



Fairness, Inclusion and Equality

About Your Services

Pupil Referral Units (PRUs)

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Background

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED). The duty replaced previous equality duties on race, disability and gender.

In summary, the duty requires public bodies, which includes schools and Pupil Referral Units to have 'due regard' to the need to:

- Eliminate unlawful harassment, discrimination and victimisation
- Advance equality of opportunity
- Foster good relations

Public bodies are required to publish information to show that they have consciously thought about the three aims of the Equality Duty as part of the process of decision-making. The information must include evidence of how the service impacts on people who share a relevant protected characteristic.

The protected characteristics are:-

- Race
- Disability
- Gender
- Age
- Religion or belief
- Sexual orientation

- Pregnancy and maternity
- Gender reassignment
- Marriage and Civil Partnership*

*Marriage and civil partnerships is not considered a relevant characteristic in relation to the pupil population of Solihull's Pupil referral Units, because the current maximum age of PRU pupils, is 16.

Overview

The Local Authority has a statutory duty to secure a sufficiency of provision for children and young people of statutory school age, who are unable to access a mainstream school as a consequence of their emotional, social, behavioural or medical needs. In order to meet this duty, Solihull MBC maintains three Pupil Referral Units and commissions one other, through Oaklands Special School.

The three maintained PRUs are:

Auckland Education Centre, which is a primary Borough-wide PRU catering for up to 30 full-time pupils aged 5 to 10 who are at risk of exclusion.

Triple Crown Centre, which is a secondary Borough-wide PRU catering for up to 40 full-time pupils aged 11 to 16 who are medically unfit to attend school.

Summerfield Education Centre, which is a secondary PRU catering for up to 40 full-time equivalent pupils on site aged between 11 to 16. In addition it can support an undetermined number of pupils accessing alternative off-site education programmes. Summerfield serves young people who are resident in the south of the Borough.

The commissioned PRU, which is not considered within this report is:

Oaklands PRU, which is an integrated secondary PRU catering for up to 40 full-time equivalent pupils on the school site aged between 11 to 16. Oaklands serves young people who are resident in the north of the Borough. Oaklands Campus consists of an integrated school and PRU, the governance of which falls to the Governing Body of the school, who therefore have the public sector equality duty to publish in respect of the whole school and PRU integrated provision.

Compliance with Public Sector Equality Duty

PRU Purpose and Function

Auckland Education Centre

Auckland Education Centre (previously known as Craig Croft) serves primary aged children who are at risk of, or have been permanently excluded from school. The original building was

identified as 'unfit for purpose' in terms of its limited size, physical access, sensory challenges and limited curriculum access. The PRU moved in October 2011 to a primary school site, which had been purposely adapted to accommodate the specific needs of the PRU pupil population. The building now offers a secure, protected primary school environment and personalised curriculum, with the aim of maximising children's chances of returning to an appropriate mainstream or specialist school in a planned way.

The relevant protected factors considered in the planning, provision and policies at Auckland Education Centre are race, disability, gender, religion or belief. The Centre addresses these issues as follows:

Race, religion and belief

The majority of children are of white British origin, however, the Centre monitors the ethnic make-up of its population continually, ensuring that the cultural and religious needs of its children are embraced in all aspects of the Centre's life.

The PRU is part of a broad service for vulnerable children that include the Education of Looked after Children outreach service and English as an Additional Language Service. All staff have a good understanding of the religious, race and cultural differences of the children and young people they serve and they work hard to secure a mutual understanding and respect across the broad range of countries of origin. For example, unaccompanied asylum-seeking children follow a well-thought-out set of activities designed to give students a wide range of experiences and a clear understanding of the expectations of living in the UK, which enables them to adapt to life in England and understand the cultural

expectations compared to those in their countries of origin. Although no longer required to do so by law, as best practice, the Centre is robust in responding to and recording racial incidents and uses education to improve tolerance and understanding through its personalised curriculum

Disability

The Primary PRU currently has 32 pupils on its roll, 31 of whom satisfy the definition of disability under the Act. Each child is supported through a multi-disciplinary assessment to identify need and provision. Twenty seven children (87%) currently have a Statement of Special Educational Need. It is noted that there is an over-representation of children with a social communication difficulty in this group.

