



Newham PRUs

Special Educational Needs and Disability (SEND) Information Report 2026-2027

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Introduction	3
What kind of special educational needs are provided for in Newham PRUs	5
How does Newham PRUs know if students need extra help and what should I do if I think my child may have SEN?	5
How will PRU staff support my child and how will the curriculum be matched to my child's needs?	7
How is the decision made about the type and how much support my child will receive?	12
How will my child be included in activities outside the classroom including school trips?	13
What support will there be for my child's overall wellbeing?	13
How does the school work with parents and carers of students with SEND?	14
How does the school measure and monitor the progress of students with SEND?	14
What training have the staff supporting SEND had?	15
How accessible is the school both indoors and outdoors?	15
How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?	15
Who can I contact for further information?	16

This policy statement has been written in conjunction with:

- The SEN Code of Practice (2015)
- Children and Families Act 2014
- The Equality Act 201
- Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time 2023

Newham PRUs includes Tunmarsh School Onsite and Outreach provisions, Phoenix Primary Provision and New Directions PRU.

Introduction

Many of our students experience difficulties in managing their behaviour over a long period of time. Our aim is to help students re-engage with learning and achieve success, by providing a clear supportive framework with relevant targeted interventions, enabling them to make the appropriate choices and begin to take responsibility for their own actions.

Newham PRUs have a clear vision and set of values are:

At Newham PRUs we strive to provide a safe and nurturing space where our children and young people can discover their unique strengths, engage in learning and achievement, develop positive 'habits for life', and build the confidence to succeed in their education and beyond.

Our core values are:

Habits for Life
Courage, Resilience and Kindness

This policy makes reference to 6 key Nurture principles which are:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All Behaviour is communication
- The importance of transition in children's lives

This document represents the graduated response to SEND across Newham PRUs in line with our commitment to the 6 Nurture Principles and our school values. This graduated response is represented in Appendix A.

Our practice is in line with, Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan Right Support, Right Place, Right Time 2023 policy to:

- fulfil children's potential: children and young people with SEND (or attending alternative provision) enjoy their childhood, achieve good outcomes and are well prepared for adulthood and employment
- build parents' trust: that restores their confidence that their children will get the right support, in the right place, at the right time

The role of the Management Committee:

The Management Committee is the governing body for all Newham PRUs Provisions. This includes Tunmarsh School, Phoenix and New Directions PRU. Newham PRUs Management Committee plays a strategic and advisory role in exercising statutory functions, including those delegated to them by LBN. We work closely with LBN in setting a strategic framework for the PRUs.

This strategic framework:

- Sets out appropriate aims and objectives;
- Identifies and includes policies, targets and priorities;
- Sets out arrangements for monitoring and reviewing aims, objectives and whether the policies, targets and priorities are being achieved.

The Management Committee is informed by the Headteacher and Leadership Team before taking their own decisions.

Working strategically, Management Committee members then use monitoring evidence to review and evaluate progress against any targets set to see whether a policy is working or needs changing.

What kind of special educational needs are provided for at Newham PRUs?

Tunmarsh School (London Borough of Newham) is a Complex PRU providing education provision for children who are unable to attend education within a mainstream setting within Newham. Children are referred to Tunmarsh School sites and provisions as a result of Permanent Exclusion, Fair Access, Directed Placement intervention to prevent Permanent Exclusion, and access to education during school absence for Medical, Mental Health needs.

Newham PRUs provides education for students with a wide range of social, emotional & mental health (SEMH) needs. Some students may also have a diagnosis of other additional SEND e.g. Autism, Dyspraxia, Dyslexia etc.

The medical outreach and home learning services provide education to students who are unable to attend their mainstream school as a result of a medical diagnosis that their school cannot accommodate for, or who are still awaiting to be placed into a suitable educational setting from the LA.

How does Newham PRUs know if students need extra help and what should I do if I think my child may have special educational needs?

Information from the referring school:

- If your child was identified as having special educational needs by the referring school, this is discussed at both the transition stage and in the admissions meeting along with strategies that were successful in supporting the student.
- If your child has an EHCP and is on a dual placement, then the SENCo from the referring school will hold the Annual Review. If the pupil is on a sole placement at Newham PRUs, then the lead teacher at the PRU will lead on the Annual Review. During this stage if there needs to be any changes to the EHCP, along with strategies that are working/no longer working for the pupil. This is discussed at the review meeting and the plan is annotated.

Information upon arrival:

All students take part in assessments upon admission. These usually include:

- an initial **speech and language screener** administered by our SAL therapist which helps to quickly identify your child's level of communication and offers teachers and support staff with clear strategies to support your child with teaching and learning in the classroom. It can also act as an early indicator of any other wider underlying difficulties your child may have.
- Warwick Scale which measures mental well-being
- a **Strengths and Difficulties Questionnaire** (SDQ) which provides a picture of the social and emotional strengths and difficulties your child may have. This helps to inform both the TEPs approach and targeted intervention as well as whole school practices to support behaviour management and relationship building.
- CAT4 Assessment that measures a student's developed reasoning abilities and cognitive potential rather than specific school curriculum knowledge.

