation in school.

#### **8. How adaptations are made to the curriculum and the learning environment of children and young people with SEND.**

All pupils, including those with SEND are assessed on entry to the SPRS and an individual learning programme created to meet their progression needs. Pupils who have an EHCP will have targets for each year in terms of academic progress written into their plans. They will also identify any barriers to progress in terms of curriculum access or the learning environment so that modifications to both can be made so that a pupil with SEND is not disadvantaged.

Modifications could include:

- differentiated work
- use of augmentative technology
- use of specialised environment: either calming or stimulating to meet the needs of the individual learner
- use of teaching support to read or scribe
- use of specific IT programmes
- use of coloured papers, specific fonts and type face setting to produce worksheets
- adapted timetables

#### **9. The expertise of staff to support children and young people with SEN.**

All SPRS staff receive regular training to enable them to meet the needs of pupils with SEND. Where additional CPD needs are identified training is sourced and accessed as quickly as possible. The majority of teaching staff at the SPRS have completed additional training in SEN specific areas and the SENCO has certificates of Advanced Educational Studies in both SEN and Dyslexia. She is also qualified as an Oral Language Modifier.

Training in the following areas has been delivered:

- Autism Spectrum Disorders – refresher training will take place in the Spring term.
- Dyslexia awareness – refresher training will take place in the Spring term.
- Sleep Disorders
- Mental health First Aid
- Nurture Schools and planning the Nurture curriculum
- Emotion Early Help and Intervention
- THRIVE
- Boxall
- Remote learning
- Use of Microsoft Teams

Training during the academic year 20-21 has been curtailed by Covid -19. Much of the training has been delivered virtually with staff taking courses at home via Zoom/Teams in order to reduce contact with others and minimise the risk of spreading the virus.

Some training has been delivered to small groups of staff based on need, due to the Covid-19 pandemic. This includes

- First Aid
- RPI refresher training
- Assessing for Suicide Risk in Children

#### **10. Evaluating the effectiveness of the provision made for children and young people with SEN**

Where a child is provided with additional and different provision/interventions, SPRS will carefully monitor the impact by a variety of methods. During planning meetings with parents/carers and where possible the child or young person, staff will explain what the expected impact will be by the time the intervention is reviewed and how this will be measured. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.

SLT led Quality Assurance will regularly check on the quality of teaching and learning through lesson observations, book scrutiny, learning walks and planning scrutiny. All these measures will serve to evaluate the effectiveness of provision for pupils with SEND. Due to the Covid-19 pandemic these have not taken place, but scrutiny of the online learning offer will be carried out at regular intervals.

The SPRS Management Committee have a responsibility to ensure effectiveness of provision for all pupils including those with SEND. SEN provision forms a regular agenda item for full Management Committee meetings.

#### **11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND**

All pupils, regardless of SEND, are encouraged to participate in all school activities and afforded opportunities to do so if they choose to. The SPRS site is fully accessible on the ground floor so activities involving any student with physical disabilities would be planned to take place in that area of the school.

SPRS trips are planned to allow participation of all pupils regardless of SEND.

SPRS pupils have equal access to the curriculum, extracurricular activities and membership of the school council.

## **12. Support for improving emotional and social development.**

NYCC Expectation of good practice:

*“The Local Authority offers a range of specialist support and outreach services....*

*If the school feels that the involvement of another agency will help them to meet your child’s needs, you will be informed and asked to give your consent for a referral to be made...”*

Scarborough PRS will consider involving specialists whether secured by school or outside agencies when:

- additional support is required to provide effective support or interventions
- a pupil continues to work at a level substantially below those expected of pupils of a similar age despite appropriate interventions and support
- additional equipment/resources are required that school needs support and advice to source
- if school feels a pupil may benefit from support provided by an external agency, parents/carers will be informed.

## **13. How the school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting children and young people’s SEN and supporting their families.**

NYCC Expectation of good practice:

*“The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions. Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child’s needs you will be informed and asked to give your consent.”*

Scarborough PRS will consult with the LA and voluntary sector services on an individual pupil basis. Parents/carers will be consulted and signed consent obtained prior to pupils meeting with staff from other bodies.

## **14. Arrangements for handling complaints from parents of children with SEN about the provision made at the school.**

In the first instance parents/carers should contact the SPRS SENCO Mrs Julia Waines. Parents/carers should provide a short written statement of their concern or complaint. This can be provided as hard copy (on paper) or via email. This avoids misunderstanding and provides a written record. On receipt of such a statement, and still as part of the informal stage, the SPRS will do everything possible to address concerns. It is helpful if parents/carers allow the SPRS time to investigate and act.

If parents/carers feel that the issue has not been resolved they should contact the Headteacher Ms Elaine Mallen, or the Management Committee member with responsibility for SEN: Mrs Rosemary Rayne before using the formal complaints procedure. The Complaints Policy is available on the SPRS Website.