THE BEACON PRU

SEND POLICY

COORDINATOR: MRS JULIE WYNNE

2025 - 2026

CONTACT DETAILS

The Beacon PRU's Special Educational Needs Coordinator (SENCo) is Mrs Julie Wynne. If you require any further information regarding SEN you are welcome to contact the SENCo either by telephone on 01527 514068 or by email at office@thebeacon.worcs.sch.uk

SENCo STATUS

Mrs Wynne is the SENCo at The Beacon PRU and is also a member of the SLT as the Deputy Head. Prior to this she worked in mainstream primary settings and achieved an Advanced Diploma in Special Needs. In her time as SENCo at The Beacon PRU she has qualified with a diploma in Emotional Health and Well-being, a Certificate in Emotional Literacy and the Arts, a Certificate in Emotional Needs Assessment and Action Planning. Mrs Wynne has achieved Attachment Lead status for Schools, as well as a certified Level 1 Theraplay practitioner and is also trained in DDP Level 1 and Group Theraplay. In addition, Mrs Wynne has trained and worked for a significant period as a counsellor for ChildLine. Mrs Wynne holds a further role as the Senior Mental Health Lead for The Beacon PRU.

THE BEACON PRU SETTING

The Beacon PRU is a primary phase (KS1&2) educational setting that serves the north east of the county of Worcestershire. We cater for children who have been permanently excluded from their mainstream provision or who are deemed as 'hard to place' by the local authority. Local Authority places can also be allocated by the SEND team for pupils undergoing EHCP assessments with specialist settings identified. Additional provision is offered to children whose schools request support either through outreach support in their school or on a short-term part-time intervention at the Unit.

OUR BELIEFS

Central to our philosophy is that all children need to feel safe and secure as a pre-requisite for learning thus a fundamental aim at our PRU is to develop trusting relationships with our children; to create a sense of a secure base so that they can explore and learn without threat to themselves.
All areas of PRU life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full-potential. Staff provide a positive and calm ethos to enable the children to work towards the development of 'life skills' and instil life-long learning aspirations for everyone through a range of activities which are fun and enjoyable.
The whole team at The Beacon PRU is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children attending our Unit. Every child and family referred to our PRU is valued and respected. Our PRU is staffed by a team of qualified teachers and teaching assistants. Our PRU provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow.
Every teacher is a teacher of every child including those with SEN.

POLICY DEVELOPMENT

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25. It was developed through consultation with staff, parents/carers and pupils. Our PRU considers the SEND Policy to be important and in conjunction with the Management Committee, undertakes a thorough review of both policy and practice each year. The outcomes of the review are used to inform the Unit Development Plan.

AIMS

Our approach to SEND aims to ensure every child reaches their full potential. Through a fully inclusive setting we strive to ensure all needs are identified and barriers to achieving, addressed effectively. We want all our pupils to re-engage with learning through regular positive learning experiences that build success and confidence; to raise their personal aspirations for the future and to ensure the future provision is appropriately identified. We want all our pupils to have a sense of belonging to our team at The Beacon; to understand the unique and positive contribution that they bring and develop a healthy sense of self through the continuous unconditional positive regard from staff. We take a holistic view of all our children, seeking to identify and build on strengths and ensure effective provision for areas needing development.
Ultimately, we want our children to become whole-hearted individuals.

OBJECTIVES

Our objectives for our approach to SEND are:

- To identify and provide for all our pupils SEMH needs and any additional needs
- To work within the guidance provided in the SEND Code of Practice 2015
- To operate a 'whole pupil, whole unit' approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Coordinator who will oversee all aspects of SEND provision and be responsible for implementing the SEND policy
- To provide support and advice for all staff related to SEND
- To work in partnership with pupils, parents/carers, schools and other external agencies

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

At The Beacon we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. These other needs which also hold importance when ensuring the provision we offer meets the holistic needs of the child include:

- Disability
- Attendance and Punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

The purpose of the identification of SEN is not to 'label' a child or to 'fit a pupil to a category'; rather it is to ensure the action we plan as a setting is appropriate and effective.

There are four areas of need as stated in the SEND Code of Practice 2015

1. Communication and Interaction (C&I)
2. Cognition (Cog)
3. Social Emotional and Mental Health difficulties (SEMH)
4. Sensory and/or Physical (S/P)

To ensure all needs are identified, the following approaches are used:

Communication and Interaction (C&I)

Information is gathered from the 'referring' school via a liaison meeting prior to entry (Appendix 1). This includes discussion around any communication or interaction difficulties and ascertaining whether any professionals are already involved in this area of need (also whether there has been any historic involvement). Further information is gathered during the induction meeting with the parents/carers (Appendix 2).

