

SEND POLICY

Written by: Vanessa Brooks (March 2026)

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Context

The Hub Educational Services CIC provides education for children and young people of statutory school age who are unable to attend mainstream school due to exclusion, disrupted education, or significant Social, Emotional and Mental Health (SEMH) barriers. We work with primary, secondary, and post-16 students across our centres in Hathern and Shepshed, offering part-time, on-site provision for Key Stages 1–4 and post-16 learners.

This policy applies to all pupils receiving support from The Hub and should be read alongside the Behaviour Policy, Anti-Bullying Policy, Accessibility Plan, and Administering Medication Policy.

The policy is fully aligned with:

- **SEND Code of Practice (2015)**
- **Children and Families Act 2014**
- **Equality Act 2010**
- **DfE SEND Review (Green Paper)**
- **DfE Opportunity for All (White Paper)**
- **DfE Alternative Provision reforms**
- **KCSIE 2024–2026**
- **Local authority SEND and AP commissioning frameworks**

These frameworks emphasise early identification, strong multi-agency working, inclusive practice, and high-quality alternative provision that supports pupils to achieve ambitious outcomes.

Our Goal

Our goal is to provide an enabling, nurturing environment in which all pupils—regardless of SEND—can experience success, fulfil their potential, and access a broad, balanced, differentiated curriculum. We place children and young people at the centre of their learning experience and work with those who may be “lost to learning”, at risk of exclusion, or unable to access school due to complex needs.

We consider the whole child, including factors such as disability, attendance, punctuality, health and welfare, English as an additional language, pupil premium status, being in care, or being a child of a service family. These factors may influence learning but are not SEND in themselves.

Our ethos is relational, trauma-informed, and built on high expectations. We prioritise strong relationships, emotional safety, and trust as foundations for learning. Staff are committed to “going the extra mile”, using a solution-focused approach that supports pupils to prepare for adulthood.

We recognise that many pupils and families arrive with low self-esteem and limited aspirations. Through a vibrant, progressive culture of continuous innovation, we raise achievement, build resilience, and strengthen ambition. Emotional health and wellbeing are central to our work, beginning at induction and continuing throughout each pupil’s placement.

Scope of Policy

The Hub supports pupils with diagnosed or unidentified SEND needs. Staff must understand how to identify, assess, and support a wide range of needs. We work jointly with school SENDCos, who remain accountable for the SEND Code of Practice. Placements at The Hub form part of the Graduated Response and must be evidenced accordingly.

Students attend The Hub for up to two days per week, commissioned by local authorities, schools, partnerships, or occasionally families or charities. Our role is to provide specialist SEMH-focused intervention, therapeutic support, and personalised learning that complements the pupil’s main educational placement.

Definition of SEND

A child or young person has SEND if they have a learning difficulty or disability requiring special educational provision that is additional to or different from that made for others of the same age (Children and Families Act 2014, Section 20).

A pupil has SEND if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or

- Have a disability that prevents or hinders them from making use of educational facilities normally provided.

In Alternative Provision, this may include tailored teaching approaches, therapeutic interventions, or specialist support to meet SEMH, behavioural, communication, cognitive, or physical needs.

Definition of Disability

Under the Equality Act 2010, a disability is a physical or mental impairment with a substantial and long-term adverse effect on daily activities. A pupil may have SEND without being disabled, and vice versa. We consider both definitions when planning provision.

Types of SEND Supported at The Hub

Communication and Interaction

We work with autism specialists and speech and language professionals. Staff use visual supports, structured routines, and predictable environments to reduce anxiety and support communication.

Cognition and Learning

Our curriculum is designed along multiple pathways to meet diverse needs. We use small-steps teaching, precision teaching, chaining techniques, and regular opportunities to revisit and consolidate learning.

Social, Emotional and Mental Health (SEMH)

We employ behaviour specialists and follow a personal development model supervised by an educational psychologist. RSHE and PSHE are integral to our curriculum, with ASDAN programmes supporting emotional literacy and wellbeing.

Sensory and Physical Needs

We work with occupational therapists and conduct regular sensory audits. Pupils contribute to environmental reviews, and adjustments are made to ensure accessibility and comfort.

We support pupils with or without EHCPs, including autism, ADHD, ODD, dyslexia, dyspraxia, attachment difficulties, trauma, speech and language needs, and learning difficulties.

Where pupils have EHCPs, we work with commissioning schools or local authorities to meet targets and contribute to annual reviews.

Identification and Assessment

Most pupils referred to The Hub have already received SEND support. We request background information including EHCPs, assessments, safeguarding information, and previous interventions.

During induction, pupils complete baseline assessments in communication, social/emotional development, literacy, numeracy, and wellbeing.

Safeguarding Recording — LearnTrek

All safeguarding-related information that may indicate SEND needs, vulnerabilities, or barriers to learning is recorded immediately on **LearnTrek**, our secure safeguarding and reporting system. LearnTrek ensures timely information-sharing with the DSL team and supports early identification of need.

LearnTrek is monitored daily by the DSL and Deputy DSLs. Staff receive training in its use during induction and ongoing safeguarding CPD.

We work closely with external professionals such as occupational therapists, speech and language therapists, counsellors, and CAMHS.

If pupils do not make adequate progress despite high-quality support, we work with schools and parents to identify underlying needs. Educational psychologists may be involved.

We create One Page Profiles and behaviour support plans where needed.

Assessing and Reviewing Progress

Progress is tracked termly and shared with parents, carers, schools, social workers, and local authorities. If progress is inadequate, personalised programmes are reviewed and adjusted.

The SEND Code of Practice defines inadequate progress as:

- Significantly slower than peers from the same baseline
- Failing to match or better previous progress
- Failing to close attainment gaps
- Widening attainment gaps

Annual reviews are held for pupils with EHCPs.

Curriculum and Learning Environment Adaptation

We use referral information, assessments, and external reports to create personalised programmes. Pupils learn in small groups or 1:1 in therapeutic environments. We adapt curriculum content, delivery, and the learning environment to meet individual needs.

Emotional and Social Development

We prioritise emotional resilience and social skills. Staff receive training in emotion coaching, trauma-informed practice, and mental health. Pupils receive support from wellbeing leads, behaviour leads, and key workers.

Safe spaces are available for regulation, and families receive guidance from the Family Support Worker.

Inadequate Progress and Reasonable Adjustments

We monitor progress closely and identify barriers when pupils struggle. Reasonable adjustments may include curriculum adaptations, additional support, assistive technology, flexible timetabling, personalised programmes, or specialist involvement.

If progress remains limited, we review SEN Support Plans or EHCPs, seek further assessment, or adjust placement arrangements.

SENDCo Role

The SENDCo monitors progress, adjusts programmes, liaises with external agencies, maintains SEND records, advises staff, attends reviews, and contributes to statutory processes.

Staff receive extensive SEND training including ADHD, autism, trauma, anxiety, exploitation, PDA, self-harm, suicide, and emotion coaching.

Consulting Pupils

Person-centred planning is central to our work. Pupils contribute through wellbeing check-ins, evaluation forms, key worker sessions, and therapeutic support.

Roles and Responsibilities

Directors oversee admissions and gather information about SEND. The SENDCo manages transitions and liaises with agencies. Attendance is monitored by the named attendance lead. Teachers provide Quality First Teaching and contribute to reviews.

Local Offer

We signpost families to local SEND offers across Derby City, Derbyshire, Leicestershire, Leicester City, Nottinghamshire, and Warwickshire, as well as SENDIASS and national SEND resources.