

Early Years Assessment Centre
Eastmoor Road
Eastmoor
WF1 3SQ

Forest Wood Centre
Painthorpe Lane
Crigglistone
WF4 3HW

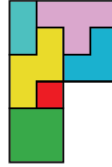
**Pinderfields
Hospital PRU**
01924 298351

Hospital tuition
Children's Ward
Pinderfields Hospital
Wakefield WF1 4DG
01924 541947

Limes Centre
Long Causeway
Stanley
WF3 4JB

Spinney Centre
Common Road
South Kirkby
WF9 3EA

Thornes Centre
Lawefield Lane
Wakefield
WF2 8ST



Woodlands Centre
College Grove
Castleford
WF10 5NS

Wrenthorpe Centre
Imperial Avenue
Wrenthorpe
WF2 0LW

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SEND
Policy 202-
26

Chair of Management Committee
Signed

MISSION STATEMENT

At Pinderfields Hospital PRU we will:

- Encourage honesty, respect and trust
- Exercise discipline and self-control
- Feel safe, secure and happy in the school environment
- Develop our confidence and self-image to allow us to achieve our potential
- Ensure everyone is important and valued
- Promote healthy lifestyles
- Encourage understanding and acceptance of individual needs
- Offer continued support for a smooth transition to the next provision



OFSTED 2023 Overall Judgment = GOOD

Leadership & Management = Outstanding
Behaviour & Safety of Pupils = Outstanding
Achievement of Pupils = Good
Quality of Teaching = Good

Mission Statement

Pinderfields Hospital PRU intends to provide a calm, safe, secure, positive, caring environment where everyone is valued and respected equally. **We support and value the abilities of all our pupils.** We aim to provide an exciting, creative, effective and inclusive education, which encourages good social skills and respect for self and others where children and young people develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. The PHPRU is committed to ensuring that all our pupils can fulfil their potential and achieve optimal educational outcomes. National legislation on disabilities, race relations and special educational needs underpin this policy, which has also taken into consideration national, local and PRU policies on Special Educational Needs, Gifted and Talented, Equal Opportunities and Health and Safety.

Introduction

PHPRU's mission is to provide high quality assessment teaching and learning so that all pupils realise their full potential in every aspect of their lives (academic, creative, socially). At PHPRU, all pupils have a medical need, some pupils have an Education, Health and Care (EHC) plan. The PHPRU has a responsibility to meet the special needs of every pupil by offering an informed, full, relevant and balanced education. All pupils have access to an appropriate physical environment, curriculum and to information in appropriate formats. The PHPRU works with pupils at all ages from 2 – 19 years. As pupils make progress, their needs may change and new strengths develop with increasing maturity. We seek to offer continuity but also access to change and progression. Above all every pupil's strengths and needs are unique and all benefit from an individual learning plan (IEP) as well as access to individual, small group and class teaching.

Special Needs responsibilities

Helen Mumby (Headteacher), Shaun Booth (Assistant Headteacher), Catherine Smith (EYAC leaders), Joanne Kershaw (Forest Wood leader), Kelly Burton (Woodlands), Chloe Martin (Thornes) and Chantal Midgley (The Limes) are the PHPRU's Special Needs Co-ordinators (SENCOs), responsible for the day to day management of special needs matters. All teachers are responsible for planning detailed programmes to meet the special needs of pupils within their class groups. They refer any concerns and/or additional needs to the SENCO who discusses needs with staff, involving parents and support agencies as appropriate, and reviews the child's individual education plan. The Management Committee, in co-operation with the SENCO, has a legal responsibility for determining the policy and provision for children with SEN. The members will:

- Ensure that all children at PHPRU receive access to an appropriately differentiated, broad and balanced curriculum;
- Consult with the LA or the governing bodies of other PRUs and schools in the area where it is in the best interests of the children that special provision is co-ordinated in the area as a whole;
- Report to parents on the implementation of the PHPRU's policy for pupils with SEN; There is a Special Needs Committee member who works with the SENCO to monitor special needs provision within PHPRU. The committee member is made aware of

particular needs where they have an impact on the pupils' learning, staffing, health and safety and resources.

Meetings with the SENCO normally take place once a term. The SEN Committee Member also helps review the SEN policy annually.