On entry, all our pupils are screened using Language Link and the BPVS to ensure there are no underlying difficulties in this area.

The SENCo has regular meetings/discussions with the SAL named therapist and checks through pupils on roll for any SALT involvement. This helps ensure that any advice to meet needs follows through with pupils when they attend our Unit.

If any professional is named, the SENCo will contact agencies (such as Umbrella Pathway, SALT, Autism/CCN, EP) to ensure we have the most recent advice and that it follows the pupil so that our support can continue seamlessly.

Whilst attending the PRU, teachers will raise any concerns regarding any other communication or interaction difficulties with the SENCo. All concerns are formally communicated via the SEND Concern form (Appendix 3). The SENCo will then advise on the action to take, dependent on the level of concern. This may involve further monitoring by the class teacher alongside targeted QFT, Unit based interventions or referrals to appropriate agencies to seek further advice/support.

Cognition (Cog)

Any additional learning or cognition needs are shared in the 'feeder' school liaison meeting. Learning data is shared by the 'feeder' school and our assessment grids are completed by the 'feeder' school staff to ensure The Beacon teaching staff can have a clear picture of what learning has been consolidated and ensure accurate starting points for teaching and learning when beginning their placement.

If cognitive difficulties have been identified and other professional advice has already been sought, then again the SENCo will ensure the most up-to-date advice is provided again to ensure continuity of support and understanding of the child's needs.

All pupils, when they begin their placement, complete screening assessments focused on English and Maths to identify any gaps in their learning and to identify any underlying difficulties (Appendix 4). The screening assessments comprise of a reading assessment, reading attitude questionnaire, phonic screening assessment, and a Maths screening assessment. The SENCo is also able to administer the YARC as a further more detailed assessment of Literacy difficulties and has access to EP support to consider the actions necessary from the assessment.

All pupils' learning is rigorously monitored and formative assessments are continuous. Pupil progress is tracked by the class teachers and the Head teacher/SLT and pupil progress meetings take place half-termly. The SENCo and teaching staff meet half-termly, following the pupil progress meetings to monitor progress and identify any pupils not making expected progress. Our 'Pupils of Concern' meetings enable a whole team discussion to consider next steps of support. Any concerns regarding lack of progress are referred to the SENCo for further advice and to determine the appropriate action, be that continued monitoring alongside targeted QFT, Unit based interventions or external agency advice (such as LST or EP)

Social Emotional and Mental Health (SEMH)

All our pupils, by the very nature of requiring PRU intervention have needs within the SEMH category, however many of our pupils may have additional SEN within the other categories.

Every pupil is screened using the Boxall Profile by their 'feeder' school, prior to entry. This provides initial data on areas of need within the SEMH category and staff are trained in interpreting this data to identify underlying causal factors for difficulties and then plan proactively to address these needs. Teaching staff update the Boxall Profiles termly to identify progress and target key areas for development, this is then

tracked by the SENCo. All pupils have an Individual Behaviour Plan (Appendix 5) identifying the priority areas of need from the Boxall Profile and it also provides an overview of tracked progress.
In addition to this, the liaison meeting at the 'feeder' school and the induction meeting with parents/carers, provides a more fully informed picture of the needs presented by the pupil regarding their behaviours, emotional regulation capacities, self-constructs, relational issues and any relevant developmental history that may impact their functioning. Any prior or current specialist involvement will be followed up by the SENCo to ensure any advice is consistently planned into the provision and that effective multiagency working can take place.
All pupils are monitored constantly during their provision at The Beacon, enabling staff to identify the barriers to being able to settle to learn and develop an understanding of underlying SEMH difficulties that may drive unhealthy behaviours. This monitoring is in the form of

- Class Regulation Record
  This records frequency of class-based intervention needed throughout every day. (Appendix 5)
- Regulation Logs
  These record all use of our safe Place rooms, including length of time and level of intervention (time to regulate or crisis incident). Staff also record the antecedents/behaviours/consequences for the use of these areas so any trends or typical triggers can be identified. (Appendix 5)
- Individual Behaviour Plans
  These record not just the tracking data of the Boxall Profile, but also a very detailed breakdown of the pupil's presentation at each stage of the crisis cycle. Teaching staff detail advisable approaches that are most effective for each individual pupil and the scripts to use for every stage of the cycle. This promotes consistency of approach for each pupil with all staff at The Beacon. These are working documents and available for staff to annotate both in the classrooms and also at the Safe Place rooms. (Appendix 5)