These assessments are recorded on the school's MDT Tracker and individually on each pupil's Pupil Profile, and shared with the teachers and TEPs at the PRU.

Information from assessments:

- **Baseline testing and screening** of students on admission enables staff to understand and respond to the frequently complex social and emotional needs of individual students, as well as underlying learning needs.

The information is set out on a Pupil Profile for all teachers and teaching staff to access. The data from the assessments is recorded on the school's internal MDT Tracker.

Using the data from assessments, pupils are discussed in a Triage Meeting (10 days after they start the PRU) to ascertain what is the best course of intervention support that they require whilst they are at the PRU.

The outcomes of baseline screenings are shared with the referring schools, and parents / carers. These initial assessments allow us to identify clear, achievable learning goals, and inform curriculum pathways, targeted interventions and differentiated approaches for use within the classroom. Each pupil, alongside their Pupil Profile has a Pupil Passport. The

passport is a child-friendly version of their targets that the pupil needs to work on, and is reviewed with their Form Tutor each half term. Both the Pupil Profile and Pupil Passport make up the child's Individual Support Plan. Early identification and understanding of needs ensure students access an appropriate curriculum pathway and programme of intervention and support. Formative assessment tools are used to support differentiation, to inform equity of opportunity when accessing the curriculum. They increasingly use highly effective questioning and sequencing demonstrates understanding of the ways our students think about subject content and learning.

- **Summative assessments**, evidence from book scrutiny and historical data collated at the end of each half term is used to inform attainment overtime and support evidence for reporting on attainment and progress.
- **BOXALL profiles** help teachers to understand where students are developmentally to plan effectively and set appropriate targets.
- **Daily debriefs** are held on each site, at the start and end of the day, whereby both teaching staff and TEPs will raise any concerns that they may have observed during the day, or preempt any issues that may warrant additional support.

Information from outside services:

Additional assessments and reports through external agencies may also highlight a student requiring additional support or a diagnosis of SEND. These may included the following services:

- Newham Child and Adolescent Mental Health Services (CAMHS)
- Newham Educational Psychology Service (EPS)
- Words First- Speech and Language Therapy (SALT)
- Newham Behaviour Support Service (BSS)
- Newham Occupational Therapy (OT)

Information from Parents:

Parents can raise concerns about their child, to the following staff.

- ★ Lead Teacher of the Phoenix Provision (KS1 & 2):
timothy.butler@prus.newham.sch.uk
- ★ Provision Manager- New Direction PRU (KS4):
kelvin.burnett@prus.newham.sch.uk
- ★ Luis Cravioto (AHT across PRU for Remote Learning/Medical Outreach):
luis.cravioto@prus.newham.sch.uk
- ★ Yasmine Dhillon (DHT/SENCO/Inclusion/Safeguarding across PRU, including Tunmarsh PRU):
yasmine.dhillon@prus.newham.sch.uk

How will the PRU staff support my child and how will the curriculum be matched to my child's needs?

In 2026, Newham PRUs was accredited with the **National Nurturing Schools Award** from Nurture.

As a school, we are committed to embedding a nurturing ethos across all provisions to enhance teaching and learning and promote healthy outcomes for all young people who attend the school. Our nurturing approach focuses on the emotional development of young people as well as their academic development.

Our team of skilled and experienced Teachers, Higher Level Teaching Assistants, TEPs, and Nurture Practitioners provide support and learning intervention across the curriculum based on the 6 principles of nurture.

Nurture principles, therapeutic intervention and relational pedagogy are the foundations of our approaches in working with all students at all times. The school provides an environment where:

- Students' learning is understood developmentally.
- Classrooms and the whole school setting offers a safe base.
- All staff know that nurture is important for the development of self-esteem and this underpins all communications with students and their families.
- Language is understood as a vital means of communication.
- All behaviour is understood as communication.
- Transitions are understood as significant in the lives of our students .

Our SENCo/Lead SEND Officer oversees EHCP support and intervention across the school's provisions and provides a point of contact for staff to refer to with any concerns or needs associated with SEN or SEMH.

Wrap-Around Groups

All students are set targets to support their progress and agree together with a small team of teaching and support staff who know your child particularly well. These targets are based on the Boxall Profile assessment which the Wrap-Around Group works on together and specifically supports the social and emotional development of each learner. Targets are reviewed periodically and inform the planning and intervention support for each child.

Table to show how the curriculum is adapted to pupil's needs:

Provision	Details
Quality First Teaching at Phoenix Provision (KS1 & 2), Tunmarsh PRU (KS3 & 4) and New Directions PRU (KS4)	All of the students with SEND will have their needs met within small groups, through high quality teaching which takes their needs into account, so that they can follow a curriculum that is personalised to meet their needs. At the Universal level, Newham PRUs' provisions focus on providing a broad and relevant curriculum tailored to meet the broad needs of all students, whether that is following GCSE, BTEC, Entry Levels pathways. Our curriculum is defined by the experiences and opportunities our students are exposed to which inform the knowledge and understanding they gain.

