



# Special Educational Needs & Disabilities (SEND) Policy

Date Approved: April 2024  
Next Review: April 2025



## **The Context:**

The Hub Alternative Provision provides education to children of statutory school age who are not attending a mainstream school. The provisions brief includes making provision available for primary and secondary age children who have been permanently excluded from school or unable to access school due to SEMH barriers.

The provision operates from a centre in Hathern. The centre is equipped to provide part time, on-site provision for pupils at Key Stages 1, 2, 3 and 4.

This policy refers to all pupils receiving support from our provision and should be read in conjunction with these policies:

Behaviour Policy

Anti Bullying Policy

Accessibility Plan

Administering Medication policy

## **Our Goal:**

The goal is to provide an enabling environment in which all pupils, regardless of any SEND, have the opportunity to experience success, to fulfil their potential and to receive a broad and balanced curriculum, which is differentiated to meet their individual needs. The Hub place children and young people at the heart of their learning experience. We focus on the needs of those with significant and complex additional needs who may be “lost to learning”, at significant risk of exclusion, or out of school with a placement difficult to establish. This group is commonly categorised as having “Special Educational Needs”.

It is important to recognise that we work with the needs of the whole child, not just the special educational needs of our young people. There are factors we consider that may not be categorised as Special Educational Needs such as:

Disability

Attendance and punctuality

Health and Welfare

Having English as an additional language (EAL)

Being in receipt of pupil premium

Being a child in care of the Local Authority

Being the child of a service man/woman

We work with a range of children and young people for whom the learning experience has previously failed in either mainstream or special school. In order to reverse the identified pattern of failure, we promote a culture of respect alongside healthy and productive attitudes towards learning



by developing an ethos of high expectations, high aspirations and high levels of achievement when compared with a baseline, enabling each young person to achieve their potential. A key to the success of this approach is the value we place on the nurturing of quality relationships in building trust for productive learning experiences.

In our work we are truly committed to re-thinking engagement and approaches to learning through the recruitment of staff fully committed to “going the extra mile”. This is embodied in a team of experienced, skilled and enthusiastic professionals, fully focused on empowering young people to prepare for their long term aspirations through a solution focused – “can do” – approach that will create realistic outcomes and appropriate pathways into adulthood, whether that be employment or further education..

We know that many young people and their families who engage with this approach initially have significantly poor self-esteem and aspirations. By providing a vibrant and progressive culture and climate of continuous innovation, we “raise the bar” on achievement and attainment whilst building self-esteem, ambition and resilience.

We take an explicit, evidence-based approach to fostering the development of the emotional health and well-being of our learners, which we begin at induction. We draw on a range of approaches that have been shown to improve well-being and we integrate these into our work in both explicit and indirect ways. We see this as a core element of our work.

We are focused upon a commitment to improvement, based on continuous and consistent professional evaluation and analysis of our performance and current and future needs. To achieve this, we actively seek the participation of all stakeholders in striving to secure continued improvement.

This policy sets out some of the structures and strategies we have in place to support our aims.

### **Aim of the SEND Policy:**

- To recognise and address pupils’ SEND, in line with the Special Educational Needs Code of Practice 2015 and with guidance provided by the Local Authority
- To ensure that we take the views of the child into account when planning and evaluating their SEND provision
- To develop and maintain partnerships and high levels of engagement with parents
- To ensure that every child has his or her individual needs recognised and addressed through Quality First Teaching and effective additional support

This policy refers to young people with special educational needs and or disabilities (SEND) with whom we work. It explains why and how we works with them. The guiding principle informing this policy is to ensure that young people with SEN and disabilities are given equal opportunities to fulfil their academic and personal potential and are enabled and encouraged to feel worthy and



important members of the school society. The Children and Families Act states that a child has special educational needs if he/she has a significantly greater difficulty in learning than the majority of children in the same age group or has a disability which either prevents or hinders him/her from making use of educational facilities of a kind generally provided for children of the same age group in mainstream schools within the local authority (LA). Special educational provision includes that which is additional to, or different from, the provision generally made for pupils of the same age.

### **Identifying Children with SEND:**

We believe that children have the right to have their SEND recognised, assessed, identified and for identification of known SEND is a crucial part of the intake procedures at the provision. This involves gathering and disseminating relevant information about our pupils' SEND, in partnership with parents and carers, the LA, the RIP panel, other schools and educational establishments, and other external agencies.

However, as an AP working with children whose education is at risk, we anticipate that all the pupils we work with will have experienced some difficulty in one or more of the following categories of Special Educational Needs, whether or not they have previously appeared on a school's SEND register:

**Communication and interaction** – We employ the support of Autism specialists who provide training, advice and support to staff and to parents.

- Across the curriculum, staff ensure that visual supports for learning and communication are utilised as appropriate to ensure that barriers to learning are removed.
- A high degree of structure and predictability is in place for all learners to help them feel safe and secure and are in a good position to learn.
  
- **Cognition and learning** - Our curriculum is designed along different pathways to ensure that the widest range of needs are catered for well. The curriculum is adapted to ensure the level of access is appropriate to need.
- A small steps approach is taken which breaks learning down into smaller, manageable chunks to ensure success at each stage.
- Precision teaching along with forward chaining and backward chaining which are teaching techniques used to help learners learn multi-step tasks, mastering one step at a time and “chaining” them together.
- Regular opportunities are built into the curriculum to revisit, repeat and consolidate earlier



learning with a view to ensure learning is embedded in long term memory.

**Social, emotional and mental health difficulties** – We employ the support of a behaviour specialist to provide training and support to staff.