When staff have any concerns regarding needs within this category they can again formalise concerns on the SEND Concern form and seek consultation with the SENCo to discuss appropriate action to take, again this may be continued monitoring alongside targeted QFT, Unit based intervention or seeking additional specialist advice such as from our Educational Psychologist, CAMHS, Occupational Therapy Service, Community Paediatricians or Children's Social Care.

Sensory and/or Physical (S/P)

Any previously identified difficulties will be shared during the liaison and induction meetings with the 'feeder' school and parents/carers respectively. All parents/carers complete a sensory audit of their child's needs prior to placement (Appendix 4). If any specialist involvement is known this will be followed up by the SENCo to ensure up-to-date advice is followed and needs fully understood.
Any sensory and/or physical difficulties observed by staff at The Beacon will be shared with the SENCo and the most appropriate course of action will be decided such as continued monitoring, Unit based intervention or referral for specialist agency involvement, such as Occupational Therapy, Autism/CCN and EP.

A GRADUATED APPROACH TO SEN SUPPORT

Most importantly, before considering any additional approaches to SEN, our first step in meeting pupils' needs is through Quality First Teaching (QFT). Through QFT, the class teacher is responsible for providing for all pupils in their class, through thorough and robust planning that delivers engaging, personalised, and appropriately challenging learning experiences that extend all our pupils in their development. High quality teaching that is differentiated for individual pupils is fundamental in responding to pupils who have or may have SEN. Any additional planned intervention is aimed to supplement, not replace, QFT. The class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

To ensure QFT is consistent and provided for all our pupils, the quality of teaching is regularly reviewed. This is coordinated by the Head teacher and SLT and conducted through formal lesson observations, regular

learning walks, book scrutinies and data analysis. Significant input is provided for all staff to ensure they have a secure understanding of the most frequently encountered types of SEN within our Unit. The nature of our setting means all staff have regular input on SEMH needs. Further input is planned covering other aspects of SEN, however less frequently.

Our role for all our pupils is to take action in removing the barriers to learning and put effective special educational provision in place. This SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

All identified needs form part of each pupil's individual provision map to ensure effective provision is in place that best meets every pupils' needs. The provision maps clearly indicate each category that the pupil is deemed to require SEN support for. For each category of need, one or two SMART targets are set, outlining the provision needed to meet the target and the intended outcome for the pupil in achieving the target. These are reviewed half-termly with pupil, parents/carers and other appropriate professionals.

The Beacon has a Unit Provision Offer (Appendix 6) that details the extensive range of provision that we offer for all the areas of SEN. This outlines for each category of SEN what we can offer as our:

- Basic Provision - Inclusive strategies for **all** learners embedded within QFT
- Additional Provision - Targeted intervention and support for **some** learners
- Intensive Provision - Specialist support for a **few** learners

Each aspect of our graduated approach to SEN is as follows:

Assess

Having identified a pupil as requiring SEN support the class teacher, working with the SENCO, will fully consider the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, the pupil's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. This assessment is reviewed regularly (minimum of half-termly) to ensure that support and interventions are matched to need, barriers to learning are identified and overcome and that the interventions are effective in achieving desired outcomes.

Any specialist services already involved with the pupil will be liaised with to ensure they contribute to any relevant assessments to support the Unit in fully understanding the needs. If specialist support is necessary but not in place the SENCo will ensure the pupil is referred to the appropriate external services, with parental permission.

All additional/specialist interventions actioned within The Beacon will be detailed within an Individual Intervention Plan. Within this plan there is a requirement for staff to outline the baseline information before the intervention this can include summative or formative assessment information and observational data as a means to assess a pupil before an intervention. This provides a means of identifying the impact following an intervention.

Plan

When planning any action/intervention/support or making any changes to provision, this is always done so in collaboration between the class teacher, SENCo and parents/carers and pupil. Half-termly team SEN Provision meetings are held to discuss and consider the SEN provision for each child. The planned support is outlined within the Individual Provision Map (IPM) and for each specific intervention within Individual Intervention Plans (IIP). These plans clearly detail the plan of the provision and the expected outcomes of the support in terms of the expected progress for the pupil. (Appendix 7)

The team around the child (TAC) are all made aware of the pupil's needs, the desired outcomes, the support provided and any teaching strategies/approaches that are required. The TAC all have access to the IPMs and IIPs for their pupils.

