

# **Special Educational Needs (SEND) Policy**



FRANCIS BARBER

This policy was adopted by the Governing Body on 22<sup>nd</sup> November  
This policy is due for review by 1st September 2023.

## **Special Educational Needs (SEND) Policy**

This policy has been developed in accordance with the SEND Code of Practice 2014 (updated 2015) and in line with the following:

- The Children and Families Act 2014
- The aims of the Francis Barber PRU
- The Equality Act 2010 and Public Sector Equality Duty
- Francis Barber Equal Opportunities Policy

- OFSTED Education Inspection Framework
- OFSTED SEN Review 2010 “A Statement is not enough”
- Education Act 2011
- Keeping Children Safe in Education 2022

The Inclusion/SEND Policy is written for, and by, the whole of Francis Barber community: staff, pupils, parents/carers and the Board. It is designed to be a working document.

## **1. Basic information about the school’s special educational provision**

We welcome pupils with a range of abilities and needs to Francis Barber, those who have no identified SEND or those are on SEND Support have a place in our main PRU classes where lessons are taught in a small group setting. There are two additional provisions within Francis Barber which relate to children with Education, Health and Care Plans (EHCP). These are the *Fresh Start programme* and the *Pathways Programme*.

### **The Fresh Start Programme**

Fresh Start is a programme for pupils in Years 10 and 11 who have an Education, Health and Care Plan (EHCP). Many of these pupils may have had a negative experience of education and as a result, they may have low self-esteem. The pupils on this programme will have been identified as pupils who are able to work in a small group setting with a high level of experienced adult support. Some of these pupils may require some sessions of extra support on a 1:1 basis or be educated for a part of the time away from the main site.

Fresh Start is a provision named on the pupil’s EHCP and is a permanent placement. Pupils referred to Fresh Start can include those who are permanently excluded from mainstream or special schools and pupils who have an EHCP and have moved into the area or do not have a school.

The Fresh Start programme caters for pupils who may have Behaviour, Social and Emotional Difficulties, Moderate Learning Difficulties or for those who in general find schooling a challenge.

Referrals come from Wandsworth Special Needs Assessment Section.

On occasions Francis Barber will identify a pupil who meets the above criteria who would benefit from being on the Fresh Start Programme. In this case Francis Barber will apply to Special Needs Assessment Section to have this pupil placed on Fresh Start.

### **The Pathways Programme**

The Pathways Programme is a separate department of Francis Barber which works exclusively with pupils with EHCP who require a high level of support. This may include pupils with an Autistic Spectrum Disorder and / or Complex Needs. These pupils require a great deal of individual attention and programmes based on their specific needs. Opportunities are provided for pupils to socialise together with the help from members of staff.

The Pathways programme provides short term provision for these pupils whilst the local authority seeks an appropriate permanent placement in a specialist setting. Referrals to the Pathways programme include pupils who are permanently excluded from mainstream or special schools or pupils with a statement who have moved into the area or who do not have a school place. These referrals come from Wandsworth's Special Needs Assessment Section (SNAS).

The Pathways Programme aims to be a place where pupils can have access to an education which is appropriate to their needs. They are able to develop their social skills and life skills in a safe and nurturing environment whilst working with experienced and skilled teachers and learning mentors.

### **1.1 School's objectives in making provision for pupils with educational needs**

"A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she has:

- (a) a significantly greater difficulty in learning than the majority of children of the same age.
- (b) a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Education Authority."

At Francis Barber PRU we aim for all pupils with SEND and disability to fulfil their optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

A child under compulsory school age had special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was made for them.

Children must not be regarded as having a learning difficulty solely because their home or first language is different from the language in which they will be taught.

### **Broad Areas of Need**

The Code of Practice 2015 identifies four broad areas of need **Communication and Interaction (C&I)**, **Cognition and Learning (C&L)**, **Social, Emotional and Mental Health (SEMH)** and **Sensory and/or Physical (S/P)**. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

*(See appendix 1 for a detailed breakdown of the four broad areas of need).*

## **Principles**

Francis Barber PRU endeavours to provide access to as broad and balanced a curriculum as possible, for all pupils.

Francis Barber PRU is committed to addressing the learning and social, emotional and mental health (SEMH) needs, including behaviour, of all the pupils on roll and attempts to provide for those needs in ways appropriate to each pupil. The staff is committed to “inclusive” strategies for all pupils and those with Special Educational Needs and Disabilities are admitted under the same criteria as other pupils, unless they have an Education, Health and Care Plan (EHCP). Wandsworth Special Needs Assessment Service (SNAS) will consult with Francis Barber PRU for placement of pupils with an EHCP.