The SENCO ensures that the following is accessible to staff:

- PHPRU SEN Policy
- Information on individual pupils' special educational needs including action plans, targets set and copies of their IEPs.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Provision Mapping Document on the staff IT system
- Information on current legislation and SEN provision on staffroom notice boards

Our Pupils

PHPRU caters for pupils with learning difficulties, ASD, MLD, SEMH, SLD and medical needs from 2 – 16 years, 16-19 with an EHCP. Pupils may be with us for differing amounts of time depending on their medical need. Young children who have a medical condition where it is regarded that further multi-professional assessment will be necessary to determine their future educational placement attend the EYAC, Forest Wood or The Limes until transition, Some pupils will take their year 11 exams at PHPRU and we provide a transition programme for them into further education. A few pupils will take their post 16 qualifications at PHPRU. Pupils in Thornes and Woodlands have an EHCP with SEMH as prime need and may join the site at any time in their primary education

Accommodation

The PHPRU was established in 2013 after a reorganisation which changed the designation from a school to a PRU. The Wrenthorpe Centre (secondary provision) is a fully accessible, single story building. The EYAC is located on Eastmoor Road and is fully accessible with a play room, sensory room, interventions room and tracked toilet area to facilitate hoisting. In addition, it has a meeting room and kitchen. The hospital ward classroom can accommodate beds to give bedridden children equal access to classroom learning. Forest Wood is located on Painthorpe Lane and is fully accessible with a play room, sensory room and interventions room. In addition, it has a meeting room and kitchen, and fully accessible outdoor provision. The Limes is similar to Forest Wood and is located at Long Causeway. Thornes is located on Lawefield Lane site (in a building attached to Lawefield Primary School) and is a small unit with communal area, several work spaces, a 'den' and an office with some outdoor play areas. Woodlands is located on College Grove site, Castleford (in a building which is part of Ackton Pastures Primary School). It has two large classrooms, several break-out rooms and an office. As the profile of needs of pupils in special education changes we will ensure that access to an appropriate curriculum and accommodation is maintained. Positive attitudes and the desire to include all pupils is central to the role of the PHPRU.

Grouping

At Wrenthorpe pupils are mainly grouped according to age. They are taught within these groups for some subjects but for others may be taught in different groups allowing the PHPRU to differentiate more effectively and allow pupils to work in top sets for the subjects they excel in (Gifted and Talented). Smaller groups will be formed within the classes to allow further

differentiation, and some activities for secondary pupils, such as PE, PHSE, life skills and art take place as a whole school. These flexible arrangements allow PHPRU to use expertise and resources effectively and efficiently to support pupils' learning. Staff liaise closely to plan groupings, support and resources to meet individual needs and to inform future planning.

At our other sites groupings are by ability and need.

Resources

Staffing levels are high at PHPRU. Deployment of staff, individual learning plans, a differentiated curriculum, small group teaching and intervention groups facilitates support for all pupils. Special resources such as communication aids, symbols, signs, information technology and seating enhance, educational resources. Additional funding is allocated to PHPRU through the Wakefield Authority's funding process that recognises that some pupils require additional resources, through an EHCP, (equipment or staffing) to enable them to have equal access to the curriculum (this is referred to as top up).

Assessment & Review & Examinations

In common with all LAs, Wakefield follows the Code of Practice for Special Educational Needs. Any pupils at PHPRU with an EHCP will have this evaluated termly and reviewed annually with revisions made as appropriate. Parents are fully involved with this process in line with LA guidelines and the Codes of Practice. Other agencies and professionals involved with the pupil are invited to attend and contribute to the process to allow multi-agency collaboration. Pupils are encouraged to take a pivotal role in this process.

We adhere to the Disability Act 2010 and provide fair access for examinations. The SENCo and Curriculum Leaders work closely to establish any additional needs and requirements. (please see examinations policy)

Admission to PHPRU

Admission to Wrenthorpe can be by two routes.

1. Referral by a consultant/EP/GP through referral panel
2. Via a service level agreement

Admission to EYAC is through an Early Years Liaison Panel made up of PRU staff and other professionals.

Admission to Forest Wood, The Limes, Thornes and Woodlands is through EHCP panel consultations.

PHPRU will ensure that the necessary provision is in place and preparation is made prior to the start of the pupil's placement to facilitate effective transition. The pupil will undergo baseline assessment and be monitored from the start of the placement to ensure every opportunity for pupil progress.

