

## Pupil Referral Unit (PRU) Improvement Plan Academic Year 2024-2025

<b>STRATEGIC PRIORITY 1: To align the vision and remit to the functions of a PRU</b>			
<b>RATIONALE: (why is this a priority - data link/evidence source)</b>			
To provide appropriate and targeted support for learners across the authority with identified needs. Specialised and experienced staff at Maes Derw to be used more effectively across the local authority. (Key principles for restructure – point 5)			
<b>Sub Priorities</b>	<b>Intended Impact / Success Criteria</b>	<b>Key Actions</b>	<b>Evaluation</b>
To increase levels of reintegration	Pupils to be able to develop their personal and social skills to enable them to manage their emotions and behaviours in mainstream settings	<ul style="list-style-type: none"> <li>- Remit and admissions presentation to MC, Heads and Stakeholders</li> <li>- ALN identified before EOTAS referral, IDP written by the school</li> <li>- Clear pathway of reintegration, IDP provision to identify role of service and school</li> <li>- Early review agreed and 2-3 term intervention timescale adhered to</li> </ul>	<p>Autumn Term - SW has presented to Primary and Secondary Heads – new remit, admissions and expectations.</p> <p>Part-time places are now being offered at KS3 as part of a standard package with an expectation of pupils to continue to attend their mainstream school.</p> <p>The number of pupils reintegrating across Maes Derw has increased by 9.8% compared to Autumn term 23.</p> <p>Schools have shared reports for those children with identified ALN at admissions, E.G. Educational Psychologist records of consultation and evidence of them being on the ND Pathway.</p> <p>ALP for IDPs of those pupils reintegrating, has been written in collaboration between ALNCo and mainstream ALNCoS.</p>
To increase the number of pupils receiving support from the PRU	Pupils are able access supported immediately when a place is recommended by EOTAS panel	<ul style="list-style-type: none"> <li>- Capacity of Maes Derw to be reviewed – places to become more flexible and not all fulltime</li> <li>- EOTAS panel process to</li> </ul>	<p>Autumn Term - 141 pupils have received support from Maes Derw in the Autumn term 24. Compared to 124 in Autumn term 23. Increase of 13.7%.</p> <p>Part-time places are now being offered at KS3 as part of a standard package with an expectation of</p>

		<p>be reviewed</p> <ul style="list-style-type: none"> <li>- An increase in number of pupils receiving a part-time place with mainstream</li> </ul>	pupils to continue to attend their mainstream school.
To develop in-reach and outreach support to schools	Pupils to be provided with early interventions before needing a full-time place at Maes Derw	<ul style="list-style-type: none"> <li>- Staff available to provide 1:1 support, training and guidance to schools via EOTAS panel</li> <li>- To review transition and admissions processes with mainstream schools</li> <li>- IDP to be created with mainstream school and Maes Derw to support reintegration</li> </ul>	Autumn Term - Pupils without IDPs are having them written after a PCR in Maes Derw, attended by mainstream schools, parents and pupils who are contributing to the content.

<b>STRATEGIC PRIORITY 2:</b> To achieve better outcomes for pupils all EOTAS learners across Swansea Council, not just those attending Maes Derw			
<b>RATIONALE: (why is this a priority - data link/evidence source)</b>			
To develop a clear vision for progression for all learners receiving support from Maes Derw. Pupil progression to be bespoke and relevant to the individual. Clear links to other EOTAS services to allow access to facilities and specialist staff.			
<b>Sub Priorities</b>	<b>Intended Impact / Success Criteria</b>	<b>Key Actions</b>	<b>Evaluation</b>
Secure ICT infrastructure for all learners at Maes Derw	All learners to have access to up to date and working ICT equipment to enhance their learning	<ul style="list-style-type: none"> <li>- A review of current resources in line with new “Windows 10 end of life” plan.</li> <li>- Order of new equipment to replace</li> <li>- Staff to ensure that current equipment is used to maximise engagement and widen pedagogical approaches to teaching and learning</li> </ul>	<p>Autumn Term - Additional funding has been allocated from ALN Capital grant to secure equipment needed.</p> <p>Electronic drums and DJ music studio have been installed and pupils are learning to use new equipment to support learning in Music and widen opportunities through music therapy.</p>
KS4 Qualifications review to widen the offer	To increase the standard of outcomes for all learners at Maes Derw leaving in year 11. Reduce the number of pupils leaving identified as NEET.	<ul style="list-style-type: none"> <li>- Increase the opportunities for vocational qualifications. Install resources to deliver Hair &amp; Beauty</li> </ul>	Autumn Term - All staff have attended training from qualifications Wales to update their knowledge of the three waves and support with implementation.

