



## Local Offer (Secondary)

2019/2020

By law this policy must be reviewed annually. This policy will be next reviewed in June 2020 (or in light of new statutory guidance or when new SEN system introduced)

**DOCUMENT CONTROL**

Document Title:	Local Offer	
Version:	2019/20	
Status:		
Publication date:	June 2019	
Review date:	June 2020	
Review frequency:	Annually	
Approved/Ratified by:	Management Committee	
Available on the website:	Yes	
Document Path & Filename :	R:\o POLICIES\SEND Policies June 19	
Distribution:	To all staff	
<p>Please note that the version of this document contained within the Policy Folder on Staff Drives is the only version that is maintained. Any printed copies should therefore be viewed as “uncontrolled” and as such, may not necessarily contain the latest updates and amendments.</p>		

Version	Date	Comments	Author
1	23/06/2015	For approval by Management Committee	Krystal Le Francke
2	8/11/16	For approval by Management Committee	Krystal Le Francke
3	4.6.18	For approval by Management Committee	Krystal Le Francke
4	11/06/2019	For approval by Management Committee	Krystal Matthews

<b>Review Process prior to Ratification</b>	
Name of Group/Department/Committee	Date
FMC	

The changes in the Children and Families Bill affect the way children with special educational needs (SEN) are supported in our PRU.

The new approach begins in September 2014 and places learners at the centre of planning.

The key principles of the new legislation are:

1. Young people and their families/carers should be involved in discussion about the support they need, so they can share their knowledge and feed back to the school on the young person's progress.
2. Education Health Care Plan (EHCP) will replace Statements of Special Education

Needs. New assessments for additional educational needs will follow from September 2014.

At Brent River College we believe we are well placed to adopt these changes and look forward to working with our parents/carers to bring about the reforms.

Brent River College is a KS3 and KS4 Pupil Referral Unit. We specialise in supporting young people who have not been able to maintain a placement in their local school either due to a social, emotional or behavioural difficulty or a medical condition.

We admit children from across the Brent Borough.

Brent River College upholds children's rights to education. We recognise the child as an individual and acknowledge that children's needs change over time and require flexibility in our approach.

Our offer, therefore, is designed to ensure that barriers to equal access in our school are removed or overcome. We have brought about an offer that will provide opportunities for successful outcomes but one which provides support, encouragement and flexible resources to keep our community safe.

Our school values are '*Belief, Respect, Integrity, Vision, Excellence, Responsibility, Courage*'.

We welcome engagement from our parents/carers and wider support agencies to bring about protection, provision and progression for pupils of Brent River College so that they are well prepared for the future both as learners and citizens.

Brent River College is an inclusive school and may offer the following range of provisions to support children with SEND:

	KS3 PRU	KS4 PRU
<b>Provision to facilitate/support access to the curriculum/independent learning</b>	<ul style="list-style-type: none"> <li>• Class sizes are small across the PRU, up to 6 in a class, with at least two adults in the class: A teacher and 1 Teaching Assistant. Where young people have Statements (or Education Health Care Plan) or are on a 1:1 programme, there may be additional support</li> <li>• Robust baseline assessments so that clear targets are identified that match individual pupil need</li> <li>• Regular progress meetings</li> <li>• Accurate data analysis to support early identification of additional need</li> <li>• Robust risk assessments</li> <li>• A stimulating learning environment</li> <li>• High levels of adult support and intervention</li> <li>• Well-resourced classrooms and specialist equipment</li> <li>• Access to a range of therapeutic interventions to support the development of self-esteem, confidence and emotional well-being</li> <li>• A highly committed staff team who know our children well</li> <li>• Pupils will develop literacy and numeracy skills to access public examinations at an appropriate level</li> </ul>	
<b>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</b>	<ul style="list-style-type: none"> <li>• Interactive whiteboards in every classroom.</li> <li>• 1:1 access to computers/laptops for all pupils.</li> <li>• Key workers for every child.</li> <li>• Access to a counsellor.</li> </ul>	
<b>Strategies to support/develop literacy</b>	<ul style="list-style-type: none"> <li>• Phonics based reading schemes.</li> <li>• Lexia Reading Programme.</li> <li>• Specified targeted literacy programme.</li> <li>• Dyslexia Screening.</li> </ul>	
<b>Strategies to support/develop numeracy</b>	<ul style="list-style-type: none"> <li>• Personalised curriculum designed to identify and address gaps in learning and work from this point.</li> <li>• Web based learning.</li> <li>• Practical and multi-sensory approach.</li> </ul>	
<b>Strategies to support/modify behaviour</b>	<ul style="list-style-type: none"> <li>• All staff receive a range of training including safeguarding and Team Teach.</li> <li>• Twilight sessions for teachers are all based on teaching and learning.</li> <li>• All staff are involved in developing educational and behavioural targets for young people.</li> <li>• All provisions have regular debrief sessions so that the needs of the learners are always monitored, reviewed and adapted as needed.</li> <li>• Team Teach de-escalation and positive handling.</li> <li>• Weekly behaviour targets and 1:1 target setting and mentoring sessions.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Access to key workers.</li> <li>• Reward and recognition systems.</li> <li>• Counselling.</li> <li>• Restorative justice approaches.</li> </ul>	
<b>Strategies to enhance self-esteem/promote emotional wellbeing</b>	<ul style="list-style-type: none"> <li>• Rewards and achievement schemes.</li> <li>• PSHE curriculum.</li> <li>• Enrichment curriculum, which includes adventurous activity, art, music and sport.</li> <li>• Counselling.</li> <li>• Solution focused approaches.</li> </ul>	
<b>Support/supervision at unstructured times of the day</b>	<ul style="list-style-type: none"> <li>• High staff supervision ratio.</li> <li>• Break time activities with continuous supervision by teaching and support staff.</li> <li>• Breakfast club.</li> <li>• Whole school lunchtime groups including adults.</li> </ul>	
<b>Social Skills programmes</b>	<ul style="list-style-type: none"> <li>• Targeted PSHE.</li> <li>• Adventure learning opportunities through learning expeditions and adventurous activity – wall climbing, gym, boxing and football.</li> <li>• Structured play.</li> </ul>	
<b>Planning and assessment</b>	National Curriculum KS3 (Y7-9)	GCSE English Language, English Literature, Maths, Science, Art, ICT. BTEC Art, Business, Sport, Catering
	<ul style="list-style-type: none"> <li>• APP</li> <li>• Annual Reviews.</li> <li>• Personal Pupil Profile.</li> <li>• Re-integration Plans.</li> </ul>	
<b>Engagement with parents/carers</b>	<ul style="list-style-type: none"> <li>• Letters home.</li> <li>• Weekly phone calls.</li> <li>• Key support worker.</li> <li>• Website.</li> <li>• Annual parents evenings.</li> <li>• Annual review process for statement pupils.</li> <li>• Joint learning opportunities.</li> <li>• Half-termly Achievement celebration events.</li> <li>• Half-termly progress reports.</li> </ul>	
<b>Liaison/Communication with Professionals</b>	<ul style="list-style-type: none"> <li>• CAMHS.</li> <li>• Social Care Services.</li> <li>• Counselling.</li> <li>• Drama Therapy</li> <li>• Educational Psychologist</li> <li>• Mentors</li> </ul>	
<b>Arrangements for specialist expertise in school</b>	<ul style="list-style-type: none"> <li>• Sports coaches, swimming, football, boxing.</li> <li>• Dyslexia screening.</li> </ul>	
<b>Arrangements for specialist expertise from outside school</b>	<ul style="list-style-type: none"> <li>• Sports coaching.</li> <li>• Counselling.</li> <li>• Health services.</li> </ul>	

---

<b>Monitoring and evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEN</b>	<ul style="list-style-type: none"><li>• Achievement data analysis.</li><li>• Pupil Premium analysis and report.</li><li>• Attendance.</li><li>• Monthly monitoring meeting of all teaching staff, monitoring: academic achievement and progress, moderation of writing across the curriculum, work scrutiny and behaviour.</li></ul>
---	--