Planned support and interventions are carefully considered for effectiveness in addressing needs. They are selected in collaboration with the TAC, SENCo and any other appropriate specialist staff involved. When determining the most appropriate support due consideration is always given to the most suitable, skilled, knowledgeable and appropriate member of staff to deliver the intervention. This varies depending on the intervention needed.
All plans are shared with parents/carers and the outcomes are discussed in the IPM reviews. During these meetings any changes to support/provision are discussed and agreed with parents/carers at this time.

Do

The class teacher is responsible for all the pupils in their class; this includes times when a child may have an intervention away from the main class with another member of staff or external specialist professional. The class teacher works closely with any teaching assistants to plan and assess the impact of support and interventions and ensures they are then linked to classroom approaches effectively. The SENCo supports the class teachers in any further assessments, problem solving and advising on the effective implementation of support. There are planned half-termly meetings to enable this, through SEN Support Meetings, and all staff are able to request additional sessions to meet with the SENCo if required.
The vast range of provision that may be implemented for a pupil are detailed in the Unit provision map and will be tailored specifically for individual pupils and outlined fully in their IIP.

Review

All planned provision is reviewed every half-term with, as a minimum, class teacher and parents/carers. For some pupils with significant involvement or complex needs the reviews may take the format of a multi-agency meeting chaired by the SENCo.
All class teachers review the IPMs for their pupils, this includes detailing the outcomes for each target and then RAG rating the actual outcomes compared to the intended outcomes. An IPM review meeting is also facilitated half-termly with parents/carers, this ensures parents/carers are fully informed of their child's progress and can be consulted on any changes to the planned support or interventions. (Appendix 7)
IIPs are reviewed on completion of the intervention, typically half-termly; this involves comparing the assessment data pre and post the intervention to inform the outcomes of the intervention. Further consideration is given to pupil attitude and engagement and any other monitoring or observational information to determine the effectiveness along with pupil and parental views. The review of IIPs enables staff to review each specific intervention in isolation, whereas the IPM reviews the overall impact of the planned provision, which can involve a number of strategies/approaches/types of support. Outcomes of all interventions are tracked on the SEND Intervention Tracker to ensure our planned interventions are achieving the desired outcomes and are effective for their intended purpose (Appendix 13). Any pupils not making the expected progress in any area of their development are discussed as a team in the half-termly 'Pupil of Concern' meeting to identify necessary actions to support the pupil in achieving their potential. (Appendix 13)
All IBPs are reviewed half-termly by the class teacher, this includes an analysis of the data obtained through the continuous monitoring during that half-term. Class teachers conduct termly re-assessments of the Boxall Profile to review any progress in the prioritised and targeted areas. Following this, new priorities are decided upon and consideration given to the provision needed to meet the prioritised needs and links made with the SEMH category on the pupil's IPM. Any additional information or amendments are made to the assault cycle profiles for each pupil. In addition, there are TAC half-termly meetings to review IBPs and focus on specific aspects of the IBPs to develop consistency and quality.

For pupils with higher levels of need, relative to all our pupils attending the Unit, the SENCo oversees these more complex cases, liaising closely with the class teacher and often directly involved with the pupil, where appropriate. The SENCo ensures a multiagency approach is coordinated and that the right team of specialist staff are involved and that communication between professionals is regular and effective. Where assessments/input is needed from specialist agencies that are not involved, the SENCo will ensure any referrals to agencies are tended to promptly and efficiently.

MANAGING PUPILS' NEEDS ON THE SEN REGISTER

All our pupils attending the PRU are, as a minimum, classed as SEN Support. Some pupils may attend with an EHC plan in place. We use a half-termly cycle for our graduated approach that is detailed as follows:

Individual Provision Map

Class teachers are responsible for formulating, maintaining and updating all the IPMs for the pupils in their class. IPMs are working documents that contain the following information

- Details of all named professionals/specialist services involved
- The categories of SEN identified for the pupil
- For each category of SEN
    - Strengths within that category
    - Nature of difficulties within that category
    - Goals for that category
    - One or two SMART targets to be achieved over the half-term period.
    - The planned provision necessary to meet the needs
    - The intended outcomes of the provision

When reviewing the IPM the class teacher records the actual outcomes of the provision and RAG rates the achievement of the target. It is a core expectation that the class teacher holds the responsibility for evidencing progress according to the outcomes described in the IPM.
The outcomes achieved through the IPM link into the Pupil Progress Meetings as the IPM planned provision is intended to minimise barriers to learning so that expected/accelerated progress can be made by all pupils.