All staff have undergone specialist training in disability and accessed a range of courses in Special Educational Needs (SEN). Every child has a personalised curriculum that takes into account their individual needs and barriers to learning. Each personalised education programme evidences that reasonable adjustments are made to the curriculum, social activities and environment.

Gender

Currently Auckland Education Centre only has two girls on its roll. This is not because of any selection criteria but solely because the vast majority of referrals are for boys.

Summary

Auckland Education Centre core purpose is to offer support to vulnerable children. It is robust in challenging any form of

discrimination within or outside of the Centre. It champions the entitlement to equality of opportunity for all children and has excellent links with other services and agencies and uses these extremely well to provide additional support for its pupils. The service ensures that students' emotional well-being is considered very carefully and its support for children's personal, social and moral development is exemplary.

Equality Objective 2012

In partnership with schools, Auckland Education Centre will enable young people to be socially included within their community by securing a timely supported re-integration into an appropriate school for as many young people as possible.

Triple Crown Centre

Triple Crown Centre is a pupil referral unit for pupils who are unable to attend a mainstream school for health reasons. The range of learning difficulties and/or disabilities is broad. A high number of pupils are categorised as having a mental health illness. The centre also takes pupils who, for various reasons, may be experiencing a very unsettled time. Over time it is evident that almost all pupils are of White British origin.

The relevant protected factors considered in the planning, provision and policies at Triple Crown Centre are race, disability, gender, religion or belief, sexual orientation, pregnancy and maternity and gender reassignment.

A breakdown of the current population by age and gender identifies that:

Year Group	Number of pupils per year group	As a %	Number of girls	As a %	Number of boys	As a %
		%	F	%	M	%
11	13	50.0	6	46.2	7	53.8
10	3	11.5	2	66.7	1	33.3
9	6	23.0	3	50.0	3	50.0
8	3	11.5	3	100.0	0	0.0
7	1	4.0	1	100.0	0	0.0
Total	26	100	15	57.7	11	42.3

It is noted that:

- All current pupils are ascribed as White British ethnicity.
- All pupils meet the definition of having a disability under the Act.
- Nine pupils have mental health issues relating to Autism.

- Statistically, the gender balance over time is broadly equal. Currently girls are the highest representative group. However, the total population is relatively small.
- All young people are accessing a combination of specialist services including psychiatry, clinical psychology, specialist consultant paediatric care, social care and broader multi-disciplinary family and youth services.

The Centre has a deep understanding of the individual needs of each pupil and detailed assessment informs multi-disciplinary and agency planning. The primary protected factor for these pupils is disability, predominately but not exclusively presenting as a mental health issue.

The Centre addresses its responsibilities to support the needs of children with protective characteristics as follows:

Collection of Information to identify equality issues:

- The Centre's referral form collects data on equality information and pupil need
- An initial assessment (usually in the home) also collects data on equality information and pupil need
- An initial referral meeting that follows the above also data on equality information and pupil need
- Each pupil has an Individual Education Plan (IEP) or IEP/ Personal Health Plan (PHP) that identifies need and outlines strategies to fully meet pupil need. These are reviewed every term
- The Centre maintains regular and meaningful contact with parents, carers and all professionals involved which allows close monitoring of the pupils

The Centre's pre-existing Inclusion policies ensure that pupils with SEN and/or disabilities enjoy the same opportunities as their peers. The Centre has maintained a Disability Equality Scheme and an Accessibility Plan, which was secured following a full consultation with pupils, parents and potential users with disabilities. Implementation of the plans included:

Adaptations to the building / teaching methods / staff training:

- New disabled washroom facility
- Designated car parking for disabled
- Wide doors for wheel chair access
- Work station installed in Science Laboratory for disabled young person
- Special examinations arrangements as required
- Special teaching resources as required
- Staff have received specific training in Autism Spectrum Disorders (ASD) and Emotional, Social and Behavioural Difficulty (ESBD).
- The centre has a designated Special Educational Needs Co-ordinator (SENCO)

Complaints / Incidents:

The Centre has not received any complaints with regard to equality. No incidents involving racial discrimination have been recorded.