Francis Barber PRU provides provision for the following categories of pupil:

- Permanently excluded pupils, some of whom have displayed a high level of behavioural need
- Pupils without school places for whom at that time it is thought unlikely they would succeed in mainstream school
- Dual registered pupils who are on the roll of mainstream school but need the support from Francis Barber to avoid exclusion
- Pupils who have moved into this Borough of Wandsworth, and for whom no school place was available.

Francis Barber also provides provision for pupils with EHCPs in the following categories of pupil:

- Pupils with an EHCP who have been excluded from a mainstream or special school and present with very complex needs. Pupils might be given a Fresh Start (Year 10 and 11 only) or Pathways placement, depending on their level of need, whilst a more appropriate longer term setting is identified.
- Pupils that have an EHCP may be placed in Pathways whilst we await a suitable special school or other more suitable placement to be identified by Wandsworth SNAS.
- Keystage 4 pupils with an EHCP who have either been excluded from a mainstream or special school or for whom no suitable place exists. These pupils remain at Francis Barber until school leaving age, either as part of the Fresh Start Programme or other individually negotiated provision.
- In addition to the above pupils with an EHCP, there may be some pupils without an EHCP already at Francis Barber PRU for whom staff consider that a statutory assessment (Education, Health and Care Needs Assessment - EHCNA) should be carried out. In such cases, referral for a place on the Freshstart programme may also be considered by SNAS.

## **Objectives**

The principles above inform the provision made for all pupils. The overall objectives for pupils are achieved through:

1. A safe and secure learning environment in which pupils can make academic progress.
2. The opportunity for pupils to achieve accreditation through taking external examinations as appropriate.
3. In conjunction with the Special Needs Department assisting with the identification and assessment of specific educational, social, emotional and behavioural needs and providing a learning environment to help to meet those needs.
4. Whole school awareness of the graduated approach to Special Educational Needs and Disabilities, and opportunities for staff to further their professional development in that area
5. Effective partnership with pupils, parents and a variety of other agencies.

Additionally Francis Barber, the staff, management committee in conjunction with parents are committed to the following aims:

- To ensure full entitlement and access for all pupils to quality first teaching within a broad, balanced and relevant curriculum (including access to the GCSE curriculum) so that they can reach their full potential and enhance their self-esteem.
- To educate pupils identified as having SEND needs wherever possible, alongside their peers within the mainstream curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs.
- To identify and assess pupils with SEND as early and thoroughly as is possible
- To fully involve parent/carers and pupils in the identification, assessment and delivery of SEND provision and to strive for close co-operation between all stakeholders
- To meet the needs of all pupils experiencing SEND by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- To remove the barriers to learning and participation, that hinder or exclude pupils with SEND
- To provide equal opportunities for all pupils
- To ensure the curriculum is suitably differentiated to meet the needs of all pupils
- To provide appropriate challenge for all pupils regardless of academic level and ability
- To ensure that an inclusive environment is created and fostered where all members of the Francis Barber community respect and care for each other
- To ensure that teachers and support staff at Francis Barber are aware of the importance of identifying and providing for those pupils who are identified as having SEND

- To ensure that parents/carers are aware of the provision available at Francis Barber and that they are encouraged to be actively involved in their child's progress through Individual Progress Reviews (IPRs)
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all pupils to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To work in cooperative and productive partnership with external agencies and partners to ensure there is a multi-professional approach to meeting the needs of all pupils

## **Review**

In order to monitor and evaluate the principles and objectives of this policy, an annual review based on the key points in the policy will be made by the SEND Team in consultation with the staff and Senior Leadership Team.

### **1.2 The name of the school's Special Educational Needs co-ordinator (SENDCO) or teacher responsible for the day-to-day operation of the SEND policy**

Nic Gibson is the Special Educational Needs and Disabilities Co-ordinator for Francis Barber PRU, Lisa Thomas-Brown is the Assistant SENDCO. They co-ordinate SEND at the Tooting site. Lisa Turley is the Deputy SENDCO and is based at the Westdean site. Marie Smith manages and coordinates Pathways at the Westdean site. Jackie Addison is the member of the Heads' team who is responsible for SEND across Francis Barber including the Fresh Start and the Pathways programme.