	This is from the moment they come through the school gates each day and the encouragement to extend learning and experiences beyond the school gates / day. Students extend their interests beyond school and throughout holidays through our extended school programme (NEST). Our curriculum is built on our school values, aims to be engaging and enjoyable, and learning is applied, enabling students to understand its relevance. Baseline testing and screening of students on admission enables staff to understand and respond to the frequently complex social and emotional needs of individual students , as well as underlying learning needs. As a Nurture School (Nurture UK), learning takes place in safe, secure, communication friendly environments. Students are supported through all transitions to enable them to travel safely and calmly around the school, keeping their focus and supporting them to self regulate. T&L QA and deep dives evidence teachers and support staff take time to secure effective Habits For Learning to enable them to embed students knowledge, understanding and skills securely. Subject content is introduced progressively and uses questioning and feedback to effectively support further learning. Teachers have consistently high expectations articulated using the language of Habits For Learning and constantly demand more of students, identifying and supporting any pupil who is falling behind, and enabling most to catch up on any missed learning. The QA process is a standing agenda point of XPRU SLT to ensure the focus remains on understanding progress. Summative assessments, evidence from book scrutiny and historical data collated at the end of each half term is used to inform attainment overtime and support evidence for reporting on attainment and progress. See Appendix A: Newham PRU Inclusion Framework: Provision Map
Nurture Plus Provision: Panther & Madrid KS3	Prior to being considered for Nurture Groups, students may be at risk of a breakdown in current onsite PRU provision, they may be referred to support a transition back to onsite provision from attending APPLE provision, or they may be referred directly from admission . Panther and Madrid are onsite nurture provisions, each for up to 6 vulnerable and hard to engage students. The primary barrier to learning for these students is social, emotional and/or mental health needs. The Nurture Groups aim to replace missing early childhood attachment experiences by focusing on relational pedagogy. The onsite Nurture groups differ from the wider onsite group offer through having a lead teacher who oversees and delivers core curriculum and PSHE, and dedicated Nurture Practitioners provide targeted therapeutic and wrap-around support based on the six key nurture principles. The students benefit from their own designated classroom which provides a safe base, and acts to reduce transitions throughout the school day. Panther and Madrid Nurture groups promote self awareness, resilience and independence within a therapeutically informed learning environment that combines both academic and play-based approaches to the curriculum.

Nurture Plus Provision: Apple KS3 & Y10	KS3 and Yr10 students will be considered for referral to APPLE if they meet the base criteria and in addition they meet the additional criteria stated. Prior to being considered for APPLE, students may attend an onsite provision however, due to their individual learning needs not being fully met, are at risk of a breakdown in the current PRU provision or they may be referred directly from admission. This is usually a 12 week placement. Students experiencing this level of need should have specialist assessments and support in place, and will either have an EHCP, or specialist assessments will be triggered with a view to making an application for EHCP. Colleagues in LBN SEND will be made aware of the level of concerns and consulted about referral to APPLE Provision. APPLE is an outdoor learning 'Nurture+' provision for up to 8 vulnerable and hard to engage students . It aims to develop pupil's emotional literacy, ability to self-regulate and build meaningful relationships with peers and adults leading to positive engagement in learning. This is done through promoting self awareness, resilience and independence within a therapeutically informed learning environment that combines both academic and outdoor based approaches to the curriculum.
Nurture Plus Provision: Ocelot (KS4)	KS4 students will be considered for referral to Ocelot if they meet the criteria for Nurture provision, and in addition they meet the additional criteria below. Prior to being considered for Ocelot , students may have attended an onsite provision which is at risk of breaking down or they may be referred directly from point admission. Ocelot is a Nurture + provision for up to 6 vulnerable and hard to engage students who would otherwise not be able to access education at Newham PRUs due to the complexity of their SEMH / Mental Health needs, and the risk of harm to self or others evident as a consequence. Ocelot aims to provide a safe, highly supported provision which looks to develop pupil's emotional literacy, ability to self-regulate, and address current personal and contextual barriers to learning. This includes addressing concerns such as substance addiction, involvement in high risk activities in the community, youth violence and criminality as well as emotional and mental health difficulties. Intensive work is undertaken with students to build meaningful relationships with both peers and adults, whilst leading to positive engagement in learning and successful transition to post 16 opportunities. Ocelot provides wrap-around, intensive support from both school and multi agency staff; developing bespoke curriculum and timetables which support progress from their individual starting points, promoting self awareness, resilience and independence within a therapeutically informed learning environment that combines both academic and practical approaches to a broad, relevant curriculum. Students experiencing this level of need should have specialist assessments and support in place, and will either have an EHCP, or specialist assessments will be triggered with a view to making an application for EHCP. Colleagues in LBN SEND should be made aware of level of concerns and consulted about referral to Ocelot Provision

School Nursing Service	All students that are open to Children's Social Care have regular health checks. The young person that is not known to SC but are presenting health needs are also referred to the School Nurse. The School Nurse will also create the initial Health Care Plan and for those in place as well as, update and review HCPs Our School Nursing Service also <i>Support the Living Your Best Life</i> workshop, which raises the awareness, for all students attending PRUs, on key health topics such as, Substance Abuse, Mental Health, Sexual Health, and general health needs.
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Internal

See Yellow Framework Provision Map (Appendix A).

