



## The Hub SEND policy

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### **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, secondary age children and Post 16 students who have been permanently excluded from school or unable to access school due to SEMH barriers.

The provision operates from its centres in Hathern and Shepshed. The centre is equipped to provide part time, on-site provision for pupils at Key Stages 1,2,3,4 and Post 16.

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.

### Scope of Policy

The Hub Educational Services CIC is an alternative education provider, delivering education for young people at risk of exclusion from school, children out of school as well as those also attending specialist or mainstream schools. Students are on part time placements of no more than 2 days, commissioned directly by local authorities, subcontracted through schools or occasionally funded by parents or charities.

We recognise the importance of having a SEND policy as the majority of our students have diagnosed or unidentified SEND needs and it is important that staff know how to identify and support a range of needs.

We also recognise the need for joint working with the SENDCo in their schools as they are accountable to the SEND Code of Practice; placements with us should be evidenced as part of the Graduated Response to meeting the needs of SEND students.

### Definition of SEND

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which means they require special educational provision that is additional to or different from that made generally for others of the same age.

- This definition comes from the Children and Families Act 2014, Section 20.
- A child is considered to have SEN if they:
  - Have significantly greater difficulty in learning than the majority of others of the same age; or
  - Have a disability which prevents or hinders them from making use of the educational facilities normally provided in mainstream schools or settings.

In an Alternative Provision, this might mean tailored teaching approaches, therapeutic interventions, or specialist support designed to meet social, emotional, behavioural, or learning needs that are not met by standard provision.

## Definition of disability

A disability, as defined by the Equality Act 2010, is:

“A physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”

- *Substantial* means more than minor or trivial.
- *Long-term* means lasting or likely to last for at least 12 months or for the rest of the person’s life.
- Disabilities can include (but are not limited to) physical impairments, sensory impairments, chronic illnesses, and long-term mental health conditions.

A disabled pupil may not necessarily have SEN, if their disability does not require special educational provision.

Similarly, a pupil with SEN may not meet the legal definition of disability under the Equality Act.

## The kinds of special educational need for which provision is made at The Hub

All students at The Hub will have a SEND need which may be SEMH due to the fact that they are now in alternative provision. Many students at the Hub will also have an additional range of need(s) which can also act as barriers to learning and we acknowledge the importance of joint working with the school SENDCo to ensure that we share information that may help to identify and unmet SEND needs. We also have an onsite SENDCo to ensure that provision is suitable and meets the needs of each individual learner.

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.

The Hub can make provision for every kind of frequently occurring special educational need for students with or without an Education, Health and Care Plan (EHCP) - for instance learning difficulties, specific learning difficulties such as dyslexia and dyspraxia, speech and language needs, autistic spectrum conditions, ADHD, ODD, attachment disorder and trauma related behaviour.

Where the Hub works with SEND students who have an EHCP plan, we agree with the commissioning school or local authority, at the point of referral, how we will work to meet the targets on the plan and we will be actively involved in providing feedback for the review of targets with the family, students and school. Where a student with an EHCP plan is referred to us via a Partnership, we will work actively with the Partnership to provide the same information so that they can liaise with the school SENDCo.

## Information about the policy for identification and assessment of students with SEND at mainstream schools

Students attending The Hub will usually have been receiving SEND support from their schools, over and above that provided by high quality teaching that is differentiated and personalised. Following schools' own protocols, a referral to the Hub is made and the primary area of need for SEND Support may be listed as social, emotional and mental health (SEMH).

Although all students would have been referred to the Hub due to identified areas of challenge, they will be assessed during a baseline assessment period according to our personalised communication, social and emotional assessment areas from our curriculum.

We work closely with the whole team that are working with the young person, such as Occupational Therapists, Speech and Language Specialists and Counsellors/Psychiatric support in relation to their SEMH needs.

We provide additional support via Annual reviews, EHCP review meetings, Child Protection, Child in Need, TAF and PEP meetings.

Some students may continue to make inadequate progress, despite high-quality facilitation from staff at The Hub which is targeted at supporting their areas of weakness as well as building on their strengths. For these students, and in consultation with parents and schools, we will endeavour to determine the cause of the difficulty.

In this case an Educational Psychologist via the school would be requested, who is able to use a range of specific cognitive assessment tools.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the student to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary.

We will ensure that all staff who work with the student are aware of the support to be provided and approaches to be used. This will be done via a One Page Profile which is created by The Family Support Worker on an initial home visit. This document outlines the needs of the student and the suggested strategies (see Appendix 2). We may also create a behaviour support plan, if deemed necessary, to help staff to implement the most suitable strategies for each individual student who may present challenging behaviour.

## Arrangements for assessing and reviewing the progress of students with special educational needs

Every student at The Hub has their academic and personal achievement progress tracked each term and this is all collated into a termly report which is sent to their parents/carers, social worker, school or local authority and any other professionals that support the young person.