Main features of the role of SEND Team include:

- The day-to-day operation of the school's SEND policy
- Administration of the SEND assessment procedures within the school
- Co-ordinating Annual Reviews for pupils with an EHCP
- Maintaining the SEND register
- Liaising with parents/carers
- Liaising with external agencies in particular the Education Psychology Service, Youth Justice Service, Evolve, Early Help and Speech and Language Therapists (at an initial assessment stage only).
- Coordinating the pupils' EHCPs, One Page Profiles, and mapping of provision through Individual Progress Reviews (IPRs).
- Monitoring the progress of pupils with Special Educational Needs using the graduated approach of Assess > Plan > Do > Review
- Liaising with other staff in order to plan and implement individual and group literacy, numeracy and behavioural programmes

- Contributing to the in-service training of staff
- Liaising with Virtual Schools for LAC / PLAC students both with and without SEND (Lisa Thomas-Brown is the Teacher Responsible for LAC at Tooting and Lisa Turley is the Teacher Responsible for LAC at Westdean)

## **1.2 The arrangements which have been made for co-ordinating the provision of education for pupils with Special Educational Needs**

The SENDCO, Deputy and Assistant SENDCOs have responsibility for coordinating the provision of education for pupils with SEND within Francis Barber PRU. However, there is a great emphasis on all staff being expert practitioners in teaching pupils with SEND as a high percentage of our pupils are identified as SEND.

All staff in Francis Barber are teachers of SEND/Inclusion and are aware of their responsibilities towards all pupils. They are aware that they are role models and must show a positive and sensitive attitude towards all pupils at all times.

The SEND Team will work with the Teaching and Learning Team in order to maximise the provision available for those pupils who are recognised as having needs, which make immediate integration within the teaching groups at the PRU difficult.

Francis Barber PRU follows the model of assessment advised by The Code of Practice effective from 2015. Francis Barber PRU also adheres to the Disability Rights Code of Practice for schools.

The SENDCO will advise keyworkers of procedures to follow if it is decided to apply for an Education, Health and Care Needs Assessment (EHCNA). Information about this Statutory Assessment procedure is also contained in a parent leaflet produced by Wandsworth.

## **1.4 Any special facilities which increase or assist access to the school for pupils with SEND**

At the Tooting site, there are some ground floor teaching rooms and a toilet adapted for use by those with a disability.

At Westdean, there are some ground floor teaching rooms and a disabled access toilet.

At Westdean, there is a department on the first floor which is used for pupils with Special Educational Needs. These pupils are usually on roll in our Pathways Programme. This means that vulnerable pupils are able to be taught in a completely separate environment from the other pupils at Francis Barber PRU. Pupils are taught here on a one to one basis, and in very severe cases two staff to one pupil, may be required. Sometimes these pupils, for a variety

of reasons, are unable to be taught on site. Education will on occasion, therefore, take place off site at provisions or venues agreed by members of the SEND Team, the Head of School and the parents/carers and other agencies involved.

Francis Barber PRU offers a small school environment, with a high teacher to pupil ratio.

## **2 Information about the school's policies for identification, assessment and provision for all pupils with SEND**

### **2.1 The allocation of resources to and amongst pupils with SEND**

Francis Barber PRU is funded directly by the LEA.

There is a high level of staffing and resources available to pupils with SEND. This enables a limited amount of one to one provision as well as small group work to take place.

All staff will support and/or teach pupils with Special Educational Needs and Disabilities. The Literacy and Numeracy Coordinators work across both sites. Several members of staff have experience and qualifications in specific areas of SEND.

In-class support and individual or paired Literacy/Numeracy lessons are often provided for pupils with low levels i.e. below chronological age in numeracy, reading or spelling. Other pupils who are identified as under achieving are offered extra help.

There are several teaching used by pupils with SEND at both sites, as well as suitable resources, reading books and differentiated learning materials. Pupils have access to ICT across the whole curriculum through pupil chrome books. There is also easy access for all staff and pupils to specialist subject teachers to assist with curriculum development.

### **2.2 Identification, assessment arrangements and review procedures**

After the initial interview of the pupil and parent/carer by the Heads of School, all pupils attend induction sessions (Assessment Group). Assessments are made in Reading, Spelling and Numeracy. We also assess grades in Maths, English and other subjects offered at Francis Barber. At the same time, a pupil's ability to work in a group is ascertained and risk assessment updated if necessary, or if safeguarding concerns come to light during this induction timeframe. Any other information available about the pupil including the referral form and previous school records is collated. A decision is then made, in conjunction with parent/carer, pupil and staff, as to how to best meet the needs

of the individual pupil. For pupils with Literacy or Numeracy difficulties further assessment may be carried out to help plan a suitable programme.

