



Elemore Hall School

Area Overview

PACC SEMH Needs

Intent

The ethos and values of PACC match those of the wider school and PACC broadly follows whole school policies on SEND and behaviour. Our expectations and aspirations for all of our pupils are shared. However, it is recognised that some pupils may need a smaller, more informal environment, higher staff ratios, and more intensive and targeted support to enable them to succeed in education.

Implementation

Pupils who are referred to PACC have largely been unable to succeed in other education settings, for some this includes the other two Elemore sites. The approach at PACC maintains the core values, but the size of the provision, fewer pupils, personalised timetables and more informal atmosphere allows adaptations and interventions to enable pupils to learn to regulate their own behaviour and emotions, develop social skills and build relationships with peers and adults, and access support for mental health difficulties.

All aspects of the curriculum, timetable and enrichment programme are designed to support pupils who need intensive support to develop personal and social skills.

Relationships

Supporting pupils in PACC is built on secure and trusting relationships. A high staff:pupil ratio and lower pupil numbers give time and scope to build these relationships quickly and successfully.

Class sizes

Classes at PACC are a maximum of 4 pupils with a teacher and mentor to support. Most groups are smaller and there are opportunities for 1:1 work on a regular basis. PACC is a 20 place provision, but as pupils also access AP, there are rarely more than 12 pupils on site.

1:1 and small group mentoring

Mentors are not formally allocated, but pupils may respond most positively to certain members of staff. This may change, depending on the issue they are struggling with or their needs at the time. Individual mentoring may be delivered onsite, or offsite as part of an activity or in a specific and targeted way.

There will be opportunities for pupils to work on key areas and skills, talk and discuss their feelings or concerns, raise aspirations, or plan for post16 and career goals.

Mentoring may be part of an ongoing bespoke timetable, or done on an ad hoc basis when the need arises.

Multi-agency working

A significant proportion of our pupils are involved with a range of other agencies, and PACC are pro-active in working collaboratively with a range of other professionals, facilitating appointments in school and supporting pupils to attend appointments elsewhere, for example CAMHS, medical appointments, and work with the ERASE, PREVENT, HumanKind and YOJ.

Timetabling

All PACC pupils have a personalised timetable, including academic learning with a range of relevant and appropriate accreditation, vocational learning including alternative provision, and an enrichment curriculum to develop personal and social skills.

The PACC day is slightly shorter, and classroom-based learning takes place in the morning, with practical and offsite enrichment activities in the afternoon to try and maximise engagement and success. Pupils may also access full day learning outside the classroom opportunities, and offsite mentoring occasionally, or on a regular basis, depending on need.

Impact

Most pupils' behaviour and engagement improves while at PACC.

Staff know pupils well and understand their needs and ways of working with them.

Compared to incidents previous education settings, the number of MIRs pupils are involved in while at PACC is relatively low, and MIRs at PACC have reduced overall.

Incidents involving physical intervention are very low.

Evidence

Sleuth- MIR log, 1:1 mentoring records

Timetables

Social Skills tracking

Academic outcomes

Post16 destinations

Self-evaluation

Behaviour and engagement improves for most pupils who are referred to PACC. Staff know pupils well and are able to identify need and carry out targeted intervention.

The cohort at PACC has changed significantly over the last few years, and there are increasing numbers of pupils who are anxious, highly vulnerable, present as far younger than their chronological age, or who have a diagnosis of autism. PACC are adapting the offer to meet changing needs.

Suggested areas for inclusion in future School Improvement Plan

Continued adaption to meet changing needs of pupils referred to PACC.