



Safe Start Pupil Referral Unit

TEACHING AND LEARNING POLICY

Date of original policy:	Created January 2020
To be reviewed:	July 2021
Signature of Head of PRU:	
Date:	

“Skills to Succeed”

“Safe Start PRU helps children and young people who have struggled with school to overcome their barriers to learning.

Our vision is to rebuild the pupils’ self-belief by teaching them skills to succeed for lifelong learning.”

Providing Effective Learning Opportunities For All Pupils

Safe Start Pupil Referral Unit caters for pupils social, emotional and mental health difficulties. It provides for children and young people from diverse social and emotional backgrounds who have a wide variety of complex needs and abilities ranging from high academic ability to autistic spectrum conditions, moderate and sometimes severe learning needs. Many of our pupils come from vulnerable groups, some are undergoing Statutory Assessment and some have Statements of Special Educational Need or Education, Health and Care Plans (EHCP).

The PRU believes that the school curriculum comprises all learning and other experiences that are planned for its pupils and that the National Curriculum is an essential part of this. Furthermore, the PRU believes that a well-planned and robust curriculum is a fundamental route to the social, emotional and behavioural development, and overall well-being, of its pupils.

In fully adopting the National Curriculum the PRU supports two fundamental aims which are to provide opportunity for all pupils to learn and achieve and to promote pupils’ spiritual, moral, social and cultural development to prepare all pupils for the opportunities, responsibilities and experiences of life.

Policy Rationale

SSPRU is committed to delivering high quality teaching & learning, for all students, on both sites. All the PRU Students have the right to access a broad, balanced curriculum that also recognises their need for a more individualised and personalised curriculum. To ensure all students have access to this personalised aspect, they should all experience a variety of teaching & learning styles that engages, encourages and enables them to achieve good or outstanding outcomes during their time at the PRU. The PRU intends to allow all pupils to fulfil these outcomes through successful teaching and learning. The staff at the PRU has a collective and individual responsibility to strive to deliver lessons and learning experiences of the highest quality within the confines of a broad, and balanced curriculum.

This policy works in conjunction with the PRU's 'Teaching and Learning Guidance' document and 'Marking and Feedback Policy'.

SSPRU identifies the need for continued professional development, professional mentoring and strong systems of support and analysis to empower staff to achieve these ambitions.

Aims and Objectives

- for our children and young people to feel safe and conduct themselves in a calm and orderly manner
- for the whole school behaviour system to be clear and understood and applied consistently by all adults.
- to ensure high quality teaching and learning experiences for students of all abilities and aptitudes
- to provide a framework for teaching and learning within which there is flexibility and scope for creativity
- to provide coherence of approach and consistency of expectation
- to make explicit the entitlement of all students
- to raise attainment by increasing levels of student engagement, motivation, participation and independence
- to promote reflection on, and sharing of, good practice
- to promote an understanding of how learning takes place
- to make explicit a baseline for monitoring and evaluating the teaching and learning that takes place
- to provide practical guidance and clear procedures
- to provide a focus for development
- to inform teachers, students, parents/carers, Management Committee and the wider community about the aims and processes of teaching and learning
- to identify specific areas of responsibility at a whole school, Individual site/area and individual level

Definition of Learning

Learning is the process by which an individual makes sense of new experience. Learning takes place when the individual constructs their own knowledge and understanding of a subject, skill or values. Learning often takes place through personal interaction; therefore we believe that it is important to promote activities that allow the learner to work with others to solve problems, to explore concepts and to develop language as a means of learning and a tool for thinking. When discussing learning within the PRU we must take into account the further challenges created by our students' fractured educational history, medical issues (e.g. ADHD) and social, emotional and mental health needs.

The Learning Environment

At the PRU we believe that learning most effectively takes place when:

- the environment is calm, secure, stable and stimulating
- students' self-esteem is high
- students understand the purpose of the learning and see relevance to their own experience
- students understand the ways in which learning takes place
- the learning builds on prior knowledge and understanding
- success criteria are explicit and models are provided
- the learning is active and collaborative
- student questioning, reflection, and discussion are encouraged
- independent learning and thinking is facilitated and encouraged
- there are opportunities for creativity and utilising different learning styles
- students can self-assess, know what they need to do to improve and are able to set appropriate targets
- students have opportunities to transfer skills, knowledge and understanding to other contexts
- students understand the wider context that learning takes place in e.g ECM, Post 16 experience etc

Inclusion

Safe Start Pupil Referral Unit recognises its responsibility to provide a broad and balanced curriculum for all its pupils and in so doing acknowledges that teachers will need to modify, as necessary, the National Curriculum to provide pupils with relevant and appropriately challenging work at each key stage.

