

The Hub School SEND Policy and Vision



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Related Documents: SEND information report, Accessibility policy, supporting pupils with medical needs

This policy has been produced in line with legislation and complies with the statutory requirements laid out in the SEND Code of Practice 0-25 years (January 2015). This policy has been developed with reference to the following guidance and documents:

- *SEND Code of Practice 0-25 years (January 2015)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting pupils at school with medical conditions, (updated August 2017)*

This policy has been developed in conjunction with staff and governors and shared with parents via the school's website. The policy aims to describe our vision for our pupils and young people and the way in which we aim to meet the needs of the pupils in this school all of whom are identified as having Social, Emotional, Mental Health difficulties and/or additional needs.

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At The Hub, our focus is to provide high quality SEND education for all learners to meet their individual educational needs.

Our ethos centres on developing independence, confidence and resilience in their learning.

We have high expectations of our pupils and provide them opportunities and experiences in line with the experiences of their mainstream peers.

We aim to remove barriers to learning so pupils feel safe, supported and ready to learn and achieve. This is supported through personalising the curriculum.

Building positive working relationships with staff and peers is paramount to success; this extends to positive relationships with parents/ carers and professionals.

We equip pupils with the necessary life skills for them to become responsible members of the community.

SEND Practice - Meeting the needs of the pupil

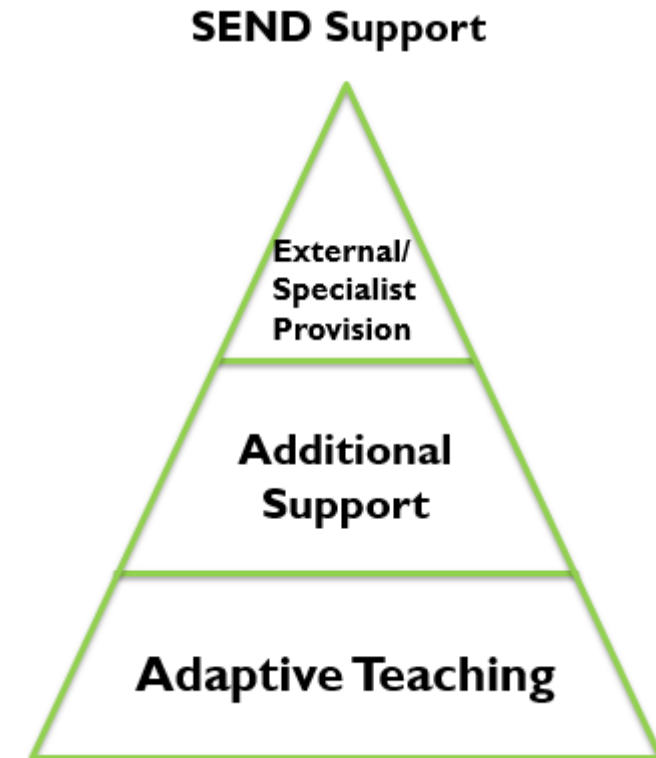
The Graduated Response

When a concern arises in class, the teacher will assess the student's needs, devise a course of action, implement it within a set timeframe and review the progress using;

- **Assess**
- **Plan**
- **Do**
- **Review**

The expectation is that subject teachers can typically address most concerns by employing adaptive teaching and support strategies as part of 'Quality First Teaching'

If the matter persists despite trying various support strategies, the subject teacher will consult with the SENDCo and/or Subject Leader to explore **additional support** options.



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Personalised provision/support

Whole class support:

- Personalising the learning
- LSOs using scaffolding, instructional practice, prompting, clueing and modelling
- Providing feedback or explaining feedback
- Structuring classwork in different ways
- Adapting the teaching or task, recapping and questioning
- Maintaining focus and supporting positive behaviour

In class targeted support:

- Managing individual's needs- close proximity, coping strategies, anxieties etc
- Scribing/ reading/ prompting/ guiding
- Providing and adapting resources
- Personalised provisions/ learning aids
- EAL support
- Working with/supporting assistive technology

Withdrawal intervention delivery:

- Pre-teaching, over teaching, catch up or keep up
- Academic interventions- numeracy and literacy reading (including phonics) writing
- Interventions to support specific area of need- including ELSA, emotional wellbeing, sensory regulation, self-regulation
- Professional support- scheduled plans/ programmes in a collaborative approach with school

Four areas of need

Definition

'6.15 A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.'