		<ul style="list-style-type: none"> <li>qualifications</li> <li>- Review of appropriate pathways of qualifications for individuals</li> <li>- Skills audit of staff to review skills/interests</li> </ul>	KS4 staff audit has been completed to identify opportunities for a more diverse curriculum in KS4 SEBD provision.
Opportunities for more learners to access providers.	To increase the standard and range of offsite providers via the EOTAS framework. Increasing the breadth of qualifications offered, improve engagement and behaviour. Facilitate a sense of aspirations and potential. Opportunities for more learners to access providers.	<ul style="list-style-type: none"> <li>- Review of EOTAS panel to make recommendations for pupils to remain in school where the offer of qualifications is more suitable to the needs of the individual.</li> <li>- Widen the variety of qualifications offered at Maes Derw on and offsite.</li> </ul>	Autumn Term - Meeting has taken place with LA procurement officers to establish a new EOTAS provider framework. Maes Derw will work alongside other LA officer to develop this over the coming year. Criteria and requirements have been identified to ensure procurement processes are accurate and successful.
Implement a robust system for tracking pupil progress	Learners to be provided with the correct and appropriate support to ensure that all make progress while being supported by Maes Derw	<ul style="list-style-type: none"> <li>- Taith360 to be used by all members of staff, teaching and non to ensure tracking of all areas of the curriculum is planned and assessed</li> <li>- The use of Edukey to track and plan interventions to be used consistently by all members of staff</li> </ul>	Autumn Term - All teaching assistants and the majority of teachers have had training by the ALNCo on how to create and evaluate interventions on Edukey. This has been put into practice for the last 2 terms, producing data to show individual pupil progress in specific interventions. Excel tracking system developed to track pupil progress, attendance and reintegration in the interim until Teacher Centre/Bromcom has been implemented.

<p>Clear individual plans for pupils – targeted support in line with EOTAS referral</p>	<p>All pupils to be referred to EOTAS panel/ Maes Derw with an IDP in place and clear request for specific support</p>	<ul style="list-style-type: none"> <li>- EOTAS panel process review. Schools to clearly identify the needs of the learner to inform planning at Maes Derw</li> <li>- IDP to be developed by schools before a referral is made</li> <li>- IDP to clearly identify a ‘pathway’ of learning and support by Maes Derw and the mainstream school</li> </ul>	<p>Autumn Term - There is a slight increase in the number of pupils starting at the PRU with a school based IDP.</p> <p>Currently 11 pupils on roll at Maes Derw have School based IDPs. This is an increase of 22% compared to Autumn term 23.</p> <p>There are currently 53 pupils on roll with LA maintained IDPs written and issued by Maes Derw.</p> <p>There is an increase in the number of pupils having a jointly written IDP between Mainstream and Maes Derw.</p>
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<p><b>STRATEGIC PRIORITY 3:</b> To review the wellbeing support of learners being supported at Maes Derw</p>			
<p><b>RATIONALE: (why is this a priority - data link/evidence source)</b>  Health and Wellbeing is at the centre of the needs of all pupils who require support for Maes Derw. Health and Wellbeing is embedded in everything that we do from whole centre culture, class planning and individual interventions that are preventative and reactive. This is done well to meet the needs of the pupils but not clearly assessed, monitored and evaluated to show progress.</p>			
<p><b>Sub Priorities</b></p>	<p><b>Intended Impact / Success Criteria</b></p>	<p><b>Key Actions</b></p>	<p><b>Evaluation</b></p>

<p>An in-reach and out-reach programme to be developed and planned for</p>	<p>A programme of in-reach and out-reach that schools and pupils can access as soon as support is needed is planned for. (implementation may be next year)</p>	<ul style="list-style-type: none"> <li>- Staff structure review</li> <li>- Collate information from schools as to what support they require at an early intervention level</li> <li>- Possible staff identified as triage before EOTAS referrals are made</li> </ul>	<p>Autumn Term 24 – Due to staff recruitment/vacancies and the September 24 restructure. Steps towards this priority have not yet taken place.</p> <p>Staff continue to support pupils in mainstream school with reintegration where possible. This is more consistent in Ty Canol where all pupils are 50% Mainstream, making staff available.</p>
<p>Full team of support workers</p>	<p>All pupils in Maes Derw to be allocated a key worker (Support Worker, L4 TA or Teacher)</p>	<ul style="list-style-type: none"> <li>- Recruitment to Support Worker team</li> </ul>	<p>Autumn Term 24 - All vacant posts have been recruited to as of 6/1/25. 8 full time support workers are now employed and in place.</p> <p>A new induction programme has been designed and implemented with new starters.</p>
<p>Parenting support programme to be developed</p>	<p>Parenting workshops and signposting mechanisms in place to provide additional support to parents before or after a referral is made to EOTAS.</p>	<ul style="list-style-type: none"> <li>- Questionnaires to schools and parents to assess desire and need</li> <li>- Support workers identify current agencies and provisions available for parents. Signposting mechanism to be developed.</li> <li>- Support workers to develop a programme of support specific to the needs of our current or prospective parents where there are high level of needs/gaps from other agencies.</li> </ul>	<p>Autumn Term 24 - Existing support workers have excellent knowledge of agencies, good professional working relationships. Ability to signpost and signpost families with care, support and empathy.</p> <p>CAMHS and LA partners have provided parent workshops focused on Child and Adolescent Mental health and adult numeracy skills. Parental attendance and engagement has been good.</p> <p>McMillian coffee morning was organised and hosted at Maes Derw with key partner agencies in attended to build relationships with parents and make them aware of what support is on offer. Engagement particularly from primary parents was very good.</p> <p>An Enterprise fayre was organised to showcase and develop pupils' creativity, practical and independence skills. Parental engagement was excellent and</p>

