

Pinderfields Hospital PRU
Special Educational Needs Information Report
September 2025



1. What kinds of special educational needs do we provide for in our school?

Pinderfields Hospital PRU is a 2-19 PRU for students with a medical need. We are not a special school, and so we have students ranging from EHCP to SEN K support.

The Early Years Assessment Centre deals with pupils with either a medical or SLCN need which is complex or profound, to assess best next provision, and the EHCP process for pupils will be completed in this setting. Placement is decided by early years liaison panel made up of a range of professionals, but occasionally can be placed by EHCP panel if they have an existing EHCP.

Forest Wood Centre/The Spinney deals with reception and KS1 pupils with either a medical or SLCN/ASD need to assess best next provision. These children have an EHCP and are placed by EHCP panel.

The Limes deals with KS2 pupils with either a medical or SLCN/ASD need to assess best next provision. These children have an EHCP and are placed by EHCP panel.

Woodlands Centre is a provision for primary children with EHCPs who have SEMH as prime need and may have other secondary needs such as ASD. Placement is through EHCP panel.

The hospital site educates patients from the children's ward from day 1 of admission, the majority will not have SEND.

The Wrenthorpe Centre deals with secondary students either on site or in the home. Students here will come with a My Support Plan level of SEND support, but if not, will have a MSP written by PHPRU SENCO. Some students will have an EHCP or move onto an EHCP whilst in provision.

Thornes Centre is a provision for primary children with EHCPs who have SEMH as prime need and may have other secondary needs such as ASD. Placement is through EHCP panel

Our provisions enable us to meet the needs of children with moderate, severe and complex learning difficulties. Many of our students have communication needs, autism, physical difficulties, and multi-sensory impairment.

2. How do we know if your child needs extra help?

Pupils at the EYAC have a MSP started by professionals working with the family prior to entry into EYAC, and this is completed and sent for assessment by staff at EYAC.

Pupils at Forest Wood have termly review meetings and an annual review where all professionals involved are expected to contribute to allow needs to be identified.

Pupils at The Limes have termly review meetings and an annual review where all professionals involved are expected to contribute to allow needs to be identified.

Pupils at Woodlands have termly review meetings and an annual review where all professionals involved are expected to contribute to allow needs to be identified.

Pupils at Thornes have termly review meetings and an annual review where all professionals involved are expected to contribute to allow needs to be identified.

The Wrenthorpe Centre is informed by host school if the student has any SEND and requires additional support. Any statutory student that comes to the Centre without additional support is put onto a MSP to allow additional support for their needs at this time. Not all will progress to assessment for EHCP as the MSP is ample support. MSP are reviewed termly at review meetings.

Any student on an EHCP is reviewed annually in consultation with parent/carers, professionals working with the student and the student themselves.

In addition, students are constantly observed and progress noted at weekly pupil meetings. Every student has an Individual Plan which is developed in consultation with parents/carers, the pupil and, the wide range of professionals to ensure learning is geared to what is really important for the individual pupil. These plans are evaluated and updated every 6 weeks.

At the hospital site, staff will be informed by the host school if the student has any SEND and requires additional support.

3. How we consult with young people with special educational needs and involve them in their education

All students, along with parents/carers and professionals, are encouraged to attend the reviews if appropriate, and if on EHCP the annual review, to find out how well they have achieved, what additional support is required, to share what is going well and any worries there are and to discuss and to develop the next plan using the Signs of Safety approach.

All students at Wrenthorpe have a key worker they meet with weekly. EYAC, Forest Wood and The Limes have key workers who can liaise with parents. Woodlands and Thornes pupils talk to trusted members of staff.

Our overall aim is to prepare our students for the next stages of education and ultimately adult life.

4. How we help you to support your children's learning

Our Parent Support Advisors will work with parents/carers to support them in parenting, routines, and signposting them to appropriate support.

We hold a Christmas Fair and Summer Fair and welcome afternoons, to which parents/carers, professionals and the local community are warmly invited enabling them to network.

We keep parents/carers informed of students' progress through the Annual Review and 6 weekly review meetings. Separate meetings will be held if parents living apart require this. Annual Reports.

Home-school books where appropriate.

Phone calls home.

Post cards of achievements.

EYAC, Forest Wood, Woodlands, The Limes and Thornes-Evisense.

Newsletters.

Coffee mornings.

Family afternoons

Facebook

Twitter

You Tube

5. How we know what progress your children are making and how we keep you and them informed

We have robust data collection methods on all sites enabling us to show small steps of progress. This is for both academic and soft/life skills. This is shared at the review meetings with parents/carers, or with host schools for the hospital site.