Setting suitable learning challenges

Many PRU pupils have large gaps in their education due to long periods out of school. As a consequence programmes of study will need to fill these gaps but at the same time remain suitably challenging for pupils who are often still very capable.

For less able pupils who may have other special educational needs, work will invariably need to be drawn from earlier key stages so that pupils can show what they can achieve. In some cases this may mean pupils not being able to receive all their age related programmes of study.

Of particular concern for pupils who have moved schools regularly or have been excluded, is continuity and progression. There is a danger that pupils in these circumstances find themselves repeating previous learning which, although offers some immediate success and is 'safe', provides little challenge with no evidence of progression. It is important, therefore, that programmes of study for these pupils are monitored and reviewed regularly to provide both regular opportunities for success as well as suitable challenges and progression routes.

Responding to pupils' diverse needs

Pupils from diverse and vulnerable groups are often over represented in the PRU. These include children looked after by the local authority, on Child Protection plans, with mental health difficulties, for example those supported by CAMHS, as well as those with other special educational needs including autism and language difficulties. Based on this understanding PRU staff continually adapt and modify their teaching to ensure all pupils can take part in lessons fully and effectively.

Additionally, significant numbers of pupils become the responsibility of the PRU following their disengagement with 'mainstream' learning often citing its lack of relevance. Through the world of work and other vocationally based experiences the PRU seeks to redress this issue for disaffected pupils particularly at key stage 4.

Safe Start PRU believes that to respond to the diverse needs and backgrounds of its pupils it needs to personalise, as much as possible, the target setting and assessment processes. To this end each pupil has the opportunity to participate in their own planning and assessment process at regular intervals throughout the year, which includes self-assessment and the opportunity to ask questions about what they have learnt, are about to learn and its relevance to them.

Overcoming potential barriers to learning and assessment for individual and groups of pupils

For pupils whose needs are not adequately supported through the teaching strategies outlined above and in our Teaching and Learning Guidance, more intensive approaches may be necessary to overcome potential barriers. For some pupils with severe and often extreme behavioural difficulties these may include support from classroom assistants or even individual sessions from specialist teachers.

In addition the PRU also recognises that in some more intractable cases support may also be required from other agencies such as Educational Psychology, Child and Adolescent Mental Health, Speech and Language Therapy and Learning Support.

In all cases specialist support from within the PRU or from external agencies, needs to liaise closely with the classroom teacher to take account of the impact on the pupil's learning and on the preparation of programmes of study.

Assessment, Recording and Reporting

Pupil Passport

At each phase within the school a Pupil Passport is used to pass on comprehensive referral information from schools or the LA. Behaviour and Attendance Partnership (BAP) meetings consider all pupils referred to the PRU via this route by considering the Pupil Passport and other supporting information. Representatives from the schools attend these meetings to present the case. The passport is sent to the administrator of the BAP the week before the meeting. The BAP considers the referral and either a decision is made to admit to the PRU or other decisions/advice is given.

For some pupils coming via alternative referral routes, for example 8 primary pupils come via SEN with an EHCP to the PRU, this together with EP advice provides referral information.

Appendix 1 shows a flowchart of the various entrance and exit points to and from the PRU.

Multi-Agency Planning Meeting

Once referral is agreed a Multi-Agency Planning Meeting is held to ensure a coordinated programme is planned including involvement of parents/carers and key agencies, for example social worker, YOS, family coach, inclusion support TA or teacher, CLA representative, educational psychologist or Safe Start Inclusion Support Service (BHISS).

Pupil Interview

At the pupil interview additional information is gathered via discussion with pupil, parent/carer and from other associated parties. This information, together with the Pupil Passport and/or EHCP and Educational Psychology Service advices, feeds into the Pupil Profile and forms the starting point and the baseline assessment for assessing work with the child or young person. At the interview parents/carers are also asked to complete the SEAL Assessment tool.