			<p>developed an opportunity to deepen their knowledge and understanding of qualifications and curriculum.</p> <p>Regular communication to parents regarding support that is on offer for pupils with Additional Learning Needs and Mental Health difficulties.</p>
<p>Develop a timetable of specific interventions and wellbeing sessions for all pupils</p>	<p>All learners are able to engage in a bespoke timetable specific to their needs, barriers to learning and progress. Developing a higher number of learners that can maintain time in their mainstream school.</p>	<p>Recruitment to Support Worker team</p> <p>A review of wellbeing, how to assess this and monitor progress</p> <p>Develop a clear breadth of programmes to specifically meet the wellbeing needs of the pupils</p> <p>All interventions to be clearly assessed, monitored and evaluated to show progress. Tracked to meet the H&amp;WB AoLE</p> <p>Develop staff expertise in areas of need/interventions</p> <p>Pupils and parents to have a clear understanding of their own needs and the support that is in place</p> <p>Provide a clear and sustainable budget for interventions and support programmes</p>	<p>Autumn Term 24 - Recruited full support worker team</p> <p>Secured funding and building plans for KS4 intervention rooms to be build July 2025.</p> <p>Increased music intervention rooms/resources and music therapist</p> <p>Primary increase intervention room, utilised existing space – for regulating, well-being sessions and a welcoming quiet space.</p> <p>Four support workers have been trained by CAMHS to enable Maes Derw to refer pupils to CAMHS for specific Mental Health support. This is the first time the PRU has been able to refer pupils themselves.</p> <p>Around half of the pupils currently have a well-designed, targeted plan of interventions aimed at their barriers to learning/ALN. These plans are all tracked on Edukey. The majority of interventions have had a positive impact enabling pupils to make progress. Interventions having a high impact include coding club, cooperative play, ALN 121, ELSA, physical education and Credu.</p>

		Increase intervention spaces specifically for KS4 SEBD and increase use of all spaces onsite.	
Upskill all staff to meet the changing and developing needs of the cohort	All learners who attend Maes Derw are provided with a curriculum and specific support that meets their needs	<ul style="list-style-type: none"> <li>- Staff training analysis and skills matrix</li> <li>- Identified areas of demand and need for pupils</li> <li>- Training plan up to 3 years for development of staff</li> <li>- Mechanisms for all individuals to feedback to wider staff</li> </ul>	<p>Autumn Term 24 - Staff training database has been implemented. A clear plan moving forward is in place and staff are booked on to training as soon as is available to ensure they are always up to date.</p> <p>Induction programme for all staff created and implemented to ensure consistent knowledge, training and approached.</p> <p>Maes Derw has become part of a pilot project to implement TrACEs toolkit.</p>

<b>STRATEGIC PRIORITY 4:</b> To reduce the incidents of violence and aggression by pupils to peers and staff			
<b>RATIONALE: (why is this a priority - data link/evidence source)</b>			
<p>Maes Derw has a high number of exclusions, even though the rate is decreasing in most areas there is still a higher rate of pupils being excluded. Most of the exclusions are for violence and aggression or verbal aggression towards staff and other pupils. The highest number of exclusions have been issued to our primary learners. There is a direct correlation to the increase in violence and aggression from pupils and the increase in pupils identified as experience high level of trauma and the increase in the number of referrals to the service.</p> <p>“Exclusions from schools are linked with a range of negative outcomes including poorer mental health, wellbeing, and educational outcomes, as well as adverse long-term outcomes such as decreased earnings potential, increased risk of financial difficulties and unemployment, and mental and physical health issues.” (Review of practices used in maintained schools and pupil referral units to prevent exclusions: summary May 2024)</p>			
<b>Sub Priorities</b>	<b>Intended Impact / Success Criteria</b>	<b>Key Actions</b>	<b>Evaluation</b>