- We have developed a model of personal development and well-being, supervised by an educational psychologist, aimed at supporting personal progress of students in this area. We follow the ASDAN programmes.
- RSHE and PSHE are an integral part of our curriculum, with identified interventions for those learners who require additional support in this area these follow the ASDAN curriculum.

**Sensory and/or physical needs** - Links are made to appropriate specialist support as required for the specific needs of students. OT is sourced where appropriate and several staff have been trained to deliver programmes by qualified OTs.

- Regular learning walks are conducted to audit the sensory environment to ensure it is appropriate for all learners. Learners themselves are invited to contribute to the learning walks and to comment on ways in which the learning environment can be improved.
- Our regular environmental audit also includes consideration of aspects of physical access as reflected in our accessibility plan.

In addition to making use of any school records that are available to us, we undertake baseline assessments, risk assessments and reading test, as well as informal observation to help us identify barriers to learning for all our pupils. There is daily briefing and debriefing in the AP, which provides an opportunity for staff to raise specific concerns about a child, and to share information.

### **Local offer**

In September 2014 the government made a lot of changes to the way that children and young people aged 0 to 25, with Special Educational Needs and Disabilities (or SEND for short) are supported. This included making Local Authorities produce a 'Local Offer'. The Local Offer brings together useful information across education, health and social care within one website where you can find information, advice and guidance and a range of provider services listed who support children and young people with SEND.

The links for the local offers for the local authorities we work with are set out

below: Derby City Council:



<https://www.derby.gov.uk/education-and-learning/derbys-send->

[local-offer/](#) Derbyshire County Council:

<https://localoffer.derbyshire.gov.uk/#!/directory>

Leicestershire County Council:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

Leicester City Council:



<https://families.leicester.gov.uk/send-local-offer/>

Nottinghamshire City Council:

<https://www.asklion.co.uk/kb5/nottingham/directory/landing.page?directorychannel>

≡3 Nottinghamshire County Council:

<https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel>

≡9

Warwickshire County Council:

<https://www.warwickshire.gov.uk/send>



#### Education, Health and Care Plans:

When we believe that a child's needs meet the relevant criteria, we will provide any information the authority needs to enable it to carry out a statutory assessment for an Education, Health and Care Plan (EHCP). We will involve the child and their parents/carers at every stage of the assessment process.

#### Working with the Educational Psychology Service:

We have in place a service level agreement with the Educational Psychology Service to provide access to advice, support, information and training. Our educational psychologist also helps us to access special exam arrangements for pupils who are entitled to them. The agreement is reviewed annually.

#### Annual Reviews:

We organise Annual Reviews for all pupils with EHCP who are not on a school roll.

Where a pupil with an EHCP is on roll at a mainstream school, we contribute to planning, and attend, Annual Reviews at the school.

#### Helping Pupils with SEND in the provision:

Helping pupils with SEND is a whole team responsibility, we aim to:

Show pupils that we believe they can learn, that we value their work and that we recognise their achievements

At the AP, provide teaching in small groups, with a support member of staff available, when needed  
We adopt the graduated approach and four-part cycle of "assess-plan-do-review" as recommended in the SEND Code of Practice 2014. In successive cycles the SEND support received by the child is refined or revised depending on how effective it has been in achieving the agreed outcomes

Provide an appropriate curriculum, with schemes of work that take account of SEND and provide opportunities to acquire, develop and practice basic skills across the curriculum

Provide differentiation, matching materials, activities and tasks to individuals

Develop pupils' literacy by targeting literacy across the curriculum

Develop pupils' literacy and numeracy through Essential Skills lessons for pupils in KS3 and Year 10

Involve pupils in discussing their own learning and reviewing their own progress

#### Planning for Transitions:

Planning transitions for pupils with SEND is a whole service responsibility, we aim to:

Keep pupils abreast of their school work as, far as possible and return them to mainstream settings, where appropriate, as soon as possible

Maintain good contact with a child's mainstream school, when a return to that school is anticipated

Maintain good contact with destination schools or alternate providers when planning a child's transition to a new setting

Help our pupils to achieve recognised qualifications or accreditation whenever possible, regardless of their SEND





#### Roles and Responsibilities: Directors:

The AP's directors are responsible for admissions, intake interviews and admissions procedures. They gather views from the family about possible SEND, and provide information about any special educational needs that have been identified in the past.

The SENCo, in consultation with appropriate staff, is responsible for pupil transitions, whether they involve reintegration of pupils to mainstream, special school, or another alternate provision. In consultation with other staff, the SENCo also has overall responsibility for liaison with outside agencies, including Social Services, the Local Authority, the RIP, YOS, and others, where appropriate,

There is a named member of staff (VB) with responsibility for attendance who liaises with the Educational Welfare Services.

#### SENCO:

The SENCO's main responsibilities are:

Maintaining the Centre's SEND register and having an overview of SEND pupil records

Helping to keep staff informed about the nature and severity of pupils' SEND

Liaising with and advising teachers and support staff

Liaising with the outside agencies, as required, about SEND pupils, e.g., Educational Psychology Service, SEND panel, etc.

Liaising with parents on SEND matters, as required

Writing reports when required by the LA and outside agencies

Organising, contributing to and attending annual reviews and case reviews as required; helping to complete Statutory Referrals for EHCP

Liaising with form tutors and Connexions staff, regarding Careers Education and Guidance

#### Teachers:

Providing Quality First Teaching for all pupils, raising concerns, differentiating work, embedding opportunities to improve literacy and numeracy skills within the curriculum, monitoring progress and providing information and assessments for reports, including Annual Reviews and Statutory Referrals when required.

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