Baseline Assessment

Following interview and admission to the PRU steps are taken to collate the range of baseline information received which covers academic, social, emotional and physical development. Inevitably there will be gaps in the information available and where this is the case the PRU aims to complete the appropriate tests internally to achieve a full profile.

Induction sessions

Each PRU learning community offers a series of initial induction sessions designed to settle the pupil into the PRU, develop positive relationships and to complete a range of baseline assessments.

These typically include;

- Maths level via WRAT4 at KS2, old KS2 or KS3 Maths SATs paper at KS3, together with assessment information from the school
- WRAT 4 to provide word reading, spelling, reading comprehension (All)
- Extended writing task- where applicable (KS3/KS4)
- VAK audit tool (All)
- SEAL Assessment (All)
- Writing an initial IEP
- Contextualising pupils needs and understanding through pen portraits
- Identification of key worker and peer support

Completed baseline information is then recorded on the Pupil Profile section of the IEP and targets for the IEP are set.

With the IEP Pupil Profile completed the information is then used to formulate appropriate targets for development. For pupils at the PRU these targets are likely to focus on behavioural social and academic improvement.

Assessment for Learning/Questioning/Marking/Assessment

See the Teaching and Learning Guidance - 'Every Lesson Counts for skills to succeed' document and Marking Policy.

Setting and Recording Learning Outcomes

Whether admitted on a full time basis or provided for through a support package with a mainstream school, all pupils attending the PRU have their academic and social progress recorded and monitored through the Pupil Progress Register and individual subject work books and folders. At Primary 'B Squared' is just one tool teachers use to assess children's progress and attainment in reading, writing and maths. It describes what the children can do or have achieved and identifies next steps or gaps in learning. At key stage 4 a record of achievement file is kept. The file is designed to provide a concise source of information that clearly demonstrates pupil progress and ability, as well as providing a basis for planning and discussion. At KS3 and 4 Excel spread sheets are used to record marks and which monitors progress across subjects.

A range of assessment tools are used alongside teacher moderation meetings to ensure assessment data is accurate.

See PRU's Teaching and Learning Guidance - 'Every Lesson Counts for Skills to Succeed.'

Teacher Planning and Recording

In normal circumstances teachers at the PRU are expected to develop plans for individual lessons from schemes of work drawn from the National Curriculum. Subject Co-ordinators are available in the core subjects to provide assistance in formulating these schemes although the responsibility for having appropriately planned lessons still lies with the class teacher.

Detailed schemes of work represent the intended delivery to individual or groups of pupils for a given period. Similarly learning outcomes represent the intended levels of achievement for pupils who take part in the planned lessons. However, as in all educational settings and particularly in the PRU, what is planned for pupils and what they actually take part in is not always the same. For this reason it is important that teachers record accurately what actually takes place so as to provide the explanation and evidence for inconsistent progress and possible changes to provision.

To achieve this all teachers at the PRU are expected to maintain a planning and recording document either in the form of a traditional 'teacher planner' or annotated planning files made available through the school.

By completing these records, maintaining and delivering up to date schemes of works and setting relevant learning outcomes for all pupils, it is believed that good levels of teaching and learning can be maintained.

Reporting

Safe Start PRU is required to report on pupils at a variety of levels according to the provision a pupil is receiving and who the report is for.

The parents of pupils in the Primary department receive a detailed 'academic' report once a term. Our Year 10 and 11 pupils receive a report at the end of the first and third terms. The third term report for Year 11 pupils becomes a comprehensive Record of Achievement. Reports focus mainly on academic progress as well as incorporating feedback on IEP targets and Social, Emotional and Health targets. There is a meeting with parents following the reports to discuss progress and set targets. For pupils at keystage 3 reporting is via IEP reviews, interim reports and a more detailed end of year or exit report at the end of their programmes.