The majority of pupils at Francis Barber PRU are identified as K- SEND support (mostly with SEMH as their primary need).

The keyworker reviews the progress of pupils with Special Educational Needs and Disabilities and after discussion with the SENDCO and in collaboration with the pupil and parent/carer, reviews and updates a pupil one page profile. Either at Initial Interview, or a later review it will be decided whether the pupil should be referred to the Educational Psychologist for further assessment. Following advice from the Educational Psychologist after his/her assessment an EHCNA may be requested. This would involve the LEA making a multi-disciplinary assessment and the parent/carer would also be asked to give their opinion about how they feel their child can best be helped.

An Individual Progress Review (IPR) will take place for all pupils, including those identified as E or K on the SEND register within half a term of their coming on roll and attending. This will contain a summary of the strengths, needs and concerns about the pupil and will list some short term targets which the pupil can work towards. One Page Profiles and progress will be reviewed termly with the pupil and parent/carer to consider current strengths, needs and barriers to learning and new targets will be set. Success in meeting the targets on the IPR will be monitored by the Key Worker in collaboration with the SEND Team, and any changes to the programme offered to the pupil discussed with the relevant staff to ensure current needs are being met.

In addition to the IPRs, an Annual Review will take place for any pupil who has an EHCP. All relevant agencies will be invited to attend.

We do not currently have provision for pupils who have identified Speech, Language and Communication (SL&C) Needs. We work closely with the Speech and Language Therapist at the Youth Justice Service. We are able to refer pupils for an initial SL&C assessment with the Wandsworth SALT service, but are not resourced to work with pupils who have a SALT care plan in place.

### **2.3 Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum**

The emphasis in the SEND Department is often on improving skills in Literacy, Numeracy and Social Skills; a wider curriculum is accessed through the use of Creative Curriculum and a range of Alternative Provisions such as Providence and Future Skills. Most students attend specialist lessons in Science, Art, PE, Performing Arts and Media, and Independent Living. For these lessons, additional staffing support is available. At all times staff who are working with pupils with SEND have access to subject specialists to help them plan their lessons.

Support can be offered through a range of strategies including

- Literacy and numeracy support-1:1 in and out of class/small groups
- Reading
- Therapeutic input
- Mentoring
- Trauma Informed Approaches
- PSHE
- Evolve group work for KS3 and Year 10
- Specific support from Wandsworth eg Inclusion Advisor

## **2.4 How children with Special Educational Needs are integrated within the school as a whole**

A high ratio of staff:pupils at break and lunch periods facilitates positive use of the common room and outdoor areas by all pupils.

Support is also available to assist pupils reintegrate into mainstream or special school. Sophie Gadd is the staff member responsible for reintegration to mainstream school from the Westdean site and Irvin Walters at the Tooting Site. Marie Smith and Jackie Addison work closely with the SNAS and Special Schools for reintegration of Pathways pupils.

### **Other Inclusion Groups**

#### **Inclusion of Pupils who are Looked After in Local Authority Care**

Francis Barber recognise that:

- Children who are looked after (LAC), or previously looked after (PLAC) by the local authority have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social, mental and emotional development.
- There are commonly understood reasons why children who are looked after in local authority care often fail to make expected progress at school<sup>1</sup>:
  - Placement instability
  - Unsatisfactory educational experiences of many carers
  - Too much time out of school
  - Insufficient help if they fall behind
  - Unmet needs - emotional, mental, physical

We draw on recommendations and government guidance in terms of promoting the education of looked after children and previously looked after children<sup>2</sup>.

- There is a statutory requirement for Francis Barber to have a designated member of staff for looked after children. This is the Assistant SENDCO Lisa Thomas-Brown at Tooting and the Deputy SENDCO Lisa Turley at Westdean. The responsibilities include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities.
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking with the designated member of staff from the pupil's home that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review.
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with the designated member of staff, social workers and, where necessary, the carers and a member of the Virtual School team.
- Celebrating the child's successes and acknowledging the progress they are making.

Francis Barber will work closely with the Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance and exclusions.

### **English as an Additional Language (EAL)**

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for children who are learning EAL as part of our provision for vulnerable pupils.

A pupil who has EAL is a pupil whose first language is not English, and who uses that language on a regular basis inside or outside of school.