Equal Opportunities and Race Relations

PHPRU's equal opportunities policy reinforces the view that all pupils have a right to education of equal relevance and value, regardless of ability, race or gender. We seek to involve all pupils in the range of experiences offered. Our aim is to capitalise on strengths and minimise impairments to learning. PHPRU promotes racial equality, good race relations, community cohesion and the elimination of unlawful racial discrimination through its Race Relations Policy.

The Curriculum

PHPRU's curriculum meets the changing and complex needs of pupils with a medical need. The curriculum is broad and balanced and takes into account aspects of the old Every Child Matters agenda which are still applicable (although this no longer formally exists). This includes for example, personal and social education programmes, enterprise activities, creativity programmes, play, sensory and communication programmes to meet individual needs. We focus on functional literacy and numeracy to help prepare our secondary pupils for life after PHPRU.

PHPRU has a robust assessment system that recognizes the small steps of progress that some of our children can make as well as setting high expectation targets using progression data. Our assessment informs the detailed individual planning which is incorporated into each pupil's education plan. We use Schoolpod data and B Squared for some secondary students and all EYAC, Forest Wood, The Limes, Thornes and Woodlands

Staffing policies and in-service training

Resources are allocated for all staff and PHPRU development. The Management Committee recognises the need to maintain and develop a high level of expertise in all staff to support the continued development of the education offered by the PHPRU. This is achieved by keeping all staff aware of new resources and information concerning special needs, offering specific whole PRU inset, peer coaching and using external courses and speakers.

Non-contact time to allow staff to plan and consult with other professionals is timetabled and highly valued. As new staff are appointed to the PHPRU, induction programmes are implemented.

The use of advisory and external sources of information

PHPRU uses subject leaders to support the teaching of their subjects. We also work collaboratively with special needs services, the Local Authority's SEN and ICT Support Services, Educational Psychologists, CAMHS, Speech and Language therapists, VI and HI support etc. in order to meet the needs of our pupils. PHPRU benefits from having a Parent Support Advisor who advises parents on a wide range of issues, including transition to and from PHPRU.

Pupil Voice

All pupils will be involved in making decisions about their current circumstances and future as fully as possible in line with their growing maturity and understanding. Such participation enables the pupil to make choices and to know that their views matter. Reviews are pupil centred, pupils are asked to comment on lessons and pupils may be involved with the appointment of staff.

Partnership with Parents/Carers.

PHPRU values working in partnership with parents/carers to assist us in providing the best possible education for pupils. PHPRU undertakes to keep parents fully informed and involves them in decisions about their child's learning.

PHPRU will:

- acknowledge and draw on parental/carer knowledge and expertise in relation to their child
- recognise the personal and emotional investment of parents/carers and be aware of their feelings
- ensure that parents/carers understand procedures and know how to access support in preparing their contributions to reviews and EHC plans
- give parents/carers copies of all documents to be discussed well before any meeting takes place;
- introduce parents/carers to the PSA as a first point of contact before joining PHPRU
- provide opportunities for parents/carers to check on progress (6 weekly review meetings)

The Headteacher, Assistant Headteacher, PSA and other staff offer further advice and are always willing to discuss pupils' progress and special needs on request as well as at the regular reviews. PHPRU staff will make parents/carers and make themselves available to meet at mutually agreeable times. PHPRU has an up to date web site with information and support for parents/carers.

Complaints

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the Headteacher who will be able to advise on formal procedures for complaint. The Management Committee adheres to the Local Authority's complaints policy. A copy is available on request.

Summary

This special needs policy explains some of the systems in place for supporting pupils in order to enhance learning. It is reviewed annually by the Headteacher and Special Needs Management Committee member and agreed by the Management Committee. We recognise that pupils with special needs have a right to a high quality education and this policy aims to meet these needs within an environment that values their achievements, learning, self-esteem, safety and welfare.

Wakefield Council
Local Authority Guidance
On the
Education of Children with Medical Needs

From September 2021

Introduction

This guidance sets out what the local authority will do to provide education for children of compulsory school age who, because of illness would otherwise not receive suitable education. The policy applies to all children and young people of compulsory school age who would normally attend mainstream schools, including Academies, Free Schools, independent schools and special schools, or where a child is not on the roll of a school (Electively Home Educated) who live in Wakefield. It applies when a child cannot attend school at all or can only attend intermittently due to their illness or specific needs.

