

**Name of School: Maple Medical PRU**

**SCHOOL CONTRIBUTION TO DONCASTER LOCAL AUTHORITY'S LOCAL OFFER FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

*The information set out below will be added to Doncaster LA's Local Offer site located under Education (Schools). Presenting this information in a consistent way will enable parents/ carers, young people, settings and services across education, health, care and the voluntary sector to find and compare provision for children with Special Educational Needs and Disabilities.*

*All settings must co-operate with the LA in the development and review of the Local Offer as set out in Chapter 4 of the SEND Code of Practice (January 2015) and the associated Special Educational Needs and Disability Regulations 2014 (Part 4).*

*Schools have additional duties under the Regulations to provide more detailed information in their SEN Policy, SEN Information Report and how the school meets the duties of the Equality Act 2010.*

| Brief description of the school  |
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| <p>Maple is a split site 'Pupil Referral Unit' which serves the whole of the Doncaster area. All the pupils who attend the PRU have medical needs. There are 7 areas of Maple;</p> <ul style="list-style-type: none"><li>• JASP (Joint Agency Support Provision). This is for KS3&amp;4 pupils accessing CAMHS support with severe and enduring Mental health issues. This is situated in Balby.</li><li>• The Young Parents Centre. This is for school age mothers and mothers to be and their babies. Last Sept YPC began to cater for the Young mums who were eligible for 6<sup>th</sup> Form. This is situated in Balby and has an on-site OFSTED registered nursery attached.</li><li>• The YPC Nursery. This is for up to 6 babies of the young mums (aged 0-3)</li><li>• The Hospital School, which caters for pupils of statutory school age who are in hospital or are day patients who attend at th request of consultants. This is situated in the Women and Children's Hospital at Doncaster Royal Infirmary.</li><li>• Link Education Centre, which caters forKS3&amp;4 pupils who have medical conditions and are too ill to attend mainstream but are not in hospital. This is situated in Balby.</li><li>• Home tuition, is for pupils of statutory school age who are medically unfit for mainstream or Link and need to be educated at home.</li><li>• The Mulberry Centre, which caters for KS2 and KS3 pupils who have a diagnosis of ASD or are on the pathway. This is situated in Balby. In September there will be a very small cohort of KS4 pupils.</li></ul> |

The PRU aims to help pupils prepare for return to mainstream school or for the requirements of education, employment or training Post 16

### How we identify if your child may need additional help and/or has special educational needs (SEN)

The Children's and Families Act – New SEN Code of Practice from September 2014 has classified the 4 main groups of SEND as:

- 1) Communication and Interaction
- 2) Cognition and Learning
- 3) Social, Mental and Emotional Health
- 4) Sensory and / or Physical

At Maple we are inclusive and believe all pupils have the right to a balanced and broad curriculum tailored to their individual needs.

We value all our pupils equally and we ensure where possible that all pupils remain dual registered with their mainstream school in order to receive curriculum support where appropriate and to ensure a smooth transition back into mainstream or an Educational Setting suitable for the pupil when/if appropriate.

Prior to admissions, liaison takes place with mainstream schools and relevant agencies to ensure a smooth and seamless transition takes place. The PRU works closely with CAMHS, Medics, Health professionals, Early Years, Therapists, ASCETS and Educational Psychologists to identify the holistic needs of every child.

Pupils are assessed against their own prior learning, baseline assessments and in accordance with their medical needs. Maple sets aspirational targets for all its students including those with special educational needs.

Maple has a rigorous programme for assessing all students' learning. We also assess our pupils' emotional well being. Objective and subjective assessment of student progress takes place on a regular and daily basis which may include teacher, peer and self-review assessments. Assessments also take place at the end of specific pieces of work, and formal subject assessments are completed half termly. These assessments aim to inform teacher's planning of the student's next steps in learning.

In some instances additional assessments may be appropriate for children with special educational needs in order to provide additional information to determine their strengths and areas for development.

Progress data is shared with students and parents/carers on a regular basis so they are aware of what they need to learn next. The teachers and support staff of students with SEND who have a personalised plan are aware of their learning targets and are engaged in discussions relating to how much progress they feel they have made. Parents are aware of targets on personalised learning plans and receive regular communications about progress.

Monthly Senior leadership meetings, SEND meetings and regular staff meetings in each of the areas of Maple have data tracking as a regular agenda item and progress is reported termly at Management Committee meetings . The Management also receive an annual report on SEN. There are also regular updates on progress of this group at Management Committee meetings throughout the year.