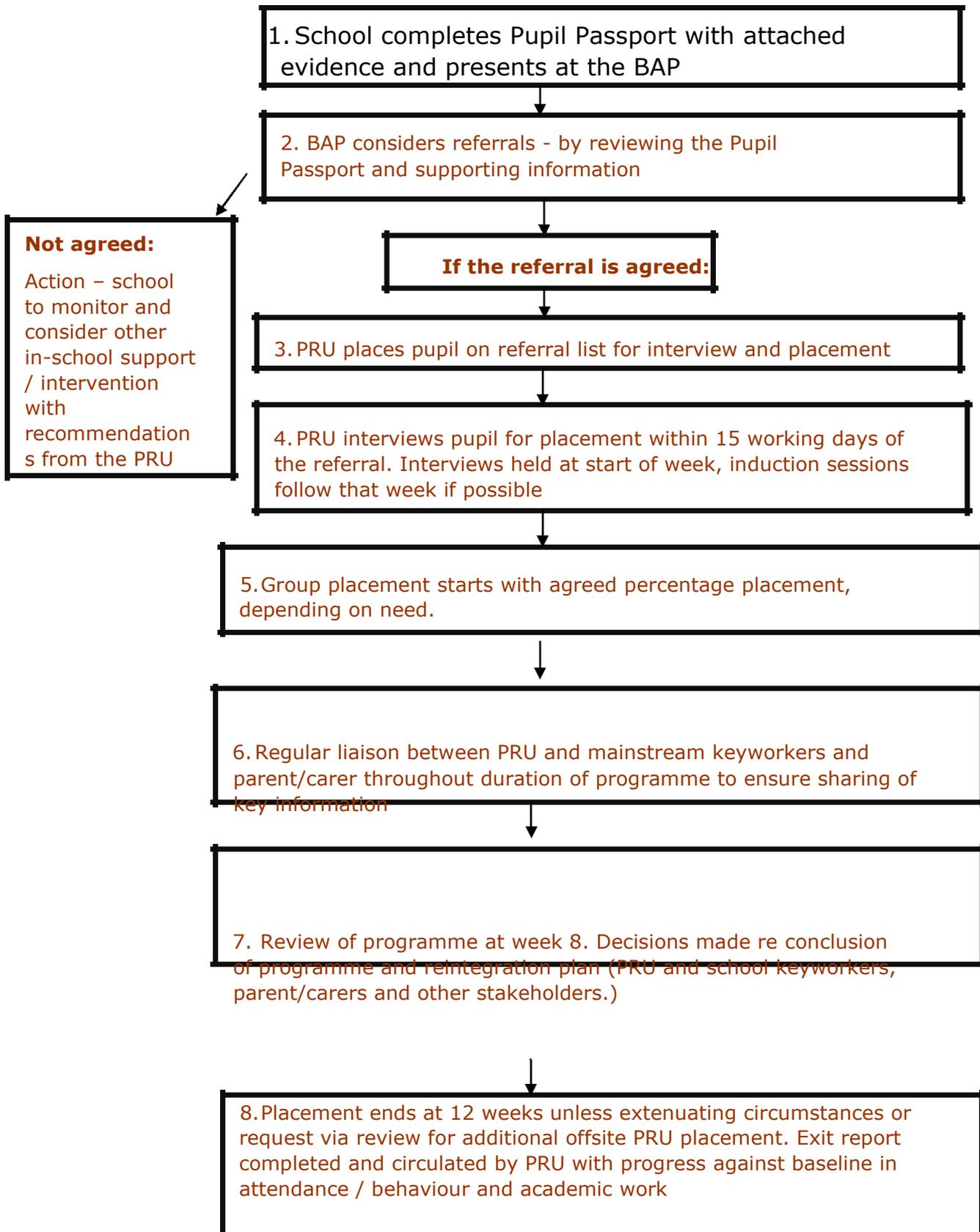
Full-time 'statemented to the PRU' pupils or those with an EHCP at primary and a significant number of pupils on other shared programmes, may also have statements of special educational need or EHCPs that require an annual review. This process provides an opportunity to look at and modify the medium to long term targets in the statement or EHCP that should also be reflected in the IEP. The annual review also provides an opportunity to reflect and discuss reports and assessment information from throughout the year and so represents a more formative process.

Other reports as required by the Local Authority and schools are produced on a regular basis upon request.