We recognise, welcome and celebrate linguistic and cultural diversity and have high expectations of all pupils regardless of ethnic, cultural or linguistic heritage. We include all pupils and parents/carers at Francis Barber by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with

parents/carers. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

We also benefit from having access to the EAL Coordinator for Wandsworth who provides advice and direct intervention for pupils with EAL.

## 2.5 **Criteria for evaluating the success of the school's SEND policy**

### 1. Safe and secure learning environment in which pupils can make academic progress

- a) Targets set at Individual Progress Reviews achieved.
- b) Pupils make expected progress in all subject areas

### 2. The opportunity for pupils to achieve accreditation

- a) Monitor number of pupils of appropriate ability taking GCSE examinations
- b) Special arrangements (Access Arrangements) put in place as appropriate for external examinations
- c) Percentage of pupils taking AQA Unit Awards or entry level qualifications as appropriate

### 3. Identifying and assessing educational, social, emotional and behavioural needs and providing programmes to address these

- a) Monitor stage and number of pupils on SEND register
- b) Monitor compilation and review of Individual Progress Reviews and One Page Profiles
- c) Improvement in reading, spelling and numeracy ages

### 4. Whole school awareness of Special Educational Needs and opportunities to further their professional development in that area

- a) SEND issues on whole school agendas and our SIP
- b) Staff making use of information about pupils with special educational needs
- c) Staff attending inset on SEND

### 5. Effective partnership with parents and pupils

- a) Respond to parent/carer/pupil concerns if not immediately then within 5 days
- b) Attendance of parent/carer at termly Individual Progress Reviews and Annual Reviews
- c) Involvement of parent/carer/pupil in assessment and EHCNA processes
- d) Parent/carer's involvement in supporting the pupil's learning

## e) Involvement of Pupils

All pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum **so that they know what their targets are and why they have them**
- Self-review their progress and set new targets through the IPR process
- Monitor their success at achieving the targets on their IPR document

### **2.6 Arrangements for considering complaints about special educational provision within the school**

If parents/carers are concerned about Francis Barber's provision for meeting their child's Special Educational Needs they should contact the SENDCO. Staff discussion will then take place with the SENDCO, pupils' key worker, and KS Coordinator. A response to the complaint will be made which in most cases will involve a meeting involving Francis Barber staff, the parent/carer and the pupil.

If the parent/carer is not satisfied with the response then the Headteacher must be contacted in writing. There will be a further opportunity to have a meeting at Francis Barber with the Headteacher. A written response will be made within 10 working days.

If the parent/carer still remains concerned then the LEA complaints procedure should be followed. (Copy available on request)

There are also procedures for appealing against the LEA decisions relating to Statutory Assessment in the form of SEND Tribunals. (Details available from SNAS)

## **3. Information about the school's staffing policies and partnership with bodies beyond the school**

### **3.1 What are school's arrangements for SEND in-service training?**

All staff have access to a wide range of training opportunities. The Training and Professional Development (TPD) site provides inset on a variety of topics related to Special Needs. Some of these form part of the PRU's compulsory training days, others are delivered through LEA's In-service Programme and are available to staff on application.

Subject teachers have the opportunity to attend specific training days some of which relate to pupils with Special Educational Needs and disabilities. Staff may also attend courses leading to specialist qualifications and others which enable more effective teaching of specific approaches.

Within Francis Barber, expertise is shared through discussions at staff meetings where information regarding issues in SEND is also exchanged. The SENDCO and senior staff will facilitate information and training sessions on specific areas such as, for example, differentiation of the curriculum, communication difficulties, handwriting, and will monitor the level of SEND INSET within the unit.

### **3.2 What use is made of teachers and facilities outside the school including Support Services?**

Francis Barber is part of the Integrated Support Service (ISS) provided by Wandsworth LA to support the education of pupils who have learning, social, emotional or behavioural special needs. The PRU has access to most of the Borough support services.

Francis Barber has three designated Educational Psychologists (EPs) who visit on a regular basis. They carry out statutory work and provide advice on learning issues and re-integration. Each term the SEND Team and the EPs have planning meetings. An end of year review is held in July. Our EPs also run a reflective case study session twice a term onsite at both Tooting and Westdean to facilitate reflection and discussion around current trends, strengths and concerns for our pupils and the wider contextual issues facing our families.

Transport for pupils experiencing severe problems in travelling independently may be accessed through the Borough's Special Needs Department. This is funded through an EHCP.