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| <b>How we involve parents and carers in meeting the needs of their child and in whole school developments</b>  |
| <p>Maple Medical PRU offer:</p> <ul style="list-style-type: none"><li>• Parents/Carers Afternoon/Evening meetings with the class teachers and also, on request, if a parent/carers wishes to have additional discussions about their child</li><li>• Pupil Centred Plan</li><li>• Parents/carers are consulted either by phone, email or invitation to attend meetings (where applicable) as part of the 'Assess, Plan, Do, Review' process to obtain their views and help shape provision for pupils</li><li>• Parents/Carers are invited to attend and be involved in annual reviews. Family views requested and shared.</li><li>• Learning Mentors – dedicated member of staff to work with parents and support staff</li><li>• 'Open-door' policy with all staff</li><li>• Regular newsletters to inform parents/carers of recent PRU events.</li><li>• School policies are on the school website, including Special Educational Needs and Behaviour. We are happy to give parents a paper copy of these or any other policy on request.</li><li>• Parent questionnaires are issued to parents/carers of all students</li><li>• Communication via telephone, text or email</li><li>• For pupils attending the Hospital School short term, we liaise with the Mainstream school for guidance and discuss with parents and pupils on the ward.</li><li>• For home tutored pupils we liaise initially with the referring hospital plus their mainstream school.</li><li>• Parents/carers views are sought in updating SEN related policies.</li><li>• Occasional coffee mornings/social events</li><li>• Christmas fayre</li><li>• Award ceremonies</li></ul> |
| <b>How we will involve your child in the planning and review of their support</b>  |
| <ul style="list-style-type: none"><li>• Pupil's voice is gathered via one to one informal conversations with a SENCO or other staff involved.</li></ul>  |

- All pupils have access to Learning Mentor sessions and the Learning Mentors complete specific pieces of work with pupils which may be requested at their Annual review/PEP meeting e.g. assertiveness, sexual health
- Completion of One Page Personal profiles
- At the hospital we analyse our pupils' emotional wellbeing using an adaption of the Leuven scale.
- In Mulberry we assess their wellbeing using a 3-point scale
- All pupils are involved and consulted in the PCP cycle, to shape their provision
- All pupils are invited to reviews e.g. Annual reviews, PCP reviews, LAC reviews, transition reviews.
- Pupils attend regular staff/pupil meetings
- One to One careers interviews arranged with PAT team
- Support with transition back into their mainstream school or Post16 provision
- Specialised support from CAMHS peer support workers for JASP pupils transitioning to post-16 placements
- Specialised support for pupils transitioning back to mainstream or a new provision

#### How we match the curriculum, teaching and learning approaches if your child has SEN

- All teachers are teachers of SEND. A primary focus on quality first teaching and the role of the class teacher/subject specialist teacher in providing for all pupils. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching.
- 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.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Maple strongly believe that additional intervention and support cannot compensate for a lack of good quality teaching.
- Maple regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. Intervention strategies are put in place for pupils who are underachieving and results monitored. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

- Information is available for staff to access regarding the individual needs of SEND pupils and ideas for strategies to support are offered by the SENCOs where appropriate.
- Training needs are discussed with staff at their twice yearly performance reviews and internal/external training is sought to address these needs.
- There is a graduated approach to supporting pupils depending on their level of need.
- All pupils have both personalised pastoral and curriculum targets which are reviewed regularly (minimum termly)
- PRU staff are supported by CAMHS workers, medical professionals, health professionals, school nurses, ASCETS, Educational psychologists and other professionals where and when appropriate.
- Pupils with SEN are inclusively educated within an age appropriate classroom with their peers most of the time
- Planning, teaching and resources are differentiated within the classroom to ensure pupils are able to achieve objectives
- Small groups ensure each pupil has an individualised timetable adapted to their needs
- 1:1 TA support is available within the classroom and for specific interventions
- Classroom and timetables support pupil's independence
- If additional support is identified as necessary, pupils take part in planned, evidence-based intervention and are provided at a time to suit need
- Support is personalized and targeted
- Adults working with a child with SEN communicate regularly to ensure a consistent approach to teaching and learning
- A range of extra-curricular activities and residential activities to enhance a variety of skills (Sport, Art, Social Skills, Forest school)

#### How we provide additional support if your child has learning needs

- Intervention programme to support – Literacy, Reading, Numeracy,
- Homework Club is available to give additional support to pupils who may have difficulty completing work independently at home
- Maple are able to draw on more specialised assessments from external agencies and professionals including ASD/HI/VI/CAMHS/EP
- 'Accelerated Reader' literacy support – accessed at school and home.