Pupil Progress / Outcomes:

- There appears to be no significant variation in progress in pupils with Special Educational Needs and Disability (SEND) or who are considered vulnerable. The School Improvement Plan (SIP) visits of 2008 - 2010 identified a vulnerable group, many of which had statements of SEN. From this identified group 100% of pupils with SEN made at least 1 level of progress and 50% made at least 2 levels of progress in at least one core subject. The Centre Manager and the SIP have identified a new group of vulnerable learners and their progress is closely monitored. Teacher assessments and GCSE results in 2011 show that 100% of pupils identified made at least 2 levels of progress, 60% made at least 3 levels of progress and 60% made at least 4 levels of progress in one or more core subjects.
- The 2008 OFSTED inspection concluded that pupils with a statement of Special Educational Needs make similar progress to those of their peers. Analysis of the 2009, 2010 and 2011 examination results support this statement.
- In 2011 OFSTED judged the quality of learning and progress for pupils with SEN/and or disabilities as outstanding. They also commented that "The promotion of equal opportunities is outstanding because everything is done to ensure all pupils make rapid progress."
- The Centre has a designated SENCO who ensures that pupils with SEN and/or disabilities are fully catered for.

An IEP is devised at the initial referral meeting and pupils, parents and other professionals are involved. Identified needs and targets are agreed and shared with all parties including subject staff. All IEPs are reviewed at least every term; progress, targets and concerns are discussed and shared with all parties. This close monitoring ensures any issues are identified early and prompt intervention helps sustain progress.

Equality Objective 2012

Triple Crown will ensure that young people experience a personalised curriculum with a range of multi-agency support structures that will secure a return to a school provision or a pathway to further education, employment or training.

Summerfield Education Centre

Summerfield Education Centre is a secondary PRU serving the schools in the south of the Borough. It primarily admits pupils who have been permanently excluded from school, ensuring that they receive a full-time appropriate education from the sixth day following the exclusion.

The Centre secures its initial information from a completed Pupil Passport that provides a baseline for the pupil in terms of both their academic and social needs. All pupils attending the Centre, present with significant and challenging behavioural difficulties often involving aggression and violence towards peers and adults. Many have engaged in unsafe activities including the use of alcohol and drugs. All have low-self esteem and most have complex social backgrounds. Boys are over-represented in permanent exclusion

statistics, which is reflected in the pre-dominantly male population of the Centre. The Centre has representation from ethnic minority groups, but this group is not currently statistically over-represented.

The Centre carefully assesses the particular learning, physical, emotional and cultural needs of all its young people and ensures that each young person has a personalised programme and timetable that addresses their specific educational and social needs.

The Centre has conducted a full access audit of the building and significant capital investment has been made to ensure that it is fit for purpose, fully accessible and is able to offer the full range of specialist subjects to all of its pupils regardless of their barriers to learning.

All of the protective factors apply to this group. The Centre works hard to address racism and secure tolerance through education. Pupils access a broad range of academic, cultural and social activities that embrace the need to understand and respect diversity; make safe and informed decisions; develop social responsibilities and make a valuable contribution to the community. As an outcome most pupils leave the Centre with accredited qualifications and the level of NEET'S (young people Not in Education, Employment or Training) is very low.

The Centre works closely with a range of services and providers to tackle crime and anti-social behaviours. It invests in building relationships and promoting self-esteem through positive experiences. Currently no pupil has a special educational need in terms of a learning difficulty, although many may meet the criteria for a mental health diagnosis and some receive support from

CAMHS (Child and Adolescent Mental Health Services). Statements of SEN are issued post entry to the provision for complex emotional, social and behavioural difficulties. All staff receive appropriate training across all aspects of learning and diversity.

Equality Objective 2012

Summerfield Education Centre will ensure that all of its pupils experience a curriculum that promotes diversity and tolerance, thereby equipping young people to enter adulthood with a clear understanding of equality and able to behave in an appropriate manner within the community.

Solihull Council's SEN Assessment information can be located at:

<http://www.solihull.gov.uk/schools/senassessment.htm>

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