

# SEN Information

## THE HUB SCHOOL



Transforming Lives

<b>Policy Owner:</b>	SENDCO
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<b>Approved by:</b>	CSCM/Martin Green (Chair)	<b>Date:</b> 04/07/2018
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<b>First Adopted:</b>	04/07/2018
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## **OUR VALUES**

To promote the successful inclusion of pupils with a range of special educational needs and disabilities.

## **ETHOS**

At The Hub School, we believe it is every pupil's right to expect excellent teaching of an enriched, engaging and inclusive curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.

We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective. This, we believe, enables students to achieve their full academic potential.

We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.

All our pupils will be treated fairly and with respect.

We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self-evaluation and quality assurance programme.

## **Definition of Special Educational Needs (SEN)**

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

SEN Code of Practice 2015

## **Definition of Disability**

'A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities'

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

## 1. Special Educational Needs for Which Provision is Made

The Hub School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, Emotional and Mental Health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

### **Policies for the identification and assessment of pupils with SEN.**

The vast majority of pupils attending The Hub School will already have an existing Education, Health and Care Plan.

- a) On commencing a place at The Hub School all pupils are assessed in lessons creating a baseline data set.
- b) Access for reading, spelling and for maths on entry to the school specialist assessment are utilised to inform and identify individual needs e.g. Dyslexia, anxiety, depression and emotional literacy
- c) Teachers are encouraged to report any concerns they may have to the SENDCO. A referral proforma is completed when referring to the EWB team.
- d) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies.

## 2. Policies for Monitoring provision for pupils with SEND

The policies outlined in this section apply to all pupils with SEND, whether or not they have EHC Plans.

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by group teachers in collaboration with parents, the SENDCO and the pupils themselves.
- b) Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at The Hub School are:
  - (i) In group support, where a teaching assistant may support one or more children to understand the content of the lesson.
  - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
  - (iii) One to one withdrawal, where there may be a targeted support in their area of need.

- (i) Interventions at KS3 for literacy, where pupils are withdrawn from lessons to work in small groups on a variety of interventions dependent upon their specific need.
  - (ii) Interventions at KS4, where pupils continue to receive literacy support instead of one of their option subjects to aid progress for them across the curriculum.
  - (iii) KS3 Maths interventions to support pupils who show signs of difficulty with numeracy.
  - (iv) In-group support from a teaching assistant (TA), where a higher level of support is required.
  - (v) Take part in a nurture group, where they work in a small group of and study a personalised curriculum.
  - (vi) Structured and supervised lunch time activities are offered for all pupils
- d) Support is provided for pupils requiring emotional and social development via the Emotional Wellbeing Team.
  - e) Access arrangements are made for all pupils with defined Special Educational Needs that may affect their ability to access or succeed in externally set examinations. Full reports from a specialist assessor are undertaken for all access arrangements. A full list of access arrangements are also given to all staff prior to each examination series.

### **3. Staff Training**

As part of the staff induction programme all staff undertake a series of training courses, including safeguarding, Team Teach and first aid. In-house training for all staff includes, emotion coaching, SEND updates, etc.

Staff will seek training from outside support agencies when necessary including outreach and transitional support, from the local offer for list of external agencies and outside providers.

Staff will also attend training courses provided by the local authority and partnership schools.

### **4. Arrangements for consulting parents of children with special educational needs about the education of their child**

Parents/carers are involved at each stage of the assess plan, do and review process. Parents/carers are invited to discuss with the SENDCO and other relevant staff the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the group/form teacher informally.
- b) Termly open day where parent/carers are invited on to The Hub to celebrate their child's successes and discuss their review
- c) Formal review (Annual Review or Six Week Assessment) their child's progress with the SENDCO (and keyworker/form tutor).

## 5. Consulting with pupils about their education

- a) The child/young person is involved at every stage of the assess, plan, do review process:-
- (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
  - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
  - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.
  - (iv) Any documentation used as a part of the agreed provision (for example, Individual Behaviour, Education and Care Plans, Six Week assessments, etc.) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
- (i) Informally with their form teacher informally on a regular basis.
  - (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
  - (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

## 6. Complaints Procedure

Complaints about SEN provision within the school are first dealt with by the SENDCO during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Executive Head or Head of School during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

## 7. External Agency Support

Should a child require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation. These may include:

- Educational Psychologists
- Sensory and Physical Teaching Service (SAPTS)

- Social Care Team
- Examination Boards
- Children's Centres
- CAHMS for Mental Health Needs
- SEN 0-25 Team
- School Nursing Team
- Therapy Services e.g. OT, SALT
- Police
- Mind
- VCET
- YFS
- SEND Commissioning Team
- Fish Family Service
- T.Y.L.E.R
- SENDIASS
- EYPCF

Links to all of these can be found in the East Riding Local Offer

[www.eastridinglocaloffer.org.uk](http://www.eastridinglocaloffer.org.uk)

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

## **8. Transition and Preparing for Adulthood**

All children with special educational needs will require support and planning when they transfer between key stages and into adult life.

Where a child has an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15<sup>th</sup> February in Year 6.

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

## **9. Contact details of the SEND Co-ordinator.**

SENDCO name: Sarah O'Neill

Contact Telephone number: 01482 304205

Email: [oneils@erhub.org.uk](mailto:oneils@erhub.org.uk)