Communication and interaction

- Speech, language and communication needs (SLCN);
- Autistic Spectrum Disorder (ASD).

Social, emotional and mental health (SEMH)

- Mental health difficulties;
- Attention deficit disorder (ADD);
- Attention deficit hyperactivity disorder (ADHD);
- Attachment difficulties.

Cognition and learning

- Moderate learning difficulties (MLD);
- Severe learning difficulties (SLD);
- Profound and multiple learning difficulties (PMLD);
- Specific learning difficulties (SpLD).

Sensory and/or physical needs

- Vision impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI);
- Physical disability (PD).

**"Every student can learn,
just not on the same day, or
in the same way."
-George Evans.**

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Monitoring, Evaluation and Assessment

‘We acknowledge that progress encompasses not only academic achievements, but also various other aspects’

SEND Support

- All pupils placed on an academic intervention programme are tested before and after the programme in order to assess progress and next steps.
- Whole school data collections provide an opportunity for SLT and governors to ensure pupils with SEND are progressing.
- These data collections monitor the progress pupils are making and are used to assess whether intervention programmes need to be implemented to support targeted pupils.

EHCPs

- An annual EHCP review, near the issuance anniversary, involves discussions with parents, the student and any relevant professionals or agencies, to ensure effective school support is in place.
- Interim reviews can be throughout the academic year in response to changing need/ provision required.
- Preparation for Adulthood (PfA) takes place from year 9 as part of the review process.
- Transition reviews occur in the Autumn term of year 6 and year 11 to support transition into key stage 3 and application to post-16 destinations.

Home/School Links

- Consultation process
- Transition events for year 6 into 7
- Parent/ carer TEAMS meetings
- Individual arrangements as appropriate depending on need
- Letters, phone calls and the use of the planner are on-going. Parents are encouraged to contact the school if they have any concerns and usually the first point of contact is the Tutor, Student Support Team, SENCO.



“If we wait for pupils to fail as the first signal that they need help, our support will always come too late”

-Robyn Jackson

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Training

- Staff training on SEND is conducted throughout the year, utilising Staff Training Days, Teacher Development Meetings, Twilight Sessions, spotlights and Whole School Staff Briefings.

Trust links

- All schools within the Trust contribute to the appropriate 'Local Offer,' details of which can be found at: www.eastridinglocaloffer.org.uk. This summarises the support available in each authority across education, health and social care.
- The SENDCOs across the Trust meet termly.
- All SENDCOs attend the East Riding SENDCO Forum where appropriate and possible.
- All schools within the Trust will publish on their website a SEND Information Report in compliance with the SEND Code of Practice 2014 and this report will be updated annually at the start of a new academic year.

Contact Points:

Telephone: 01482 304200

Email: [thehubschool.admin@eastriding .gov.uk](mailto:thehubschool.admin@eastriding.gov.uk)

External Support Services

External support services play an important part in helping the school to identify, assess and make provision for pupils with special educational needs. The school is aware of how to secure access to support services and knows the terms on which they are available. Services include equipment, materials, staff support, technical and professional expertise, all of which are used exclusively for the identification and assessment of, or making special educational provision for, pupils with SEND. The school has close links with:

- Special schools within the area
- Educational Psychologist service
- CAMHS
- Neurodiversity Service
- School Nurse Service
- SEN 0-25 team
- LA – SENDART
- Speech and Language
- Sensory Processing Service

“All kids need is a little help, a little hope, and someone who believes in them”
-Magic Johnson.