Annual Reports

Phone calls home.

Post cards of achievements.

B2 and schoolpod.

Evisense

Risk and resilience scores

6. How we have supported young people with SEN and adapted teaching to best support them

Every student has their own plan, and MSP and EHCP identifies long term and short term objectives.

The staffing ratio is approximately:

EYAC 1:2 (2 teachers, 5 LAs)

Forest Wood/The Spinney 1:3 (3 teachers, 7 fte LAs, 2 lunch time supervisors)

The Limes 1:3 (3 teachers, 6 fte LAs, 1 lunchtime supervisor)

Hospital site 1:4/1:5 (1 teacher, 1 LA)

Wrenthorpe 1:4/1:5 (5 teachers, 3 LAs)

Off site 1:1

Thornes 1:1.8 (2 teacher, 4 LAs)

Woodlands 1:2 (3 teachers, 8 fte LAs)

Students may be taught 1:1, in small groups (2-6) or at Wrenthorpe for some subjects, whole school (no more than 19).

All planning is highly differentiated.

EYAC, Forest Wood, The Spinney, The Limes, Woodlands and Thornes staff are supported by Speech and Language therapists, Physiotherapists, Occupational therapists, Educational Psychologist, the school nursing team and specialist teachers/advisors, CAMHS (where appropriate.)

Wrenthorpe Centre is supported by CAMHS, Speech and Language therapists, Physiotherapists, Occupational therapists, Educational Psychologist, the school nursing team, CIAT and specialist teachers/advisors.

Staff are fully trained to implement interventions to raise achievement and extend potential when issues are identified.

We use a range of strategies to enhance teaching and learning and this includes specifically adapting the curriculum to meet a range of needs such as communication, sensory, complex physical and medical needs.

Students are tested for exam access arrangements if required by host school accredited assessors.

7. How have decisions been made to adapt the curriculum or change the learning environment to best meet your children's needs?

Our aim is to provide a curriculum that is relevant and broadly balanced and helps pupils to become functionally literate, numerate, communicative and as independent as possible in an environment that promotes positive and innovative learning opportunities and, a thirst to learn.

Students will initially have their needs identified through their EHCP, MSP, or medical referral. We constantly review this and using our expertise and experience will identify when and where additional support may be needed and change timetables to meet the individual's needs.

CAMHS and paediatric consultants support us with timetabling when appropriate.

8. How are staff in the school supported to work with young people with special educational needs and what training do they receive?

Continual Professional Development (CPD) is at the heart of our work at all sites of the PHPRU.

All our teachers and LAs are qualified and have undertaken specialist further professional development. This includes Autism specific training, Intensive Interaction, Behaviour, Makaton, training in sensory perceptual difficulties, training in hearing, visually and physical impairments, Read Write Inc delivery, mental health training, moving and handling, hoisting, specific subject training and training by the nursing team in administering medical procedures required to allow specific students to access education and achieve their potential, suicide prevention, Trauma. We take the professional development of our staff very seriously recognising that a high-quality workforce is essential in delivering outstanding learning opportunities for our students.

This is not an exclusive list and as has already been mentioned ongoing professional development is key to ensuring staff of all categories remain updated and skilled.

9. When we have needed expert advice and support how have we secured that and what services have they provided?

Students' EHCP or MSP will specify any additional requirements. The EHCP is a statutory document which means that whatever provision is stated must be provided. We ensure that any student will obtain the support they require.

To this aim we work closely with the following to support students' needs: all therapy services including Speech and Language therapy, physiotherapy and occupational therapy, specialist services including Hearing and Visually Impairment, the Educational Psychology services, CAMHS, Social Care, continuing care team, school nursing, school support services for testing and support, CIAT.

10. How we check how well we are doing in meeting the needs of pupils with SEND

We have a robust system of reviewing our provision each term using the Ofsted framework for self-evaluation. This includes looking at:

- The effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal development, behaviour and welfare
- Outcomes for pupils

Members of the Management Committee are involved in the process and receive regular reports through the half termly Management Committee meetings. Any interventions such as Intensive Interaction and additional funding such as Pupil Premium are identified and tracked to ensure the impact is effective.

The school was inspected in June 2014 and received outstanding judgements for Effectiveness of Early Years provision quality and standards, Effectiveness of the 16 to 19 study programmes, Effectiveness of leadership and management and for Personal development, behaviour and welfare, and good judgements for Quality of teaching, learning and assessment and Outcomes for children and learners. We were re-inspected in July 2017 and June 2023 where we retained our “good” status but were closer to outstanding.