Pathways to the PRU

Referrals to and from BHPRU

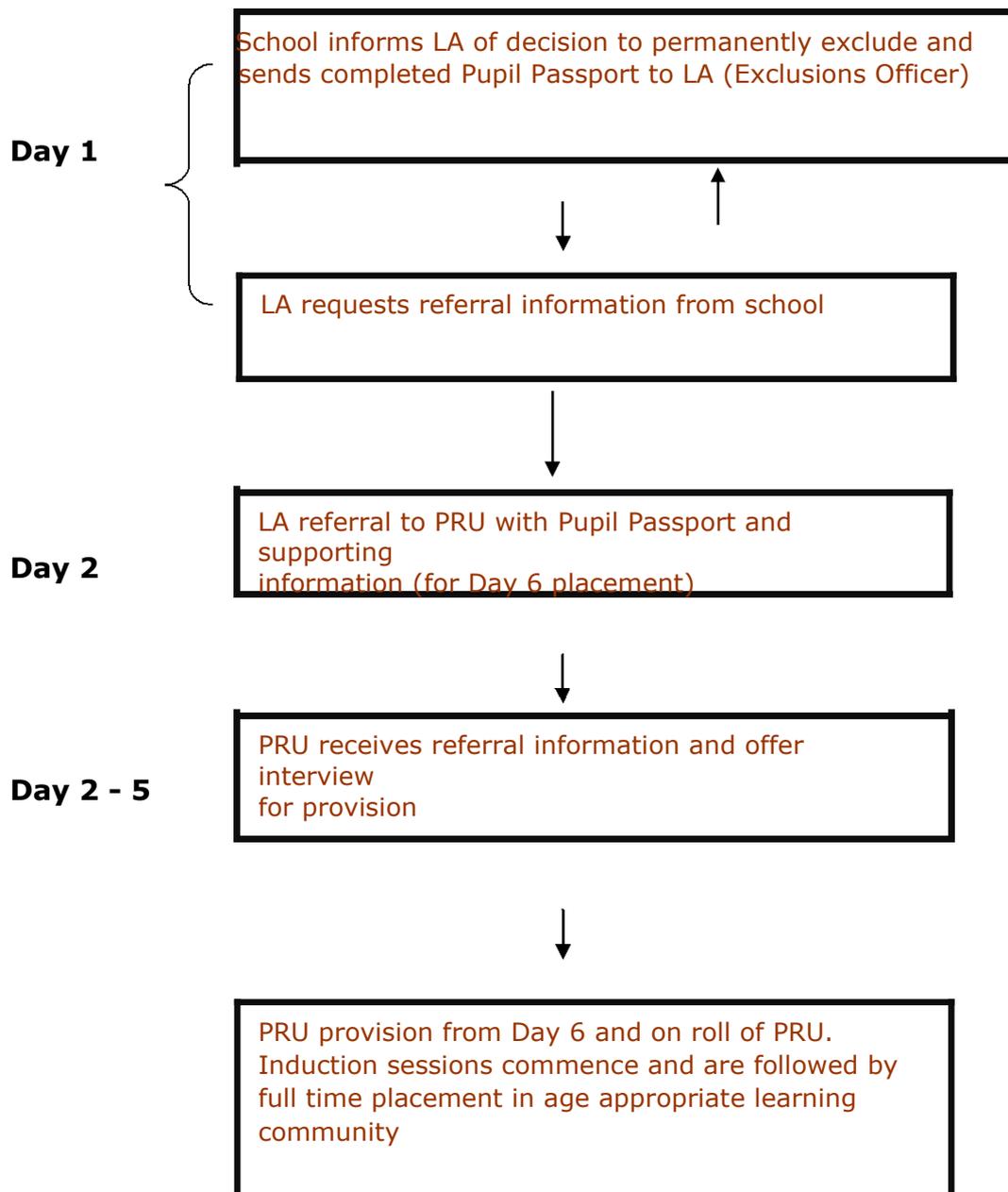
1. Referral to Preventative Programmes (Secondary)



BAP

Referrals to and from BHPRU

2. Permanent Exclusion Pathway(Primary and Secondary)



S A F E
S T A R T

BAP

Referrals to and from SSPRU

3. LA Referral from SEN Panel (Primary)