Interventions:

Newham PRU Inclusion Framework: Provision Map			
	Learning	Health & Wellbeing	Safeguarding
Tier 4 - Bespoke 1:1 Remote provision	Students in Tier 4 will have access to the interventions and support strategies included in Tiers 1, 2 and 3 in addition to the following: - Access to curriculum through online remote learning in an identified safe place at home or in the community - Support from 1:1 in person Academic Mentor to engage with online learning	Students in Tier 4 will have access to the interventions and support strategies included in Tiers 1, 2 and 3 in addition to the following: In person, personal development sessions with Newham-PRUs staff at a safe off-site location on daily basis.	Students in Tier 4 will have access to the interventions and support strategies included in Tiers 1, 2 and 3 in addition to the following: In person, multi-agency support sessions with YS, Social Care, Police etc.
Threshold - A serious risk of harm to self and/or others has been identified and can only be mitigated through an off-site bespoke educational offer. This may be due to significant contextual safeguarding needs and/or complex mental health needs requiring closer supervision and containment in an identified safe place. This will be identified possibly following information / Intelligence regarding a (potential) serious incident, through ADPR cycles, Safeguarding Panel or Multi Agency input or Incident reporting. The case will be referred to Gatekeeping for consideration regarding next steps. The placement will be subject to frequent review at Gatekeeping with a view to managing risk while ensuring appropriate access to education.			
Tier 3 - Bespoke group provision away from main body of school.	Students in Tier 3 will have access to the interventions and support strategies in Tiers 1 and 2 in addition to the following: - Access to a Nurture provision which is separate from the main school cohort, either off site or in a segregated area of the school - Be referred for a Full Educational Psychologist cognitive assessment and report - Speech and Language Therapist: Further assessment, intervention programme and classroom support - CAMHS referral for assessment and intervention - Parent referred for CAMHS: Non-violent Resistance programme - SEN Forum review - Bespoke Timetable - EHCP Application if appropriate	Students in Tier 3 will have access to the interventions and support strategies in Tiers 1 and 2 in addition to the following: - Bespoke high level of support for students at high risk of NEET - Transition plans - Targeted after-school/holiday activities and support 1:1 parent support (collaborative work with CAMHS & S&T) 1:1 intensive mentoring - Targeted individual interventions from specialist agencies - Multi-agency support plans - Educational Mental Health Practitioner: 1:1 CBT intervention	Students in Tier 3 will have access to the interventions and support strategies in Tiers 1 and 2 in addition to the following: - Weekly safety planning at CSP - Safeguarding KS4/KS3 Nurture provision away from the main body of the school including for KS3 Educated at off site provision (APPLE or Ozette) - Child Sexual Exploitation - AMIS assessment - External agency referral: Safe London (CC/CSE), CGL (Drugs), Shine (Sexual Health), Victim Support (CC/CSE) - Social Care: CP/CIN, LAC, Divert, Complex safeguarding hubs - YS: Statutory YRO 1-pango refer - Police: Op Anson
Threshold - Pupils are not able to successfully make progress or engage in the TIER 2 provision offer for reasons including: Identified learning needs and/or significant concerns regarding SEMH and/or Safeguarding which need further assessment / intervention and support, including Risk Management. This will be identified through ADPR cycles, Safeguarding Panel or Multi Agency input or Incident reporting. The case will be referred to Gatekeeping for consideration regarding next steps and whether TIER 3 provision is appropriate.			
Tier 2 - Targeted - Onsite Nurture Group	Students in Tier 2 have access to interventions and support strategies in Tier 1 in addition to: - Attending onsite Nurture group provision. Attributes of a nurture group include: - Small class size - up to 8 students - Higher ratio of full time consistent staff members - An allocated Nurture Classroom to provide a safe learning environment that reduces the number of lesson transitions throughout the school day - Access to a curriculum / bespoke timetable designed to support the group's specific learning needs - A teaching delivery model that is framed by the 6 nurture principles - Complete Diagnostic Reading Assessment (DRA) / Fresh Start Phonics / English Grammar - Be referred to the school's EP / S&T for observation and report - Have a cycle of TAC meetings embedded to track progress including review of the personalised	Students in Tier 2 have access to interventions and support strategies in Tier 1 in addition to: 1:1 Intervention programmes (TEP/SEN assistants/MAST) - Targeted after-school/holiday activities and support - Multi-agency support plans - Targeted group work/group interventions - Allocated MAST keyworker - Home visits by MAST key workers - Mental Health First Aid intervention and support for acute concerns - Mental Health Coping Plans - Be considered for an EHCP Application	Students in Tier 2 have access to interventions and support strategies in Tier 1 in addition to: - Placed on Actions & Decisions STIC programme - Have an allocated Safeguarding Key Worker mentoring - Be reviewed at Bi-weekly safety planning at CSP - Schools Police mentoring, Triage social workers - Statutory YS offer embedded within timetable - Attendance management service involvement - Disruption referral to divert from criminal activity (re-route YS)
Threshold - Pupils are not able to successfully engage in the universal provision offer for reasons including: Unmet learning needs and / or escalating concerns regarding SEMH and / or Safeguarding which need additional assessment / support. This will be identified through ADPR cycles, Safeguarding Panel or specialist input. The case will be referred to Gatekeeping for consideration about transfer to a TIER 2 provision.			
Tier 1 - Universal - Onsite Group	Students in Tier 1 will: - Attend onsite group provision in small class size - up to 8 pupils - Have a Boxall profile carried out - Undergo Literacy (Lucid Less Assessment), S&T, assessments - Access Nurture and trauma informed SEND personalised learning strategies developed through Daily Whole School Debriefs. - Access an Academic and Applied Learning Curriculum which is designed to support engagement and individual progress in learning. - Opportunities to attend Educational visits - Have Individual pupil profile created providing specialist SEND and trauma informed teaching & learning strategies - Be subject to an embedded assess, plan, do, review cycle (APDR) to measure progress and inform next steps	Students in Tier 1 will: - Undergo a Mental Health screening through admissions. - Have a Boxall Profile providing a personalised learning plan to address identified SEMH needs. - Have an allocated Therapeutic Education Practitioner (TEP) to provide high levels of pastoral and emotional support throughout the school day. - Have nurture and trauma informed personalised SEMH support strategies developed through Daily Whole School Debriefs. - Have timebased Dialectical Behaviour Therapy (DBT) Short Targeted Intervention Course (STIC). - Be supported in restorative approaches to behaviour management. - Be provided daily free school breakfast and lunch. - Receive an embedded assess, plan, do, review cycle to measure progress and inform next steps.	Students in Tier 1 will: - Will be discussed daily in debrief to reflect on any potential behaviour / safeguarding concerns, ensuring immediate response. - Be subject to safeguarding screening and monitoring - Have timebased sessions with their form tutor twice a day - Receive parental contact on absence from school. Day 1 - Text, Day 2 - call, Day 3 home visit - Have repair and restore conversations after any incidents - Access regular universal sessions with external agencies, e.g. Shine, CGL, Osmari, ELOP. - Receive an embedded assess, plan, do, review cycle to measure progress.
Admission profile created, school and partner agency information assessed. Pupil threshold will be assessed on admission. Embedded Nurture Principles Across the School. Every pupil has a key adult.			

