

SEN Policy

THE HUB SCHOOL



Policy Owner:	Assistant Headteacher - Inclusion
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Approved by:	Local Governing Board
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1. Introduction

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 (2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at school with medical conditions, (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.

It is our aim for The Hub School to be an outstanding learning community in which all Pupils enjoy learning, feel valued and safe. We aim to provide an environment of respect, inclusion, equality, aspiration and celebration. This will hopefully enable Pupils to achieve, develop healthy lifestyles, engender a life-long desire to learn and to prepare them for adult life.

Definition of Special Educational Needs and Disabilities (SEND)

“A Pupil or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A Pupil 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 January 2015

Students identified as having a SEN present with difficulties within the four broad areas of need:

- Cognition and learning
- Communication and interaction
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of the identification of needs within these broad areas is to enable the school to consider what action needs to be taken – not to fit a student in to a category. When reviewing a child’s needs, a holistic, ‘whole-child’ view is considered – not just their special educational needs.

2. SEN Co-ordinator

The school has 3 SENCOs, however, as all teachers are working with pupils and young people with an Education, Health and Care Plan, there is a collective responsibility on all teachers to ensure that any concerns are reported directly to the co-ordinator.

The Head teacher has overall responsibility for ensuring that the SEND policy is implemented throughout the school, and is revised and updated as and when necessary.

All staff have a day to day responsibility for Pupils’ well-being and to ensure appropriate curriculum delivery across the 9-16 age range.

Class teachers ensure that recommendations identified within a Pupil’s Education, Health and Care Plan are in place, in collaboration with colleagues and external agencies, identifying needs, monitoring and assessing programmes of work, and keeping accurate and relevant records.

The role of the Learning Support Officer (LSOs) is to assist the teacher in the implementation and delivery of the objectives identified within the Pupil’s Education, Health and Care Plan.

3. Our Aims

- To provide a curriculum which caters for the development of the whole Pupil; a curriculum which allows each individual to fulfil their potential intellectually, physically, emotionally and socially
- To give every pupils the information, stimulation, support and motivation to enable them to reach their personal potential - educationally; physically and socially, in an environment which inspires confidence and empowerment
- To enable success for all Pupils regardless of their level of need
- To concentrate on ability not on disability
- To develop life, social and problem solving skills
- To develop a pupil's educational potential whilst meeting their social emotional mental and emotional health needs within a holistic ethos
- To provide a high quality learning environment
- To encourage a learning environment which is safe, orderly, attractive, lively and pupil-centred
- To maximise learning time and (within an academic culture) emphasise achievement
- To encourage and support effective, focused teaching which is efficiently organised with clarity of purpose

- To rigorously monitor progress both in terms of Pupil performance but also evaluating the performance of the school
- To meet the needs of all Pupils through differentiation and appropriate matching of learning objectives to Pupil need, and through flexible teaching strategies
- To regularly monitor and review each individual's progress through the use of rigorous recording processes
- To consult with the pupil wherever appropriate about their needs and progress
- To provide equality of opportunity for all Pupils
- To work in partnership with parents and to consult with them on a regular basis around issues related to their pupil's progress
- To keep Governors informed of all aspects of school development and encourage an environment where challenge is welcomed
- To work in co-operation with external agencies as appropriate

4. Access to Curriculum

All Pupils in school are given access to a broad and balanced curriculum. Each pupil has a different combination of needs inherent in the specific SEND, but all Pupils are fully integrated into the school as a whole. The school has adopted a number of strategies in order to support full and complete access:

- individual approaches
- in class support*
- withdrawal/support*
- a tailored curriculum with matched/differentiated activities
- specific equipment to allow access
- specialist teaching or support, i.e. support from outside agencies

*In- class support and withdrawal is wholly dependent upon the pupil's individual needs, taking into account classroom routines, key stage structure, availability of resources and support. Consideration of these factors ensures that each pupil has full access to the whole curriculum.

Access to the curriculum is enabled through adaptive teaching. In each curriculum area, advice is given on making specific subjects accessible to all Pupils. (Refer to individual curriculum policy documents).

Regular assessment helps class/subject teachers determine the next learning step for each pupil. It should then be possible to produce an individual teaching programme geared more precisely to meet individual's needs.

Some Pupils with sensory or physical difficulties may need special facilities or approaches to access the curriculum. Reasonable adjustments will be made where required/ feasible within the site facilities available; to support the needs of the Pupils.

Further advice on specific needs Pupils may have, in order to access the curriculum, can be obtained from the East Riding Education Inclusion Service. In order to enable full curriculum access when considering programmes for Pupils with SEND, the class/subject teachers are also aware of:

- levels of support in school and home,
- motivation,
- materials, both teaching and conceptual,
- methodology, eg in lesson delivery,
- means of recording for Pupils with SEND, e.g. use of laptop computers, tape recorders and/or cameras to record information, access arrangements including reader, prompt, scribe, laptop access, adapted resources such as enlarged papers groupings/peer support
- pace - an awareness that Pupils with SEND often work at a slower pace than their peers, requiring "over learning" to acquire new skills / knowledge,
- evaluation/feedback needs to be shared with the individual pupil by the teacher on a regular basis.

5. Identification, Assessment And Review Procedures

On entry to the school, Pupils have a Education, Health and Care Plan which formally names The Hub School following a decision made by Special Educational Needs multidisciplinary panel in conjunction with the school and parents.