The level of provision determined within the IPM is determined according to individual need. Any pupil requiring additional or intensive support will be discussed with the SENCo to ensure consistency of provision. The SENCo coordinates the Unit Provision Map and holds a central record for all pupils receiving additional and/or intensive interventions. Further to this class teachers must provide the SENCo with copies of all IPMs for the SENCo to ensure quality and consistency across the Unit and to keep a central record in each pupil's SEND file.

Individual Intervention Plan

Class teachers are responsible for coordinating all the IIPs for the pupils in their class. All IIPs are directly linked to the pupil's IPM. The IIP details a single specific intervention, either at an additional or intensive level of SEN support. IIPs are working documents that contain the following information:

- Details of when, where, how often and with whom that the intervention will take place
- The intervention focus and how it links with the pupil's IPM and IBP
- The baseline data pre-intervention, this may be quantitative or qualitative in nature
- Detailed description of the planned intervention that will be delivered to the pupil
- Intended and actual outcomes of the specific intervention and a RAG rating to indicate effectiveness

Class teachers must provide the SENCo with copies of all IIPs for the SENCo to ensure quality and consistency across the Unit and to keep a central record in each pupils' SEND file.

Individual Behaviour Plan

Class teachers are responsible for formulating, maintaining and updating the IBPs for all the pupils in their class. IBPs are working documents and the whole TAC contributes to the information held in these records, they contain the following information:

- Tracking data for the Boxall Profile assessments
- Priority areas of need from the Boxall Profile and the understanding of these needs in relation to the individual child
- Planned provision to address the priority needs from the Profile

- Assault cycle information to ensure awareness of pupil's presentation at each stage, enabling all staff to spot early warning signs
- Assault cycle plan detailing effective strategies and scripts for each stage of the cycle to ensure consistency of approach by all staff

The class teacher reviews all IBPs half-termly by conducting an analysis of the information gathered from the assessment, Class Regulation Records and Regulation Logs. This information guides the revised IBP and new IPM. In addition, there are half-termly IBP TAC meetings to focus on the accuracy, quality and consistency of the IBPs. Class teachers must provide the SENCo with copies of all IBPs for the SENCo to ensure quality and consistency across the Unit and to keep a central record in each pupil's SEN file.

The provision offered at The Beacon PRU forms part of the LA Local Offer for children with SEMH needs that either result in permanent exclusion, for any pupils deemed as 'hard to place' by the LA or for children awaiting specialist long-term provision with SEMH as a primary need (Appendix 8). These pupils access full-time provision as directed by the LA. Pupils at risk of exclusion, for whom their mainstream setting has significant cause for concern, may refer the pupil to access PRU support. The level of support is requested by the school and agreed through the FAAP. The Fair Access Panel determines which referrals qualify for short-term PRU placements based on individual need. Further to this we offer outreach support within schools and offer an SLA for increased support (Appendix 9).

For pupils requiring a higher level of support than our provision can offer, or for pupils who it is clearly evidenced require a level of support that is greater than can be provided within a mainstream setting, then the SENCo, in collaboration with the parents/carers, will make a request for an Integrated Assessment for an Education Health and Care Plan. Through this assessment, consideration will be given to the most appropriate and suitable long-term provision for the pupil, this will be based on parental preferences, additional advice from all specialist staff and information gathered from The Beacon regarding the level and nature of needs. When making a request for assessment the following information will be provided by The Beacon:

- An RS36 – the SENCo will not only detail the information from The Beacon but will also draw on the information from the mainstream settings attended to ensure a full and cohesive assessment can take place.
- Current and past IPMs
- Current and past IIPs
- Current and past IBPs
- Records and outcomes of regular reviews undertaken
- Information on the health and relevant medical history – through Medical Questionnaire
- Attainment levels
- Other relevant assessments/reports from specialist services
- The views of parents/carers – through the Family Conversation Record
- The views of the pupil – through the Pupil Views

Where an Integrated Assessment leads to an EHCP, this will name the long-term provision for the pupil. The SENCo will coordinate a transition to the new setting for the pupil. Transition plans are individualised for each pupil, taking account of needs and individual pupil circumstances to ensure as smooth a transition into the new setting as possible. All staff at The Beacon receive training on the issues arising from transitions and a generalised approach at The Beacon is set which is then tailored for each pupil.