Support from external specialists:

Multi-agency cooperation is in place to ensure that the school meets the needs of students with SEND. We work with other schools, educational, health and social services departments and the local authority to ensure we offer a comprehensive, informed and robust offer of support to our students.

- Newham's Educational Psychology Service (EPS)
- Newham's Behaviour Support and Development Team (BSS)
- Words First Speech and Language Therapy (SALT)
- Newham's Language, Communication and Interaction Service (LCIS)
- Newham's Sensory Service (SS)
- Newham's Child and Adolescent Mental Health Service (CAMHS)
- Newham's Occupational Therapy (OT)
- Newham's Youth Offending Team (YOT)
- Newham's Special Educational Needs (SEN) Section
- Newham's Complex Needs and Dyslexia Service (CNDS)
- Social Care (SC)
- Intensive Youth Worker
- Family Support Worker
- Transitions & Post-16 Progression Mentor
- Fight For Peace Youth Practitioner
- Newham Virtual School
- Youth Justice Practitioner
- School Nursing Service
- School Police Officers
- Newham's Special Educational Needs Section
- Newham Parent Partnership Service

We also work with external agencies to run workshops and conduct mentoring:

- Short Targeted Intervention Course (STIC)
- Change Grow Live (CGL)
- SHINE (sexual health service)
- Diana Community Children's Service
- Richard House Children's Hospice
- West Ham community football
- Lambourne End Centre for Outdoor Learning
- Safer London (CCE/CSE)
- Victim Support (CCE/CSE)
- Fight For Peace (FFP)



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How is the decision made about the type and how much support my child will receive?

Support and intervention for all students begin during the admissions process in close collaboration with the referring school, the student, and parents/carers. Upon arrival, all students participate in a comprehensive **10-day induction period**, during which baseline admissions assessments and initial screeners (including Speech, Language & Communication screening) are completed. This 10-day phase establishes clear reintegration targets and provides structured guidance across our **4-Pathway model** to determine the exact type of provision and support your child requires.

Where necessary, further specialist assessments are conducted with direct input from our **Multidisciplinary Team** (which includes Educational Psychologists, CAMHS, and Speech & Language Therapists) to gain a deeper understanding of specific learning, emotional, or behavioural needs.

All assessment data and support strategies are consolidated into a single, streamlined **Individual Support Plan (ISP)**, which combines:

- **The Pupil Profile:** Outlining strengths, barriers to learning, and adaptive teaching strategies driven by active Assess, Plan, Do, Review (APDR) cycles.
- **The Pupil Passport:** Co-created, pupil-friendly targets established within the first 10 days. These are reviewed 1-on-1 with form tutors every Friday to capture student voice and promote our *Habits for Life* (Confidence, Resilience, and Kindness).

Newham PRUs operate a dynamic **4-Pathway Framework** providing holistic, multi-agency support. Your child's assigned pathway is continually evaluated through regular **Wraparound Group** reviews, ensuring students can fluidly transition between pathways as their presentation, needs, and progress evolve.