PUPIL REVIEWS

Each pupil has an Annual Review of their Education, Health and Care Plan. This meeting is held as near as possible to the anniversary of the original EHC Plan or the date of which most recent amendments were finalised. Annual Reviews are undertaken within the guidelines set down in the Code of Practice.

In addition to parents and school staff, any other professionals that have been involved with the pupil are invited to attend, or contribute in writing to the Annual Review. Parents/carers and Pupils are also asked to submit written comments on a school pro forma. Parents' and pupil's comments are included in the annual review report.

TRANSITION PLAN: key stage two into key stage 3

This is undertaken in annual Reviews in year 6. Annual reviews are completed during the autumn term. The expectation is that pupils on roll at The Hub in year 6, will transition into year 7 and continue as a Hub School pupil; unless decisions are made by all stakeholders that an alternative school is better placed to meet need.

TRANSITION PLAN: preparation for adulthood.

This is undertaken in Annual Reviews from Year 9.

This document will aim to give clear guidance on the preparations necessary to facilitate the smooth transition at the age of 16 into appropriate continuing education and into adult life. The transition plan will form part of subsequent Annual Reviews and will be updated to reflect any changes in need and provision. Pupils and their parents/carers are encouraged to participate fully in reviews and advice is given regarding Post 16 options available.

INTERNAL REVIEWS/ INTERIM REVIEWS

Pupil needs are reviewed regularly in class teams on a less formal basis as a regular part of day to day working. Concerns regarding a pupil's progress or wellbeing are raised at these meetings, and any issues pertaining to a particular pupil, which have wider implications, are brought to the attention the appropriate member of the Senior Leadership Team.

Interim reviews are held where significant concern is raised by school, parent/ carer or other external agency. The aim of these meetings is to work with the local authority/ies Special Educational Needs multidisciplinary panel, parents/ carers and external agencies to identify the most suitable addition of provision, amendments to EHCP or alternative pathways to best suit the pupil's changing need.

PUPIL PROFILES

Pupils each have an individual pupil profile which draws upon their EHCP, annual reviews and other external agencies reports/ documentations and is reviewed half termly to identify incremental steps in progress and the provisions required to meet need.

6. Staff Development

All staff are expected to keep up to date with the Code of Practice, by attending staff meetings etc. Provision is made on both a formal and informal basis for staff to extend their knowledge of identification, assessment, evaluation and record keeping. The school recognises the importance of developing staff's knowledge, skills and understanding of special education and ensuring that Pupils benefit from the professional development of staff.

It should be acknowledged that continuing professional development is not a replacement for staff investing their own time to investigate and reflect upon their practice in order to refine, alter or improve it. The school has regular staff INSET and a formal system of staff appraisal for all staff. Additionally, the school's SLT follow a programme of quality assurance, that supports the development of good classroom practice.

7. Pupil's Progress

The school's SEND policy is evaluated in the light of each pupil's progress and access into the statutory requirements of the National Curriculum. Staff are encouraged to evaluate/review their planning and teaching strategies, to maintain suitable pupil records and to assess/monitor pupils on a regular basis. All policy documents are reviewed and amended as necessary.

Progress is also monitored through each pupil's Annual Review/ pupil profile reviews and interim reviews (when necessary). Parent/carers and other relevant professionals are asked to contribute to the Annual Review. At this meeting progress is evaluated, inclusion issues or suitability of placement discussed as appropriate, and any concerns are voiced and recorded. Both the local authority and parents receive a copy of the Annual Review.

8. Supporting Parents/Carers And Families

An open door policy is adopted throughout the school. Parents wishing to discuss their pupil's progress at any other time are encouraged to make an appointment with, or to phone, the appropriate member of staff. Relevant staff will contact parents should they have any issues they wish to discuss regarding any aspect of a pupil's development. Due to the wide catchment area of the school, circumstances prevent some parent/carers from being able to visit school as often as might be desired. Class staff are encouraged to be proactive in using various forms of communication to contact parents and for parents to contact school. Information on the school's SEND Provision is provided on the school's website.

9. Supporting Pupils With Medical Conditions

Please see separate *Medical Procedures in School* policy

10. Bullying

Please see the schools separate *Anti-bullying* policy.

11. 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:

- The other 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

12. The School's Complaint Procedures

The parent/carer of a pupil with SEND has the right to make a complaint about the provision made for their pupil at the school. The first point of contact will be the class teacher or keyworker, then the SEND Co-ordinator, who will try to deal with the complaint as efficiently and effectively as possible. If the parent/carer is unhappy with the response from the SEND Co-ordinator, the complaints hierarchy is as follows:

- Headteacher
- SEND Governor
- School Governing Body
- Local Authority (EHCO)
- Local Authority Senior (EHCO)

Please see our current complaints/procedure Policy for further guidance, whilst it is hoped for a school based solution to the complaint, the parent/carer is able to proceed to the Local Authority if the school is unsuccessful in dealing with, or providing a satisfactory solution to the complaint. The parent/carer will be encouraged to contact SENDIASS (an independent education advisory service).

13. Monitoring & Evaluating

The Governing Body, in consultation with the Headteacher, determine the school's general policy and approach to the provision for all Pupils within the school, establish the appropriate staffing arrangements and maintain a general oversight of the school's work. the Headteacher); overseeing the school's finances; dealing with complaints in line with the Complaints Policy and overseeing improvements and repairs to the school buildings and grounds.