The Child and Adolescent Mental Health Service (CAMHS) and Catch 22 counselling can be accessed by referral to our weekly Mental Health Triage meetings. Pupils are triaged and then allocated to the appropriate service based on their needs.

### **3.3 How is partnership with parents arranged?**

It is essential that parents/carers are closely involved in all decisions made regarding their children's education because they know their children best. An exchange of information at the initial interview is only the beginning of what we hope will become a fruitful partnership. Informal contact is maintained through telephone, email and letters and parents/carers are always welcome to discuss their child's progress and any areas of concern at times to suit both them and the SENDCO, key worker or Head of School. More formally they are invited to Individual Progress Reviews with their child and key worker to discuss their progress and to plan the way forward.

If a pupil is referred for Statutory Assessment (EHCNA) parents are asked to submit written or oral information about their child and their suggestions as to what would best help in the future. There will also be a meeting with the Education Psychologist. The SENDCO will support parents/carers throughout this process and explain information in reports, referrals and assessments.

Parents may also access help from the Wandsworth Information, Advice and Support Service (WAISS) if their child has Special Educational Needs. This service is available free of charge and is independent of the Local Authority. The SENDCO can provide information about this service or information can be found on their website: [www.wandsworth.gov.uk/wiass](http://www.wandsworth.gov.uk/wiass)

Education is a partnership and we hope that parents and carers will show an interest in their child's progress, acknowledge success and support their learning and attendance in whatever way they can.

### **3.4 What links exist with other mainstream and special schools, and what arrangements are in place for when pupils transfer to other schools or leave school?**

When pupils are referred to Francis Barber their school record is requested from their previous school. This informs the provision we offer as it tells us about which programmes have been successful in the past. The SENDCOs may be invited to join the initial interview for pupils with a complex level of SEND.

Some pupils are dual registered with mainstream schools. The Head of School is responsible for pupils who are dual registered. There are meetings between Francis Barber PRU and the individual schools to exchange information and set up integration plans.

Links are maintained by the SEND Team with local special schools. Nightingale Academy is a boys special school for students with SEMH with an EHCP; Garratt Park is a special school catering for students with SLCN, ASD, SEMH and MLD. Meetings can take place between the SEND Team and staff at both special and mainstream schools where current issues are discussed and information exchanged.

We are always willing to discuss transition arrangements with schools outside the Borough of Wandsworth as requested, and facilitate a smooth integration.

Regular visits from the Aspire Higher provide a forum for KS4 pupils to discuss post 16 opportunities in the field of work, training and further education. Francis Barber PRU also has close links with South Thames College and Nightingale Vocational Academy. Pupils are encouraged to apply to colleges for post 16 education and training and help with their application given. South Thames College has a Learning Support Department and close liaison is maintained. For pupils applying to other colleges the school reference form is the main

medium for exchanging information although personal contact will be made if appropriate. The careers service also holds some sessions with KS3 pupils. All pupils with SEND are included in planned activities and work experience opportunities.

### **3.5 Links with health, social services, education welfare and voluntary agencies**

There are regular visits from our school nurse who is a Specialist Practitioner for the Youth Justice Service, PRU's SE18, Southfields and Nightingale Academies. Staff can refer pupils with various problems and difficulties. The nurse can also refer any other medical concerns to the appropriate agency. Pupils with special medical needs can be visited at Francis Barber by the specialist teams and meetings can be held with staff to advise on ways of maximising educational provision. The school nurse and other professionals are invited to contribute to and attend any annual reviews or other relevant meetings for pupils.

We also work with CAMHS, the Child and Adolescent Mental Health Team who. We have an onsite Counselling Psychologist who is based at our Tooting site Monday-Wednesday and our Westdean site Thursday and Friday.

We work closely with the Education Welfare Service and Children's Specialist Services to maximise the chances of successful attendance at the PRU and reintegration (as appropriate) into mainstream schools. We have an Attendance Mentor who provides outreach support for pupils whose attendance is persistently low.

The Pastoral and PSHE teams arrange visits from other professionals in the field of health and from voluntary agencies as appropriate. We have regular weekly sessions for all KS3 and Year 10 pupils with the Evolve Team who are the Wandsworth Exploitation Specialists.

The Francis Barber PRU maintains a holistic approach to the education of pupils who have failed to thrive in mainstream school for whatever reason. To that end we welcome the support and expertise of a wide variety of professionals and work with them as members of a multi-disciplinary team.

## **Appendix 1**

### **List of SEND categories**

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over

time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Mental and Emotional Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

- **Sensory and/or physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.