<p>Review positive behaviour and exclusion policy at Maes Derw</p>	<p>All pupils and families have a clear understanding of the support and expectations of Maes Derw and that there is zero tolerance on violence and aggression.</p>	<ul style="list-style-type: none"> <li>- Task and finish group established to review positive behaviour and exclusions policy</li> <li>- Members of group to consist of staff representation and key management committee members from a variety of stakeholders</li> <li>- Parent and pupil voice to be collated and feedback in to policy</li> <li>- Alternative strategies to be explored instead of exclusions</li> <li>- New policies to be approved by the Management Committee</li> <li>- New policies to be shared with all staff members</li> </ul>	<p>Autumn 24 - LA have facilitated a serious of behaviour workshop to collate the views of all educational professionals. This will feed into the creation of a LA behaviour strategy, toolkit and exempla policy for schools. All Maes Derw staff have had the opportunity to contribute. Several staff have attended and participated in workshops. SW has attended and supported with facilitation.</p> <p>Increased attendance by parents at post exclusion meetings, evidence of improved parent engagement and opportunity to share the same expectations and support behaviour at home and in school.</p> <p>Increased use of internal exclusions.</p> <p>A decrease of 55% in fixed term exclusions this term compared to Autumn 23.</p>
<p>Identification of pupil needs</p>	<p>All pupils to receive appropriate and effect support to allow them to manage their feelings and emotions in a safe way.</p>	<ul style="list-style-type: none"> <li>- All pupils to have their needs and barriers to learning clearly identified before starting at Maes Derw, so a clear support plan which forms their IDP can be created</li> <li>- Wellbeing assessment to be agreed and completed for all</li> </ul>	<p>Autumn Term 24 – The review of EOTAS panel processes to ensure the clear identification of pupils' needs before starting at Maes Derw has not yet been undertaken. This is due to start in Spring term 25 with implementation of a new referral process as of September 25.</p> <p>Wellbeing assessment tools to be developed with newly appointed Support Worker team from January 25.</p>

		<p>learners to identify their needs and key support needed</p> <ul style="list-style-type: none"> <li>- Wellbeing assessment and programme to be developed to track progress of individuals</li> </ul>	
Therapeutic support for primary learners	All pupils identified at EOTAS panel in need of a therapeutic support can access this at Maes Derw or by other services	<ul style="list-style-type: none"> <li>- A review of the needs of learners to identify what are their barriers to learning and experiences</li> <li>- A review of staff training and interventions to target support</li> <li>- An action plan to identify training need, resources and staffing to implement therapeutic services that are identified as needed.</li> </ul>	<p>Autumn Term 24 - A small cohort of pupils are being supported by an ELSA practitioner during targeted intervention sessions.</p> <p>Therapists supporting pupils on site as part of their school day.</p> <p>Reading dog from Burns supports pupils once a week to develop skills to emotionally regulate.</p>
Wellbeing support for staff	All staff feel safe and well supported to be able to fulfil their job roles at Maes Derw	<ul style="list-style-type: none"> <li>- Staff questionnaire regarding staff wellbeing</li> <li>- All staff to have personal wellbeing targets as part of performance management processes</li> <li>- All staff to be aware of processes to access free and available counselling, stress management and</li> </ul>	<p>SLT are very supportive of staff to access LA services such as OH and stress management. Staff are supported and encouraged to access support.</p> <p>Staff social events have been organised to encourage and foster good working relationships and boost staff morale.</p>

		<p>Occupational Health services</p> <ul style="list-style-type: none"> <li>- Coaching and Mentoring program to be explored</li> <li>- Staff questionnaire to establish what support they would like</li> </ul>	<p>A healthy and nutritious breakfast provided by SLT on INSET days to support staff and encourage healthy eating options.</p> <p>SLT continue to promote good and healthy work life balance, encourage autonomy and trust across all staff.</p> <p>Information has been provided to all staff directing them towards free and confidential emotional support for educational professions from Education Support.</p>
<p>Trauma informed approach by all members of staff</p>	<p>All pupils have access to a fair and supportive service which is underpinned by trauma informed practice.</p>	<ul style="list-style-type: none"> <li>- TrACE's self-evaluation framework to be completed</li> <li>- Evaluation of current staff – trauma informed practitioners</li> <li>- Identify further staff to be trauma informed practitioners</li> <li>- Whole staff trauma training</li> <li>- Action plan in line with TrACE's outcomes.</li> </ul>	<p>Autumn Term 24 - Maes Derw has become part of a pilot project to implement TrACEs toolkit.</p> <p>Initial meetings have been held with WG, ACE Hub and Traumatic Stress Wales. SLT presented with staff training resources.</p>