Would you like me to turn this into a slide presentation?**How is the decision made about the type and how much support my child will receive?**

Support and intervention for all students are discussed during the admission process with the referring school, the student, and their parents/carers. Upon arrival, students undergo a comprehensive 10-day induction and complete admissions assessments to establish baseline needs and determine appropriate support pathways.

Any necessary additional assessments are carried out with input from our Multidisciplinary Team (including Educational Psychologists, CAMHS, and Speech & Language Therapists) to identify specific learning needs, communication profiles, and targeted interventions.

We create an individualised **Individual Support Plan (ISP)** for each student, which consolidates their **Pupil Profile** and **Pupil Passport**:

- **Pupil Profile:** Outlines a pupil's strengths and barriers across learning, behaviour, and emotional/mental health. It provides teaching staff with clear strategies using an Assess, Plan, Do, Review (APDR) cycle to help pupils develop our core 'Habits for Life'.

- **Pupil Passport:** Captures the pupil's voice and outlines student-friendly targets set during admission. Form tutors review these targets 1-on-1 with students every week.

Newham PRUs operate a structured pathway model across four distinct pathways to guide students toward successful transitions. A student's pathway and support levels are continuously monitored and reviewed through collaborative multi-disciplinary **Wrap-Around Groups**, ensuring provision dynamically evolves as the student's needs and presentation progress.

How will my child be included in activities outside the classroom including school trips?

- All students have an entitlement for reasonable adjustments to be made so that they can be included in activities outside the classroom and on school trips, unless there is a risk to themselves or others. Parents will always be informed about trips outside of the school. Parents may sometimes be invited to support high level SEND students on trips if appropriate.
- All students' programmes of study are planned and designed to ensure full access to appropriate physical activities and educational visits that will enhance their personal curriculum. We encourage full participation and engagement in learning and resource a wide range of opportunities across the curriculum to ensure all our students have access to a rich, diverse and exciting learning experience with the appropriate level of support in place.
- All educational visits are carefully risk assessed in advance and measures put in place to ensure, as far as possible, the safety of the visit. Educational trips are part of the curriculum and school's Personal Development Map.

What support will there be for my child's overall wellbeing?

All students are assigned a TEP for individual pastoral support, advice and guidance on wellbeing, attendance, behaviour and progress. Character Education is firmly embedded across the school curriculum and students are supported in exploring a broad range of issues related to emotional / social wellbeing and development. Our embedded Speech & Language (SALT) therapists offer further intensive support as required. Additionally, we have 2 Educational Psychologists that assess and support identified students. The whole school approach to mental health and wellbeing is coordinated by our Mental Health Lead.

Nurture Groups: For identified students, there are Nurture Classes at both Key Stage 3 and Key Stage 4. The Nurture Class is an evidenced-based intervention for young people who need additional support to build confidence, self-respect and socially appropriate behaviour. The class offers a safe environment where developing secure attachments and trusting relationships are paramount. Two consistent adults (a teacher and a TEP) spend the majority of the learning day with the class. In addition to academic learning, there is a focus on social and emotional development as well as language, communication and interaction.

How does the school work with parents and carers of students with SEND?

Parent/Carer partnerships are actively promoted across the school. Parents are made aware of the importance of working closely with the school and the positive impact this can have on their child's achievement. A weekly Inclusion Newsletter is sent out to all parents updating them of the learning taking place across the provisions, along with safeguarding and SEND support, as part of Newham's local offer.

Successful parent/carers engagement events have included information and signposting sessions; parent/carers evenings and invitations to events, such as, Careers Fair and Record of Achievement Assembly.

We also work with parents/carers by:

- inviting them to participate in the Annual Review/ EHC applications process as well as receiving check ins and updates as required throughout the year (those with EHCPs).
- consulting them when making a referral for SEND assessment/screeners both internally or through an external specialist service
- supporting parents with the school's and the local authority's Local Offer

How does the school measure and monitor the progress of students with SEND?

- We use a Graduated Approach (Assess-Plan-Do-Review), using Pupil Profiles to ensure pupils' needs are being met in the classroom setting, and to record tried and tested strategies
- Formative assessment tools are used to support differentiation, to inform equity of opportunity when accessing the curriculum. Teachers increasingly use highly effective questioning and sequencing demonstrates understanding of the ways our students think about subject content and learning
- Assessment of the child's needs, by specialist teachers, internal PRU staff, using screeners and assessments
- Annual Reviews
- Data tracking and analysis for pupil progress carried out by HODs and SLT
- Lesson observations and follow up
- Involvement MDT specialist teachers, such as, OT /Clinical Psychologists and SALT
- Parent review meetings/evenings focusing on review of the interventions and support in place and regular updates on how well their child is progressing. Parents are given guidance about how to support their child to improve. Working together with students' families and other involved stakeholders supports overcoming barriers and re-engaging successfully in learning

What training have the staff supporting SEND had?

- The Deputy Headteacher (SENCo) holds the National Award for SEN-Coordinators, 2022, and is undergoing the Level 7 Advance SEND Leaders Course
- All TEPs are trained in Trauma Informed Practice
- All staff supporting SEND have regular training throughout the school year, based on the needs of students and training to support SEND is also available for all classroom teachers.
- All teaching staff are trauma informed, trained, and attachment aware. We had had staff trained in emotional coaching and restorative justice/reflective practice
- Key individuals teaching Nurture Groups are Forest School trained, 2023
- Recent Accredited training on 'Sensory Needs Practitioner' by key staff

How accessible is the school both indoors and outdoors?