We monitor the quality of teaching at least twice a year and engage in an external review from SIP arranged by the local authority and a separate, independent SIP, which we welcome as a means of ensuring our practice remains good and outstanding whilst constantly moving towards all outstanding.

11. How we ensure that your children are included in activities outside the classroom, including physical activities and school trips

We acknowledge that the physical and creative activities are an essential part of the development of our pupils and encompass a range of social and leisure opportunities.

At PHPRU every child has the opportunity to access a wide range of school activities including some residential opportunities. Provision is highly differentiated.

No students are excluded from activities at the PHPRU, and only at times where their medical condition prevents them from attending school will a student not be included.

All sites have access to a vehicle, of our own, that are adapted to take all types of wheel chairs and we have appropriate car seats and belting systems.

Wheelchair users can be accommodated across the provision.

Seating for all medical conditions is available.

12. How we provide for your children's overall wellbeing

The opinion of students is valued and taken into consideration through student meetings, keyworker meetings and review meetings. We offer the service of advocacy where students feel they cannot voice their opinions.

We have a comprehensive safeguarding policy and protocol in place. All staff access annual update training in working with children and vulnerable young people using the 'Guidance for Safer Working Practice for People who Work with all Children and Adults at Risk'. All staff receive weekly safeguarding training and annually refresher training for safeguarding, safer working practices and PREVENT

Pupils' health and well-being is paramount. Intimate Care is conducted discreetly and with dignity and fostering independence whenever possible.

We work closely with the medical team involved if a student has a health need and collaboratively discuss the Health Care Plan and administration of prescribed medication. Within school we have staff trained in emotional literacy, Team Teach, sensory integration, intensive interaction and positive play.

We also work in partnership with colleagues from the Child and Adolescent Mental Health Service (CAMHS) for students requiring that level of support.

13. How accessible is our school both indoors and outdoors for young people with special educational needs and/or disabilities (our accessibility plan/policy)?

All our sites are accessible for the children attending specific sites. Where necessary we have accessible toileting facilities, which include ramps and overhead hoists. We have changing facilities for children and young people who require adult support.

14. What are our admission arrangements for young people who are disabled and how do we prepare and support your children when joining the school and moving on from the school?

EYAC – admission by referral from outside agency working with the pupil. This goes to a multi-disciplinary panel for decision. Pupils will be admitted with or without MSP if they are profound or complex. On occasion, a child who already has an EHCP will be referred through an EHCP panel

Forest Wood, The Spinney, The Limes Woodlands and Thornes – admission through EHCP panel. Hospital site – any child on the children’s’ ward may access this facility.

Wrenthorpe Centre- admission by referral from a consultant, EP, or GP to our internal panel. Service Level Agreements can be brokered between host school and PHPRU.

All students will have an agreed transition plan into the provision allowing PHPRU to look at what additional support is required and to write individual plan.

Whilst in the provision, regular review meetings will be held.

When students are moving on from our provision, a highly personalised transition plan will be produced, and staff from the provision will accompany students on visits and advice and support staff in new provision to ensure a smooth transition.

15. Who can you contact for further information?

If you require further information you should contact the Wrenthorpe Centre and speak to any of the following:

Shaun Booth– Head Teacher & SENCO

Natalie Jackson- Assistant Head & SENCO

Adrian Boyer – Assistant Head

Catherine Smith– EYAC lead & SENCO

Joanne Kershaw – Forest Wood lead and SENCO

Chantal Midgely – Spinney lead and SENCO

Hayley Devon – The Limes lead and SENCO

Kelly Burton – Woodlands lead & SENCO

Chloe Martin – Thornes lead & SENCO

Diane Cameron - Business Manager

Diane Bottomley/Jodie Evans - Parent Support Advisors

Alice Marshall - Personal Development Leader

16. What are our arrangements for handling complaints from parents of children with SEND about our provision?

If there are any concerns, worries or complaints we encourage you to contact either the Head teacher Shaun Booth or the Assistant Head & SENCO Natalie Jackson or assistant head Adrian Boyer.

In the unlikely event that your concern is not resolved then please contact our Chair of the Management Committee, Sue Sharp.

Ultimately parents/carers have recourse to the Secretary of State for Education if the situation still cannot be resolved.

17. Local Offer

Details of Wakefield Council's Local Offer can be found here

<https://wakefield.mylocaloffer.org/s4s/WhereILive/Council?pageId=3975>