- Spelling tests are given to pupils to get an age related assessment
- Teaching assistant support in every lesson when required
- Small nurture group provision
- 1:1 access to subject specialist for additional academic help available
- Dyslexia and dyscalculia screeners – specific learning difficulties intervention groups.
- Specialised equipment such as height adjustable desks, fiddle objects, writing frames, and specialised rulers provided as required.
- Differentiated lessons.
- Exam access assessments. Many Maple pupils have 25% additional time and some pupils can access help with reading/writing in exams. Pupils who usually take exams in their mainstream school can do so in Maple if their health needs change.

#### How we provide additional support if your child has social and communication needs

- Small group provision
- Mentor provision for pupils to access and feel supported
- Work closely with Autism Specialist Teacher.
- Safe haven identified.
- Safe staff identified.
- Reasonable adjustments to behaviour policy and behaviour reports.
- PEEP (personal emergency and evacuation plan) in place as required.
- ASCETS training to deliver programmes such as lego therapy
- Aiming High referrals for students on the autistic spectrum.
- Travel training programme for students on the autistic spectrum in conjunction with ASCETS/for JASP pupils in conjunction with CAMHS
- Signposting to local offer and events within Doncaster

#### How we provide additional support if your child has physical, sensory and/or medical needs

- Accessibility plan in place and reviewed every 3 years.

- Health care plan in place.
- PEEP (personal emergency and evacuation plan) in place as required.
- Work closely with Health Professionals
- Work closely with School nursing team
- Visually Impaired Specialist Teacher support.
- Hearing Impaired Specialist Teacher support.
- Work closely with the therapist teams.
- Aiming High referrals.
- Specialist equipment provided.
- Resources adapted to meet needs.
- Rest room, quiet area available for breaks and sleeps if required
- Liaison with Heatherwood Special School – outreach support.
- Liaison with ASCETs team

#### How we provide help to support your child's emotional health and well being

- CAMHS practitioners
- Input from specialist CAMHS peer support workers
- Safeguarding team in place.
- Breakout areas available
- Peer support available
- Educational psychologist advice & intervention if necessary
- Learning Mentor drop in sessions + specific intervention work if necessary
- HLTA outreach within Mulberry

#### How we promote developing independence

- Embedded high expectations of all learners
- Travel training programme in conjunction with Learning Mentor/volunteers/ASCETS.

- Basic skills intervention programmes such as accessing public transport, money management, parenting, coping strategies for pain management or mental health issues offered by support staff.
- Encourage independence through assess, plan, do, review meetings.
- In house Careers IAG supported by specialist Careers IAG staff from the mainstream school of the pupil
- Work experience programme in Year 11– bespoke programme for high need SEN students
- Aiming to narrow the attainment gap between pupils with SEND and their non-SEND peers
- Supported transition back into mainstream schools
- Life skills programme in Mulberry

How we measure and review your child's progress against their targets and longer term outcomes

- Baseline assessments completed by subject teachers and in intervention programmes such as AR.
- Students are assessed during lessons
- Regular assessments conducted and recorded on whole school data capture.
- SIMs Assessment manager adapted and implemented
- Data capture reviewed by SLT and intervention determined.
- Assessment data is used when advising teachers about possible teaching and learning strategies and in progress discussions with students, parents and other professionals as appropriate.
- Student placed on appropriate intervention programme and progress tracked.
- Provision maps in place and reviewed
- Students targets are monitored and updated termly in discussion with a member of staff
- Parents and other professionals are invited to attend consultation and review meetings throughout the year.

How we adapt the learning environment and ensure that our school facilities are safe and welcoming to children with SEND



- Safe haven for vulnerable students.
- Pre-admission consultations to identify individual needs
- Supervised break and lunch provision.
- Accessibility plan in place and reviewed.
- Care and consideration is taken to the needs of all students. Adaptions are taken where necessary to ensure that our facilities are safe and welcoming to all students with SEND, such as lightening, noise, adapted chairs and equipment.
- Specialist VI, HI and ASD teachers' advice and upskill staff and audit facilities.