The LA will inform the Unit of any pupil attending the Unit with an EHCP at the time or requiring an annual review. The SENCo will organise these reviews and invite:

- Parents/carers
- The pupil if appropriate
- The class teacher

- A representative from SEN Services
- The Educational Psychologist
- Any other relevant professional

The aim of the review will be to:
- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue or amend the EHCP.
- If appropriate to set new objectives for the coming year.

Within the time limits set out in the CoP, the SENCo will complete the annual review forms and send it, with any supporting documentation to the LA.

For pupils whose needs are complex in nature or who despite significant support continue to make little or no progress, the SENCo will seek additional support from specialist services. These will be involved through referrals from the SENCo with the permission of parents/carers.
The Beacon has a contract with an independent Educational Psychologist. Advice or assessments take place following a detailed referral for the pupil. The Beacon also has a contract with a Music Psychotherapist, providing regular intensive music psychotherapy to pupils prioritised for this intensive intervention.
The range of external specialist services used at The Beacon include (please note this list is not exhaustive):
- Educational Psychology
- Music Psychotherapy
- Occupational Therapy
- CAMHS
- SALT
- Umbrella Pathway Team
- Autism/Complex Communication Needs (CCN) Team
- Learning Support Team (LST)
- Children's Social Care teams
- Early Help/Family Support
- Virtual School
- Sexual Behaviours Team
- Swanswell – Substance misuse and alcohol service
- Positive Behaviour Team
- Mentor Link
- School Nurse
- SEND Services
- Community Police/YOS
- Community Safety Partnership

CRITERIA FOR EXITING THE SEN REGISTER

Through an evidence base of assessments and monitoring it may be felt that a pupil has made such significant progress that the level of need in a single category may no longer reach the threshold for SEN support. Therefore, through consultation with the class teacher, SENCo, parents/carers and pupil and any other professionals involved it may be agreed to remove that category for a pupil as being named as an SEN.
It should be noted that all our pupils have SEMH as a primary category of SEN. This category will remain as a SEN throughout any provision. Where a pupil is felt to make enough progress that a reintegration to a mainstream setting can be considered then the mainstream school will then determine the appropriateness of removing SEMH as an area of need within their setting. This is due to the PRU setting being an alternative specialised setting for pupils and to remove the barriers within SEMH to the extent of it no longer being a category of SEN can only ultimately be achieved within a mainstream environment.

SUPPORTING PUPILS AND FAMILIES

Partnerships with Parents/Carers

The Beacon aims to work in partnership with all our parents/carers and strives to reach out to all our families and provide them with the necessary support and care. This is further documented in our Parental Involvement Plan (Appendix 10).
We develop partnerships by:

- Making parents/carers feel welcome
- Ensuring strong communication links are made with parents/carers and ensuring that all parents/carers have appropriate communication aids and access arrangements are in place
- Providing all information to parents/carers in an accessible manner
- Encouraging parents/carers to inform the Unit of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Providing half-termly parent drop-in sessions with the SENCo
- Instilling confidence that staff at The Beacon will actively listen and respond appropriately
- Keeping parents/carers informed regarding the day to day progress for their child via the daily Home-Unit Link Book (Appendix 10)
- Minimum of fortnightly contact from key staff involving planned phone calls home every fortnight to check in with parents/carers (Appendix 10)
- Focusing on their child's strengths and successes as well as areas of additional need
- Informing parents/carers about any SEN provision through regular reviews
- Supporting parents/carers in the decision-making process for their child and the SEN provision
- Agreeing targets for the child
- Giving parents/carers opportunities to take an active and valued role in their child's education
- Allowing parents/carers opportunities to discuss ways in which they and the Unit can help their child
- Making the LA Local Offer available for parents and guiding them to this information where appropriate
- Providing information about the support services of SENDIASS (SEND Information Advice and Support Service)
- Making available the Unit SEN Information Report (Appendix 11)
- Facilitating links with other support services and where necessary referring the pupil/family to additional services for appropriate support

Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND CoP). All pupils at The Beacon are involved in monitoring and reviewing their progress. We endeavour to fully involve our pupils by encouraging them to:

- Self-assess their progress following every lesson

- Assess their progress against their SEMH targets daily during 1:1 mentor time which provides a structured format for the pupil to review targets
- Review their feelings, qualities and behaviours exhibited that day during daily 1:1 mentor time
- Share their views about their education and learning
- Complete a 'My Views' review half-termly to provide pupil voice within the IPM review (Appendix 7)
- Enable pupil's their voice in assessments of their needs – such as the SNAP B Pupil Questionnaire
- Share their views about the provision at The Beacon through end of placement evaluations
- Facilitating a Pupil Forum to encourage pupil voice

SUPPORTING PUPILS AT THE UNIT WITH MEDICAL CONDITIONS

The Beacon PRU recognises that pupils at the Unit with medical conditions should be properly supported so that they have full access to education, including Unit off-site educational visits and physical education. Some children with medical conditions may be disabled and where this is the case the Unit will comply with its duties under the Equality Act 2010.
Some children may also have special educational needs and many have an EHC plan which brings together health and social care needs, as well as their special educational provision and the SEN CoP (2014) is followed.
The PRU has the following special facilities:

- Wheelchair access
- Disabled toilets with hand rails
- Blinds are in every classroom to reduce glare
- Individual adaptations will be made for specific pupils

For more detail please read our policy for supporting pupils with medical conditions (Appendix 12)

MONITORING AND EVALUATION OF SEND

The frequent monitoring and reviewing of SEN (half-termly reviews of IPMs, IIPs and IBPs) ensures that all provision for every pupil is very carefully and continuously considered to ensure the most appropriate and effective provision is in place at all times. In addition, the SENCo monitors the quality and consistency of all the SEN plans for all pupils to ensure all our pupils receive the highest quality of SEN provision and that this is consistent across the whole setting.
The formal and informal observations, learning walks, progress tracking ensures that the provision is continuously monitored for its effectiveness in removing barriers to learning enabling our pupils to reach their full potential. The SENCo coordinates the tracking of all pupils' SEMH progress and completes an annual analysis of this data (Appendix 13). The SEND Intervention Tracker is also held by the SENCo and used to identify effectiveness of interventions.
We continuously seek parental, pupil, schools and multiagency views about our SEN provision through evaluations (Appendix 14). These are provided for every pupil attending the Unit and are also sought for outreach cases. This continuous monitoring and evaluation arrangement promotes an active process of continual review and improvement of provision for all pupils.
Having achieved the national Inclusion Quality Mark (IQM) award and additionally recognised as a Centre of Excellence for inclusion for three successive assessment cycles, we now endeavour to continue to maintain our highest standards for effective inclusive practice.

TRAINING AND RESOURCES

The provision for SEN is funded through the main revenue budget for the PRU. Funding is allocated to implement the SEND policy. The SENCo is responsible for managing the SEND budget. The SENCo allocates part of the SEND budget for specialist services such as costs for Educational Psychology input and other agency costs. The SENCo determines priority areas of need for the whole unit which can include resources

for specific types of SEND or training costs for staff and allocates part of the SEND budget for this. In addition to this the SENCo allocates a termly allowance to each class teacher for specific SEND resources to support the provision for individual pupils in their class or for the group as a whole.

Our greatest resource is our staff so significant focus is given to the skills, knowledge and understanding of the staff team. Training is an essential part of the professional development of our staff team. To effectively understand and meet the often complex needs of our pupils it is vital that staff have access to quality training to ensure our team is skilled and knowledgeable in the areas of SEN that we specialise. Consequently, a significant proportion of our training days are devoted to SEN and the SENCo coordinates, and where appropriate, plans and delivers, the training to the whole staff team. Individual staff also access further professional development opportunities dependent on individual need and this is often linked in to their performance appraisals. Details of training opportunities undertaken are detailed in the Head teacher's report to the management committee each term.

All staff undertake inductions on taking up a post and this includes support with the systems and structures in place regarding the Unit's SEND provision and practice. The SENCo regularly attends the LA's SENCo network meetings in order to keep up to date with local and national updates in SEND.

ROLES AND RESPONSIBILITIES

Named staff with specific responsibilities:

SEND Coordinator	Julie Wynne
SEND Governor	Annette Hawkesford
Designated Safeguarding Lead	Lesley Hatton
Pupil Premium Coordinator	Julie Wynne
LAC Coordinator	Julie Wynne
Medical Needs Coordinator	Julie Wynne

Head Teacher

- Organising support for implementing the SEND policy.
- Monitoring the implementation of the SEND policy.