If these assessments do not show adequate progress is being made, the personalised programme will be reviewed and adjusted.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For students with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision.

### How the provision adapts the curriculum and learning environment for students with special educational needs

At the Hub we use the information provided on referral, the outcomes of our assessments and any external reports along with the information in Education, Health and Care Plans to create a personalised programme and curriculum.

Students receive small group (1:3) or 1:1 support and learning takes place in a therapeutic environment. We use a personal centred, supportive approach in all aspects of our work and are able to adapt aspects of the curriculum or its delivery and the learning environment to meet individual needs.

### Support that is available for improving the emotional and social development of students with special educational needs

At The Hub we understand that an important feature of the provision is to enable all students to develop emotional resilience and social skills, both through direct teaching in their sessions and indirectly with every conversation staff have with the students throughout the day.

Staff receive training on emotion coaching and progress in social and emotional skills is tracked for all students. We have a student Wellbeing Lead and a Behaviour support lead both of whom are involved in personal goal and target setting with new students in the first 2 weeks of their placement.

Students may also access additional individual or family support through an Early Help Needs referral or through external referral to CAHMs. We also offer time-out space 'safe space' for students to use when needed. In addition, our Family Support Worker provides guidance and support to both the students and the families.

## **Inadequate Progress and Reasonable Adjustments**

At [Name of Setting], we are committed to ensuring that all learners, including those with Special Educational Needs and Disabilities (SEND), make meaningful progress academically, socially, and emotionally. We recognise that learners in alternative provision often have complex and varied needs, and we take proactive steps to identify and respond to barriers that may hinder progress.

## **Identifying Inadequate Progress**

Progress is monitored regularly through individual learning plans, baseline assessments, and ongoing reviews. Inadequate progress may be identified when a learner:

- Fails to make expected progress in relation to their individual targets or starting points;
- Does not develop the social, emotional, or behavioural skills necessary to engage positively in learning;
- Fails to benefit from current support or interventions; or
- Experiences increased difficulties despite existing strategies being in place.

When inadequate progress is identified, staff will review the learner's provision in consultation with the SENCo, teachers, and relevant external professionals. The review will focus on identifying any barriers to learning and determining what further reasonable adjustments or support may be required.

## **Reasonable Adjustments**

In line with the Equality Act 2010, The Hub has a duty to make reasonable adjustments to ensure that learners with SEND are not placed at a substantial disadvantage. Reasonable adjustments may include (but are not limited to):

- Adaptations to the curriculum, teaching methods, or learning environment;
- Additional adult support or mentoring;
- Use of assistive technology or alternative communication methods;
- Flexible timetabling or personalised learning programmes;
- Adjustments to behavioural expectations or emotional regulation strategies;
- Increased collaboration with external agencies or specialist services.

All adjustments are made on an individual basis following consultation with the learner, their parents/carers, and relevant professionals. The impact of adjustments will be monitored closely and reviewed as part of the learner's ongoing support plan.

## **Escalation and Review**

If, after reasonable adjustments and targeted interventions, a learner continues to make inadequate progress, further steps may include:

- Reviewing or updating the learner's SEN Support Plan or Education, Health and Care Plan (EHCP);
- Seeking additional assessments or specialist input;
- Adjusting the placement offer or support model within the provision.

Our goal is to ensure that every learner has the opportunity to succeed through an inclusive, flexible, and responsive approach to teaching and support.

## SEND Coordinator

The Hub has a SENDCO in their staffing structure and all the staff receive extensive training in SEND. The SENDCo monitors progress closely and is proactive in making changes to individual learning programmes and support to meet the needs of individuals.

Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

Staff have qualifications and a wide range of experience in working with students with a range of SEND/SEMH and all staff receive training in this area including training in:

- ADHD
- Attachment Disorders
- Anxiety Disorders
- Autism
- Child Exploitation
- Depression Eating Disorders
- Emotion Coaching
- Mindfulness
- Oppositional defiant disorder
- Pathological Demand Avoidance
- Self-Harm
- Suicide
- Trauma

The arrangements for consulting young people with special educational needs about, and involving them in, their education

Person-centred planning is at the heart of all we do at The Hub and students are encouraged to take a full part in all aspects of their education through well being check ins, student evaluation forms and key worker support time as well as access to the onsite therapist as and when they need to.

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.

#### **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-](https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/)

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

[and-disability/where-to-start-with-send/what-is-the-local-offer](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?directorychanne>

[I=3](#) Nottinghamshire County Council:

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

Warwickshire County Council:

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

Information from Leicestershire County Council:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

Parents can also seek advice from SEND IASS:

<https://www.leicestershire.gov.uk/popular-now/directories/information-and-support-directory/send-information-advice-and-support-service-sendiass>

Other useful links to SEND information:

[SEND Code of Practice](#)

[Leicestershire SEND Support Handbook](#)

[Beacon Support SEND Cheat Sheets NASEN](#)

[SEND Handbook](#)