- The school is fully accessible.
- There are fire refuges on stairwells for students with mobility difficulties in the event of an emergency evacuation.
- Doors and corridors are wide to enable wheelchair access and there are disability accessible toilets

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

Newham PRU has an Deputy Head for Transition and Progression who leads the Transition Team. The team works closely with students and parents / carers to support the transition from Newham PRUS. This may be reintegration to mainstream, onto a special school or into apprenticeship or college. The team works to ensure that a smooth transition plan and robust support are in place. Newham PRU also works closely with embedded SALT and OT to offer emotional support to students during the transition period.

In terms of post-16 education and life / progression, Newham PRUs offers targeted and personalised careers information, advice and guidance to all students. This takes place either through timetabled Careers Education lessons, 1:1 careers workshops and / or by engaging with a careers interview with a trained Careers Advisor.

The school works closely with students to assist them in exploring all the possible post-16 progression opportunities available. Students are supported and encouraged to develop independent careers research and planning skills so that they can successfully secure a college, training or employment opportunity for the future.

Newham PRUs is committed to ensuring that all students have the same level of support, knowledge and opportunity so that learners can then go on to achieve their full potential.

Who can I contact for further information?

ADD- Newham PRUs works closely with the Local Authority to ensure students and families have access to the full range of services available in the borough. The Newham Local Offer provides information about all the services and support available for children and young people with Special Educational Needs and Disabilities (SEND) and their families.

- You can access the Newham Local Offer here:
<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page>
- The Governor for SEND is Scott Brookes. info@prus.newham.sch.uk

In addition, for external support outside of the school, you can contact SENDIASS which provides free support and advice for families and students with SEND in Newham.

Tel: 0203 373 0707 or email sendiass@newham.gov.uk

The school's SEND Team Manager is Sonya Babb & Korrin Arnold

sonya.babb@newham.gov.uk korrin.arnold@newham.gov.uk

ADD- Complaints Procedure for SEND

At Newham PRUs, we are committed to working in partnership with parents and carers. If you have a concern regarding the SEND support provided for your child, we encourage you to:

1. Contact the Class/Form Teacher or TEP in the first instance to discuss the issue.
2. If the matter is not resolved, contact the Lead SEND Officer (Sarah Edwards) or SENCo (Yasmine Dhillon) or the Lead Teacher/Head of School for your specific provision.
3. If you still feel your concerns have not been addressed, you may follow the formal School Complaints Policy, which is available on our website.

Parents of children with SEND also have the right to seek independent advice from the Newham SEND Information, Advice and Support Service (SENDIASS).

Appendix

Appendix A:

Newham PRU Inclusion Framework: Provision Map			
Tier 4 - Bespoke 1:1 Remote provision	Learning	Health & Wellbeing	Safeguarding
	Students in Tier 4 will have access to the interventions and support strategies included in Tiers 1, 2 and 3 in addition to the following: - Access to curriculum through online remote learning in an identified safe place at home or in the community - Support from 1:1 in person Academic Mentor to engage with online learning	Students in Tier 4 will have access to the interventions and support strategies included in Tiers 1, 2 and 3 in addition to the following: In person, personal development sessions with Newham PRUs staff at a safe offsite location on daily basis.	Students in Tier 4 will have access to the interventions and support strategies included in Tiers 1, 2 and 3 in addition to the following: In person, multi-agency support sessions with YIS, Social Care, Police etc.
Threshold - A serious risk of harm to self and/or others has been identified and can only be mitigated through an offsite bespoke educational offer. This may be due to significant contextual safeguarding needs and/or complex mental health needs requiring closer supervision and containment in an identified safe place. This will be identified possibly following information / Intelligence regarding a (potential) serious incident, through ADPR cycles, Safeguarding Panel or Multi Agency input or Incident reporting. The case will be referred to Gatekeeping for consideration regarding next steps. The placement will be subject to frequent review at Gatekeeping with a view to managing risk while ensuring appropriate access to education.			
Tier 3 - Bespoke group provision away from main body of school	Learning	Health & Wellbeing	Safeguarding
	Students in Tier 3 will have access to the interventions and support strategies in Tiers 1 and 2 in addition to the following: - Access to a Nurture+ provision which is separate from the main school cohort, either off site or in a segregated area of the school - Be referred for a Full Educational Psychologist cognitive assessment and report - Speech and Language Therapist: Further assessment, intervention programme and classroom support - CAMHS referral for assessment and intervention - Parent referred for CAMHS: Non-violent Resistance programme - SEN Forum review - Bespoke Timetable - EHCP Application if appropriate	Students in Tier 3 will have access to the interventions and support strategies in Tiers 1 and 2 in addition to the following: - Bespoke high level of support for students at high risk of NEET - Transition plans - Targeted After-school/holiday activities and support 1:1 parent support (collaborative work with CAMHS & SaLT) 1:1 intensive mentoring - Targeted individual interventions from specialist agencies - Multi-agency support plans - Educational Mental Health Practitioner: 1:1 CBT Intervention	Students in Tier 3 will have access to the interventions and support strategies in Tiers 1 and 2 in addition to the following: - Weekly safety planning at CSP - Safeguarding KS4/KS3 Nurture+ provision away from the main body of the school including for KS3 Educated at off site provision (APPLE or Ocelot) - Child Sexual Exploitation - AIMS assessment - External agency referral: Safe London (CCE/CSE), CGL (Drugs), Shine (Sexual Health), Victim Support (CCE/CSE) - Social Care: CPICIN, LAC, Divert, Complex safeguarding hub. - YIS: Statutory YRO E-gangs refer - Police: Op Anzen
Threshold - Pupils are not able to successfully make progress or engage in the TIER 2 provision offer for reasons including: Identified learning needs and/or significant concerns regarding SEMH and/or Safeguarding which need further assessment / intervention and support, including Risk Management. This will be identified through ADPR cycles, Safeguarding Panel or Multi Agency input or Incident reporting. The case will be referred to Gatekeeping for consideration regarding next steps and whether TIER 3 provision is appropriate.			
Tier 2 - Targeted - Onsite Nurture group	Learning	Health & Wellbeing	Safeguarding
	Students in Tier 2 have access to interventions and support strategies in Tier 1 in addition to: - Attending onsite Nurture group provision. Attributes of a nurture group include: - Small class size - up to 8 students - Higher ratio of full time consistent staff members - An allocated Nurture Classroom to provide a safe learning environment that reduces the number of lesson transitions throughout the school day - Access to a curriculum / bespoke timetable designed to support the group's specific learning needs - A teaching delivery model that is framed by the 6 nurture principles - Complete Diagnostic Reading Assessment (DRA) / Fresh Start Phonics / English Grammar - Be referred to the school's EP / SaLT for observation and report - Have a cycle of TAC meetings embedded to track progress including review of the personalised	Students in Tier 2 have access to interventions and support strategies in Tier 1 in addition to: 1:1 Intervention programmes (TEP/SEN assistants/MAST) - Targeted after-school/holiday activities and support - Multi-agency support plans - Targeted group work/group interventions - Allocated MAST keyworker - Home visits by MAST key workers - Mental Health First Aid intervention and support for acute concerns - Targeted individual interventions from specialist agencies - Be considered for an EHCP Application	Students in Tier 2 have access to interventions and support strategies in Tier 1 in addition to: - Placed on Actions & Decisions STIC programme - Have an allocated Safeguarding Key Worker mentoring - Be reviewed at Bi-weekly safety planning at CSP - Schools Police mentoring, Triage social workers - Statutory YIS offer embedded within timetable - Attendance management service involvement - Disruption referral to divert from criminal activity (re-route YIS)
Threshold - Pupils are not able to successfully engage in the universal provision offer for reasons including: Unmet learning needs and / or escalating concerns regarding SEMH and / or Safeguarding which need additional assessment / support. This will be identified through ADPR cycles, Safeguarding Panel or specialist input. The case will be referred to Gatekeeping for consideration about transfer to a TIER 2 provision.			
Tier 1 - Universal - Onsite Group	Learning	Health & Wellbeing	Safeguarding
	Students in Tier 1 will: - Attend onsite group provision in small class size - up to 8 pupils - Have a Boxall profile carried out - Undergo Literacy (Lucid Lass Assessment), SaLT, assessments - Access Nurture and trauma informed SEND personalised learning strategies developed through Daily Whole School Debriefs. - Access an Academic and Applied Learning Curriculum which is designed to support engagement and individual progress in learning. - Opportunities to attend Educational visits - Have Individual pupil profile created providing specialist SEND and trauma informed teaching & learning strategies - Be subject to an embedded assess, plan, do, review cycle (APDR) to measure progress and inform next steps	Students in Tier 1 will: - Undergo a Mental Health screening through admissions. - Have a Boxall Profile providing a personalised learning plan to address identified SEMH needs. - Have an allocated Therapeutic Education Practitioner (TEP) to provide high levels of pastoral and emotional support throughout the school day. - Have nurture and trauma informed personalised SEMH support strategies developed through Daily Whole School Debriefs. - Have timetabled Dialectical Behaviour Therapy (DBT) Short Targeted Intervention Course (STIC). - Be supported in restorative approaches to behaviour management. - Be provided daily free school breakfast and lunch. - Receive an embedded assess, plan, do, review cycle to measure progress and inform next steps.	Students in tier 1 will: - Will be discussed daily in debrief to reflect on any potential behaviour / safeguarding concerns, ensuring immediate response. - Be subject to safeguarding screening and monitoring - Have timetabled sessions with their form tutor twice a day - Receive parental contact on absence from school. Day 1 - Text. Day 2 - call. Day 3 home visit - Have repair and restore conversations after any incidents - Access regular universal sessions with external agencies, e.g. Shine, CGL, Osmani, ELOP. - Receive an embedded assess, plan, do, review cycle to measure progress.
Admission profile created, school and partner agency information assessed. Pupil threshold will be assessed on admission. Embedded Nurture Principles Across the School. Every pupil has a key adult.			