Deputy Head Teachers

- Areas outlined above as for the Head Teacher.
- Promoting high standards in the implementation of the SEND policy
- Ensuring the operational policy into practice is adhered to effectively

SENCo

- The formal monitoring of the implementation of the SEND policy
- Reviewing and developing the policy
- Managing the SEND budget
- Developing staff skills/confidence in the understanding and application of the policy
- Ensuring the policy reflects effective practice in light of the latest SEND developments
- Ensure consistency across the whole Unit for our approach for managing SEND
- Providing support to all staff in meeting the needs of pupils with SEND
- Developing the provision offered to meet the needs of our pupils and the range of SEN presented.
- Managing all pupils' SEN files
- Communicating effectively with other agencies to ensure appropriate multiagency working
- Ensuring specialist agencies are referred to where appropriate
- Requesting EHCP assessments as necessary

Teaching staff

- Implementing the SEND policy
- Deliver QFT with differentiation and personalisation to meet need
- Ensuring effective use of any teaching assistant support
- Continuous assessment and monitoring of progress to ensure early identification of needs
- Forming, maintaining and updating IPMs, IIPs and IBPs for all pupils in their class
- Organising half-termly reviews of IPMs with parents/carers
- Communicating any concerns with the SENCo related to a pupil's SEN or possible SEN
- Liaison with mainstream settings to share necessary provision to meet pupils needs
- Ensure effective communication with parents/carers to share and review progress and concerns
- Engaging with specialist staff involved with pupils in their class and implementing the advice given

Teaching Assistants

- Ensuring a positive and sensitive attitude is shown towards all pupils
- Supporting the class teacher in the delivery of QFT
- Supporting pupils in learning experiences in the classroom
- Supporting the class teacher in monitoring, observing and assessing pupil progress
- Delivering 1:1/small group interventions
- Promoting high expectations for all pupils

Pupils

- Attending regularly
- Providing input on their development
- Reflecting with staff on their progress/difficulties
- Engaging in opportunities to develop themselves

Parents

- Their child's attendance
- Sharing with the Unit any issues impacting their child so that these can be held in mind when supporting their child – communicating daily via the home/unit link book
- Attending review meetings to discuss progress and consider future actions

MANAGING AND STORING INFORMATION

All SEND documents for pupils are held centrally by the SENCo in individual pupil SEN files. These are stored in a locked filing cabinet within the SENCo's room. Class teachers also have relevant documents, such as advice or reports from specialist agencies, stored within pupil placement files in lockable cabinets in the classroom.
All SEND documents are deemed as confidential, therefore they are only shared on a need to know basis. This will involve sharing detailed information with the TAC and brief information with the staff team as all staff could have involvement with any pupils attending the Unit.

REVIEWING THE POLICY

The SENCo is responsible for this policy and due to the significant importance of SEND provision, the policy is reviewed annually to ensure it is up to date with current developments. The SENCo conducts a thorough review annually of both policy and practice.

DEALING WITH COMPLAINTS

If there are any complaints relating to the provision for pupils with SEN these will be dealt with, in the first instance, by the Head teacher/SENCo. The chair of governors may be involved if necessary. In the case of an unresolved complaint, the LA may be involved.

BULLYING

We take all steps necessary to ensure and mitigate the risk of bullying of all our vulnerable learners at The Beacon. All pupils are taught in small class groups allowing for high levels of staff support; therefore, staff are able to provide an extremely high level of monitoring for any forms of bullying. In addition to staff vigilance is the extended opportunities for pupils to communicate any issues related to bullying is a safe and appropriate way. Pupils have daily 1:1 time with a key adult during mentor time. All pupils are informed regularly that they can request to speak with any staff member in the safe place offering some privacy for discussing issues away from the class group. All pupils are provided with 'thought books' enabling pupils to communicate in writing with staff who will then read and respond to any communication.
Where any bullying is suspected, staff will ensure increased levels of supervision, regular communication with parents/carers and supportive measures put in place for the pupil. Many of our pupils have relational difficulties and encounter many challenges when trying to form friendships, we also have a significant proportion of pupils with social communication difficulties that lead to interactional difficulties, for all these types of barriers we provide explicit teaching through group and individual interventions to equip our pupils with the necessary life skills to form and maintain meaningful healthy relationships.
Our Anti-Bullying Policy provides greater detailed information regarding how we mitigate bullying and how we deal with any incidents of bullying (Appendix 15).