Legal and Statutory guidance

The Local Authority has a duty set out in Section 19 of the Education Act 1996 and in the statutory guidance 2013 - 'Ensuring a good education for children who cannot attend school because of health needs.'

The Equality Act 2010 is also an important part of the legal framework around children and young people with significant medical needs.

Roles and responsibilities of Schools

Schools in Wakefield , as in the rest of the country, (including maintained schools, maintained nursery schools, academies, alternative provision academies) are required by law to make arrangements for supporting pupils at their school with medical conditions.

Under the Children and Families Act 2014 Section 100 schools and education settings have a statutory duty to make arrangements to support pupils with medical conditions.

Statutory guidance was published for the governing bodies of all schools, whether they are maintained by the local authority, academies or free schools. The statutory guidance applies to all education settings for children and young people up to the age of sixteen and is good practice guidance for post-16 settings.

The statutory guidance 'Supporting pupils with medical conditions' can be found at: <https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medicalconditions--3>

The keys points detailed in the statutory guidance indicate that:

Pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Governing bodies must ensure that arrangements are in place in schools to support pupils at school with medical conditions.

Governing bodies should ensure that school leaders consult health and social care professionals, pupils and parents/carers to ensure that the needs of children with medical conditions are effectively supported.

It is important that schools are able to offer appropriate support for pupils in order to minimise the impact that their condition has on their school life and be aware and respond to the impact school life has on a pupils' health. Schools should ensure that pupils with medical conditions have an individual healthcare plan, where this is felt to be appropriate and proportionate to the medical condition.

Wakefield Council responsibilities

The statutory guidance is clear that there will be a wide range of circumstances where a child has a medical need but will receive suitable education that meets their needs without the intervention of the local authority. This includes where the child can still attend school with some support or where the school has made arrangements to deliver suitable education outside of school for the child.

Schools must have a policy that sets out the support for pupils at school with medical conditions. (DfE statutory guidance September 2014). However there are some pupils for whom the LA must arrange suitable full time education (or as much education as the pupil's health condition allows) who cannot attend school due to medical needs.

Wakefield Council are responsible for arranging suitable education for children of compulsory school age who, because of illness, would not receive suitable education without such provision.

The law does not define full-time education but children with medical needs should have provision which is equivalent to the education they would receive in school. Wakefield Council may provide one-to-one tuition, in which case the hours of face-to-face provision could be fewer as the provision is more concentrated.

Where full-time education would not be in the best interests of a child because of reasons relating to their physical or mental health, Wakefield Council will endeavour to provide parttime education on a basis which is considered to be in the child's best interests. This decision will be made with reference to advice from relevant educational and medical professionals.

Named Person

It is a statutory requirement that local authorities have a named person responsible for the education of children with additional health needs.

Wakefield Council works with Pinderfields Hospital Pupil Referral Unit (PHPRU) to provide education provision for pupils who require this in relation to their medical needs.

In Wakefield the named person is Abi Mulligan Service Manager AP, in partnership with PHPRU.

Referrals can be made directly to the Head teacher of The PHPRU who will liaise with the Local Authority nominated officer to agree if the referral is appropriate.

Contact details:

Helen Mumby, Pinderfields Hospital Pupil Referral Unit, Imperial Avenue, Wrenthorpe, Wakefield WF2 0LW [Tel:01924298351](tel:01924298351)

Email hm@pinderfieldshospitalpru.co.uk

Website www.pinderfieldspru.co.uk

Referrals and criteria

Referrals can be made where appropriate for pupils of compulsory school age (5-16) who are unable to attend school due to medical needs or injury. Education should be provided as soon as it is clear that the pupil will be away from school for 15 school days or more, whether consecutive or cumulative.

Statutory guidance indicates that medical evidence must be provided by a medical or CAMHS consultant. Where supporting medical evidence is not quickly available due to extensive service assessment waiting times, consideration will be given to other medical professional evidence, such as the child's GP. GP only referrals will initially be considered as an interim referral in order to avoid delays, but will further require specialist evidence in order for provision/support to continue.

Evidence must clearly state that the pupil is too unwell to attend school and set out the reasons why and where possible the expected time period of the condition and absence from school. The medical evidence should also indicate the number of hours per week the pupil could reasonably be expected to undertake given the current medical need.