#### How we include children with SEND in the life of our school

- Every student at Maple is equally valued
- Student voice in student/staff meetings.
- Adapted sports day provided as an alternative to mainstream school sports day.
- Reasonable adjustments are made wherever possible to ensure students can participate in all educational visits and enrichment opportunities.
- All SEND students are encouraged to participate in educational visits, residential trips and work placements. Any potential barriers as a consequence of a disability or impairment are addressed, removed and reasonable adjustments are made when needed.
- Pupil voice when appointing new staff

All students participate in, attend or are involved in sponsored events and in Students' views are very important and feed directly into all policies, procedures and daily teaching of children with SEN. Students are given regular opportunities to:

- Self- assess in class
- Peer assess in class
- complete questionnaires to voice their view points about how good, safe or happy school is
- Attend mentoring sessions
- Discuss how they feel about their general well-being, learning and progress towards targets

- Attend review meetings, where possible working with their key pastoral worker to lead on a student centred review

How we ensure that all our staff are trained and supported to meet a wide range of children's needs

*(basic awareness of SEN, enhanced skills and specialist in depth training for staff with additional responsibility for providing advice and supervision)*

- The SENCO is the teacher in charge of Mulberry
- All SLT, Learning Mentors and a teacher at the Hospital School have level 3 Child Protection Training which is updated regularly. All staff have at least basic awareness training and access a lot of in house training provided by one of the DDSLs.
- Learning mentors have specialist training in sexual health, smoking cessation, domestic violence and how it impacts on children, etc.
- Long standing members of staff ensure expertise in specialised areas
- Support from Outside Agencies to deliver whole staff training e.g. CAMHS, educational Psychologists, RDASH training
- Regular TA meetings and training sessions and termly role swaps to experience other areas of Maple.
- Work shadowing at Special and mainstream Schools such as Heatherwood, Northridge and Becton School.
- Extensive liaison with other Hospital Schools.
- All of our teachers are qualified and have undertaken specialist further professional development such as Team Teach, mental health training, Sexual exploitation training.

Specific training to meet specific needs is obtained and is also part of the PRU's anticipatory duty towards meeting the needs of every child

Training includes:

- Attachment Training and strategies
- Autism friendly approaches to teaching and learning
- Assertive Discipline and positive behaviours for learning

- ADHD / ADD training – strengths and difficulties
- Restorative Justice & Emotional Literacy development,
- Differentiation
- Moving and Handling – wheelchair user training

External support and expertise we can call upon to help us to meet children's needs

At Maple Medical PRU, we embrace additional support from external agencies in order to assist the PRU in meeting the needs of pupils and their families, and aiding the transition back into schools. Examples of some of the external provision utilised at Maple are listed below.

Local Authority Provision delivered in Maple;

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for children with visual or hearing needs
- SENDIAS (Formerly SAIDSEND)
- IFST/ PAFS
- EMTAS
- Aiming High.
- Outreach Support from the Special Schools or Pupil Learning Centre's
- SEN Team at the Local Authority.
- ASCETs team

Health Provision delivered in Maple;

- CAMHs
- Midwifery services
- Speech and Language Therapy
- School Nursing
- Occupational Therapy
- Physiotherapy

- Medical professionals, consultants
- Health Visitors

Other External Agencies;

- Family Hubs
- Safe@last
- Housing services
- Open Minds
- Life
- Platform51
- Project 3
- Rainbows Bereavement Team.
- Sexual Health Clinic
- Talking shop
- Virtual School(s) for LAC pupils from the home LA of the pupil

How we prepare children to join our school

- Initial contact with Mainstream school and involved agencies
- Home visits to pupils.
- Student and parent visits to Maple
- Meeting arranged with Mainstream school, pupil, parents and other relevant agencies. SEN Support plan put in place
- Transition into Maple organised
- One page profile and pupil passport developed with student input.
- Continued Liaison with external agencies.

How we prepare children to move on from our school

Through discussions at initial meetings with pupils, parents, mainstream staff and other professionals, we identify short/medium/long term desired outcomes and consider a pupils long term aspirations. Re-integration plans are often negotiated from the offset.

We liaise closely with pupils named mainstream school to ensure a smooth re-integration when appropriate. Meetings, visits and preparation for pupils take place. Phased return plans are often put into place.

Transition of pupils at Y11 to further education or training is supported by the Learning Mentor and each pupil has a named worker from the Participation and Transition service. Wherever possible PAT team present at final plan, do, review sessions.

Visits to Doncaster College and training providers organised for all Year 11 pupils.

We continue to offer transition support to vulnerable Year 12 pupils during the first term.

CAMHS peer support workers assist transition from year 11 to post 16 education and training.

#### How we deploy our resources to meet the needs of children with SEND

- SENCO in role.
- SEND team comprising members of SLT
- Teaching assistants to support SEN students in every area of Maple.
- Teaching assistants to deliver intervention programmes.
- Reading intervention programme.
- TA to deliver literacy and numeracy intervention programmes.
- 2 HLTAs in Mulberry
- Home tuition for pupils with medical needs
- PP resources targeted to meet identified needs for the current cohort

#### Contacts for more information

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SEND Policies and SEN Information Report link(s):