



Whitehouse Pupil Referral Unit

SEN Information Report



1	Summary	SEN Information Report	
2	Responsible person		
3	Accountable SLT member	Jake Thompson	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy		
6	Who has been consulted and recommended policy for approval		
7	Approved by and date	LGB – September 2024	
8	Version number		
9	Available on	Trust website	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N
		Academy website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)		
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
12	Date of implementation (when shared)	September 2024	
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N	



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Contact Details - SENCO

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1. The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,



- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

This includes social emotional mental health, speech, language, communication and the broad range of Autistic Spectrum Disorders.

2. Identifying pupils with SEN and assessing their needs

On admission to the Whitehouse PRU we will assess each pupil's current skills and levels of attainment and use information from previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils using the Personal Development Profile and hold regular placement review meetings with pupils, family, mainstream schools and other relevant professionals to identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social emotional and mental health needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether a special educational provision is required moving forwards, we will start with the desired targeted outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed, whether we can provide it by adapting our core offer, or whether a discussion around submitted a request to assess for an EHCP is required.

3. Consulting and involving pupils and parents

We will have detailed discussions with the pupil (age appropriate) and their parents when identifying whether they need special educational provision after a period of assessment at the Whitehouse PRU. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents/carers concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil records and given to their parents/carers.

All pupils in our setting regularly complete and update a 'One Page Profile' or 'All About Me' document. This provides pupils with the opportunity to voice their own views and opinions about how they feel and what areas of their education they would like more support for (when age appropriate).



The following headings are used when completing an 'All About me':

- What people like and admire about me
- What makes me happy
- How I want to be supported.

All pupils in our setting also regularly complete and update a 'Person Centered Plan' document. This is another resource put in place to allow pupils to voice their own thoughts and opinions.

Both of these documents are included when the school is submitting a request to assess for an EHCP.

Our setting has also supported pupils in forming their own 'school council'. The Personal Development team ensure meetings are held every fortnight to support pupils develop their skills of debate and discussion and it also provides another outlet for pupil voice.

4. Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review (APDR)**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behavior in their mainstream setting.
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly and shared with parents/carers.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. This will be shared with parents/carers.

5. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school that the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

In the Whitehouse PRU, some of the pupils will transition back to mainstream. This transition is supported by our staff in person and by phone and by home visits as appropriate.



We share our risk assessment which outlines strategies and de-escalation techniques which have been found to work for that individual pupil. Once the pupil returns to mainstream they and the school are supported by the Steps to Success Outreach Team.

Transition to Secondary School is managed by the Transition coordinator. Pupils will visit their Secondary school supported by Whitehouse PRU staff for as many visits as the school are able to schedule.

6. Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Provision maps outline the individual support identified for each pupil. This information is taken from the experienced knowledge of staff, reports from other professionals e.g. An Educational Psychologist report, and the EHCP for the pupils that have one.

We will also provide the following interventions when identified:

- Targeted TA support in class
- Small group and 1:1 work – Around literacy and phonics/numeracy/social skills
- Targeted support in their specific area of need
- Differentiated support within lessons
- Specific identified interventions delivered by a trained member of staff
- Pastoral support including ELSA, Lego Therapy, Sensory Circuits, Fine and Gross Motor skills, and Physical and Well-being sessions delivered by our Personal Development Mentors
- WRAP
- Commando Joe's sessions to support the needs of the children
- Ensure that pupils have access to interventions from external providers, if highlighted in the EHCP (if they have one) or recommended by other professionals
- Increased supervision for some pupils during unstructured time
- A clear behaviour policy implemented consistently by all staff

7. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching and learning, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



8. Additional support for learning

We have a dedicated team of support staff, a personal development team and a pastoral team to support the complex needs of our pupils.

Support staff will support pupils on a 1:1 basis and in small groups based on current need at the time and as directed by the class teacher.

