



Pupil Support Unit Policy

'Building for Successful Futures'

Formally adopted by the Governing Board of	Fred Nicholson School
Chair of Governors	Hilary Bradshaw
Policy Holder	Headteacher
Policy Contributor	Heads/Leads of Areas
Last updated	Autumn 2020
To be Reviewed	Autumn 2021 (S&D Committee)



Pupil Support Unit Policy

'Building for Successful Futures'

We want our pupils to be:

- **Eager, excited, curious and engaged in learning.**
- **Have a sense of self and are happy, confident and emotionally healthy.**
- **Able to co-operate and communicate socially.**
- **Healthy and safe.**
- **Feel equipped to make life choices, recognize their own achievement, take responsibility for themselves and behave in a way that enhances their wellbeing and the wellbeing of others.**

Introduction

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued, respected and to have high aspirations for their future.

Aims

It is recognised that a significant proportion of the pupils at Fred Nicholson School experience social, emotional and behavioural difficulties. This is in addition to their learning difficulties, which may inhibit or prevent full access to the curriculum in a classroom environment.

The Pupil Support Unit provides a warm, safe, non-judgmental environment in which additional pastoral/therapeutic support can be offered to children – both long and short term – in order to help them address their individual difficulties.

It is recognised that such difficulties can impact not only on the learning of the pupil concerned but also on that of the whole group. By offering additional support the unit enables teaching staff the opportunity to remain within the class/group setting and deliver the curriculum. The support provided by the PSU falls into three main categories.

Broad Guidelines

Support room/Unit

The Unit provides a permanent base which houses the Residential care team and the Thrive team). There are resources available which act as the 'anchor point' for the additional support provided. Where possible the Support Unit will have an adult available at all times. The unit may still be used by classroom staff and pupils if PSU staff are unavailable.



In the Unit the Care Team:

- Work together with other staff to develop alternative/individual learning programmes linked to the curriculum by using a range of media including project work and ICT;
- Enable children to access additional support with time and space away from the constraints of the classroom environment and disruption from individuals. Pupils may be expected to complete work set or agree an alternative with PSU staff;
- Support children to achieve their full potential and help them develop skills and strategies to enable them to access the curriculum within the classroom environment;
- Offer children an opportunity to use various methods of play including small world, construction, imaginative, arts and craft to explore/express and learn skills to manage their feelings in a supportive environment;
- Offer an alternative supported activity/environment at break and lunchtimes for children away from the playground;
- To raise children's self-esteem by awarding certificates and stickers and credits for achievements/positive behaviour and work related tasks;
- In consultation with teaching staff the Unit will be available for 'Golden Time' as part of the reward system used in classrooms.

Outreach and Inclusion

Members of the PSU may also support inclusion of specific pupils to enable them to participate in curriculum activities by:

- Providing additional 1:1 support for individual children in the classroom/specified lessons;
- Providing additional support for individual children to enable them to access off-site visits and activities safely;
- Providing extra-curricular activities at break and lunchtime;
- Participation/delivery of the 'Protect Me' programme for Upper and Lower school; The Protect Me Coordinator and care team staff deliver the programme in school alongside school staff.
- A member of the PSU team has taken on the additional role of Parent Support Advisor and will be working in partnership with families of individual children to offer support in school on a range of issues including family support, attending appointments with other agencies and pupil attendance.

Individual Support

Members of the care team are developing skills in specific areas. These include sexual health parent support, and bereavement

In liaison with school staff, through the personalised learning plans, care staff will attend PLP updates on specific pupils.



PSU staff may also respond to more immediate and additional difficulties by:

- Offering individual pastoral support to pupils experiencing significant emotional/mental health related issues;

At the request of the teacher – monitoring children who are out of class to ensure their safety and to access the appropriate support/action needed to enable them re-join their class in a positive manner.

A therapist is employed for 12 hours a week offering a range of individual and group sessions

The Thrive team have a room in the unit where they offer group and individual sessions to identified pupils.

Access to the Pupil Support Unit

Access to the Support Unit will usually be by one of two main routes:

- Planned attendance;
- Crisis support –

Planned Attendance

The PSU staff and teacher/teaching assistant will together devise a programme for a child to spend specified time or lessons in the Pupil Support Unit. There will be an agreed programme and method of management and evaluation.

Crisis/ Support

Where it is possible support from the Unit should be requested prior to a crisis or a pupil walking out of class in line with the school's procedures on de-escalation. A teacher or teaching assistant rings the Unit and identifies a problem which a particular child or group of children is experiencing. An appropriate course of action is agreed. Either the child will receive support in the PSU, or staff may attend the lesson to support the child. In the case of pupils turning up in the unit without prior consultation with classroom staff the teacher will be contacted and a way forward negotiated.

Records

A child accessing the unit will be recorded in the PSU file daily and this is available to staff at any time. This enables tracking the children needing additional support and identifying any patterns. Also available in this folder are weekly timetables, strategies/plans agreed for specific children regularly accessing the Unit. These records can be used to support reports and applications for outside agency intervention. They provide information for the schools data systems.

Work tasks completed in the Unit are either put into the appropriate teacher's pigeon hole at the end of the school day or may be taken back to the lesson by the child.



Evaluation

If a child is based in the Unit longer-term, regular strategy meetings between PSU staff, Teachers and Senior Managers will be held to look at ways forward and to evaluate progress. The PSU is part of the schools pastoral care and is line managed by the Head of Care.. The HOC is part of the Senior Management Team and weekly meetings are held where individual pupils can be discussed if necessary.

The PSU manager and staff are available at the end of the school day to give verbal feedback to appropriate staff

Links to Other Policies

Promoting Positive Behaviour
Safeguarding including Child Protection
Protect Me

The Pupil Support Unit facility is currently under review and when this is completed, this Policy will be updated to reflect any changes.

Equality Impact Statement

The Governors have reviewed this policy giving due regard to their responsibilities with respect to the equalities agenda, in line with recent legislation. They believe that the policy reflects a positive attitude and approach to all members of the school community.

Policy Approved by:

Chair of Committee

*To be ratified 14.10.20