If a pupil is under the care of (Child and Adolescent Mental Health Service) CAMHS, there is an expectation that CAMHS practitioners will form part of the multi-agency plan and support education professionals with advice and guidance and offer relevant timescales for regular medical tuition reviews which they attend and support.

Referrals are generally made by the relevant medical or CAMHS consultant however as indicated there may be instances where referrals come through another route such as GP or through school. In the case of a school, the school must seek and provide medical evidence which confirms why the pupil is unable to attend school and states how long this is likely to be the case.

The purpose of placement at PHPRU is to provide short term education either through attendance on site or through tuition and to support the pupil to reintegrate to school as quickly as possible but retaining a degree of flexibility.

Suitable full-time education is the aim (or part time when appropriate according to the pupil's needs). Although full-time is not defined in law, children with health needs should have provision which is equivalent to the education they would normally receive in school. However, if the child is receiving individual tuition, the hours are likely to be fewer as the provision is more concentrated. The number, frequency and length of sessions will be determined at the planning meeting and reviewed thereafter at half termly reviews.

PHPRU will discuss with the medical professionals and parents/carers the number of hours of education or tuition the pupil can reasonably manage, and how and where this would be best supported.

Once the Referral Form and evidence has been considered and a decision about the referral has been made, the PHPRU Headteacher would notify the referrer.

PHPRU will liaise with the parents and pupil and the medical professional providing the supporting evidence, host school and social care if involved and a half termly review meeting will be held for parents and all professionals involved.

If the referral is not agreed PHPRU will contact the referrer to confirm why the referral does not meet the criteria. Further evidence may be submitted in order that the referral can be reconsidered.

Roles and responsibilities PHPRU role is to:

- To complete an initial home visit and risk assessment.
- Arrange medical tuition suitable to the child's needs as quickly as possible (home tuition, on site or alternative venue).
- The assistant head will liaise directly with the host school regarding academic data, risk assessments, IEPs etc.
- Be sensitive to the needs of the child and the family and provide flexibility where possible.
- Provide a flexible teaching programme.
- Provide regular reports on the pupil's progress, achievements and attendance□ Provide an opportunity for the pupil to comment on their report.
- Ensure appropriate course work and any other relevant material is sent to the host school when they return.
- Work with the host school and the Education Welfare service where appropriate to ensure good attendance whilst with the provider.

The PHPRU and school will devise a reintegration programme following discussion with the child or young person, parent/carer, relevant health professional(s) and other involved agencies as appropriate.

The Host School's role is to:

- Attend regular review meetings (normally every 6/8 weeks); to review the plan and progress made and identify next steps.
- For short term home tuition provide materials for an appropriate programme of work and work plans.
- Continue to maintain any plans such as MSP, EHCP, PEPs etc.
- Ensure parents and children are kept informed of school events (social as well as school curriculum meetings and parent interviews) if appropriate.
- Keep the pupil on the roll of the school throughout the period of medical education provision.
- Mark the pupil as D (dual roll) on the school register.

The parent's role is to:

- Ensure the child is up, dressed and ready to engage in learning either on the identified site or at home.
- Ensure regular attendance (including access and engagement if at home).
- Provide a responsible adult who must always be present during home tuition.
- Provide an appropriate work space to allow work to be completed if tutoring at home.
- Commit fully to the reintegration plan and eventual return to school. Provide early information to the PHPRU if a problem arises.
- Attend meetings and agree to share information regarding the child's medical needs.
- Sign the tuition agreement form which outlines the expectations around tuition, including an appropriate home environment.

The pupil's role is to:

- Engage with the PHPRU educational provision.
- Be prepared to communicate their views.
- Engage with other agencies as appropriate.
- Prepare for reintegration as soon as possible.

Review and withdrawal of the programme

The commissioned programme will be reviewed/amended/withdrawn if any of the following apply:

- The pupil fails to be available on a regular basis without appropriate medical evidence.
- Medical advice identifies that the child is medically unable to access any education and to do so would not be in the child's best interest.
- Up to date medical advice is not provided for the half termly review.
- The home tuition agreement is not adhered to.
- There are any other circumstances which mean that the tuition venue does not meet the minimum health and safety standards for the tutor to work in.
- It had been identified that the pupil is no longer medically unfit to attend and therefore a reintegration plan will be put in place.