When we have concerns that a pupil will additional or external support to meet their child's special educational needs then a request can be made to the Local Authority /service provider and/or other professional support services or voluntary organisation which may include:

- Educational Psychologist
- Speech and Language Service
- Humber Sensory Processing Service
- IPASS
- National Autistic Society
- Social Care
- CAMHS
- Advotalk
- The Best You Therapy
- KIDS
- School Nursing Team
- Bereavement Support Team
- Northcott Outreach
- Barnardos
- Youth Justice
- Police/British Transport police
- Fire
- VEMT

This list is not exhaustive. Advice may be sought from one or several service providers when considering the initiation of a statutory assessment.

Throughout this process the local authority has a duty to request the opinions of parents the school and allied professionals.

9. Expertise and training of staff

Our SENCO has 8 years of experience working in a PRU setting as a class teacher/outreach support worker. They have undertaken the SENCO role for 1 year and are in the process of passing the appropriate SENCO qualification. The SENCO is also receiving support from the director of SEN and Inclusion from VENN academy trust and working closely with behaviour, access and inclusion manager.

We have a team of skilled teaching assistants who are trained to deliver SEN provision.

In the last two academic years, staff have been trained in the following:

- Safeguarding Children Awareness
- Trauma Informed Schools UK



- Visual supports and Structures
- Graduated Response/ Assess Plan Do Review
- Promoting Positive Behaviour
- Team Teach
- Autistic Spectrum Disorder online training
- Attention Deficit Hyperactivity Disorder online training
- Sensory Circuits
- Sensory Processing Disorder
- We have two members of staff trained as Attachment leads
- We use specialist staff for ELSA interventions.
- WRAP
- Commando Joe's

10. Securing equipment and facilities

The type of support, equipment and facilities needed to support children with SEN is led by the child's individual need. Children with an 'Educational Health Care Plan' will have an amount of time to be given as a minimum, to ensure that they are able to meet their targets. Their EHCP clearly lays out the type of support needed as a recommendation.

Children with and without an EHCP receive support linked to their needs. This may include:

- In class support from teaching assistants
- Small group work
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources
- Tracking of progress and analysing individual pupil data highlights children who are not making expected progress

Children are given additional and adapted support and interventions are put in place to support their learning and the impact of that provision measured.

If interventions are not having the expected outcome, then the SENCO may refer to external professionals in discussion with parents to enable further support to be provided.

11. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENCO
- Preparing and submitting an EHC needs assessment request to the relevant authority



12. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, following a review of each pupil's risk assessment and having received parental consent.

All pupils are encouraged to take part in sports day/focus days/special workshops, etc.

We are an inclusive setting and no pupil will ever be excluded from taking part in these activities because of their SEN or disability. Also, because of the nature of our setting we would always review the pupils risk assessment prior to a decision being made.

Our school's accessibility plan is on our website.

13. Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of our friendship group to promote teamwork/building friendships etc.
- We promote Pupil Voice across the setting
- Personal Development work 1:1 and group work with identified pupils.
- Emotional Wellbeing staff

We have a zero-tolerance approach to bullying.

14. Working with other agencies

As a setting we work closely with external agencies including Health, Social Care,

The Local Authority and with the Voluntary Sector including KIDS to meet our pupils SEN needs and to support our families.

Any Placement, EHC needs assessment request or Termly review meetings include invitations for appropriate professions to attend and contribute.

We work closely with CAMHS. We work closely with the Educational Psychologist service and have built up a positive, professional working relationship with the service. The Virtual School are in regular contact in relation to our CLA pupils.

We also work across boundary with East Riding, NE Lincolnshire, Lincolnshire, York and Doncaster Local Authorities.

15. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be investigated using the school's complaints policy.



The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

16. Contact details of support services for parents of pupils with SEN

All support services available across the City of Hull are contained in the Local Offer.

17. Contact details for raising concerns

Jake Thompson

Head of School

The Whitehouse PRU

Pickering Road

Hull

HU4 7AD

01482 303300

18. The local authority local offer

Our local authority's local offer is published here: hull.mylocaloffer.org