

Academic year 2024-25

## SEN INFORMATION REPORT

Welcome to our SEN information report which is part of the East Riding Local Offer for children and young people with Special Educational Needs (SEN). The SEN report explains how we implement our SEN policy in our school and how we support our students. You can view the Local Offer for the East Riding [here](#):



The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

**Head Teacher:** Paul Grimes

**Designated Safeguarding Lead:** Genevra Austin

**Inclusion Lead (SENCO):** Heather Howard

**SEN Governor:** Georgina Robinson

The Hub School is committed to meeting the needs of all students including those with special educational needs and disabilities (SEND).

The definition of special educational needs (SEN) and the definition of disability is contained within the schools SEN Policy on the website.

Our Core Principles are centred around meeting individual needs, developing independence, resilience and confidence throughout a young person's school journey. Our practice aims to:

- Promote independence
- Have high expectations of all
- Build positive relationships
- Provide an engaging and purposeful learning environment

The Hub School is responsible for the delivery and management of high quality and appropriate alternative education provision which includes:

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- **The Hub Anlaby (Years 5-11) full-time permanent education (For young people with an Education, Health & Care Plan)**

For children with a primary need of social emotional and mental health (SEMH) and secondary needs of Speech Language and Communication, learning or sensory needs. We aim to provide an outstanding learning community, in which all students enjoy learning and feel valued and safe. Children have the opportunity to achieve within an environment of respect, inclusion, equality, aspiration and celebration. We work to promote and celebrate achievement, develop healthy

lifestyles, provoke a lifelong desire to learn and prepare for adult life. This pathway is accessible through Local Authority SEN consultation only.

- **Offsite vocational qualifications (Years 10 and 11) Full-Time Vocational Placements.**

The Commissioned Placements team coordinate full time educational placements for Key Stage 4 learners. The team work with a number of providers across the East Riding & Hull. Students on this pathway will have the opportunity to study vocational qualifications alongside core subjects, where they can develop their knowledge and skills in specific areas of interest which prepare them for post 16 and beyond. This pathway is available through referral from Mainstream Schools and the Local Authority. It is suitable for both SEN K and EHCP students where mainstream is not the most suitable provision.

- **The Hub Welton (Years 7-9) Short Term Placement**

Our Key Stage 3 Short Term Provision offers early intervention which aims to work in collaboration with mainstream schools to support students who have specific barriers to learning and are currently not experiencing success in a mainstream environment.

This route can provide additional academic support, bespoke social and emotional wellbeing programs and additional opportunities to develop personal and social skills. We work closely with host schools, families and outside agencies to provide a positive experience across one term in order for the student to be set up to succeed when they return to their school on a full-time basis.

We can offer smaller class sizes, higher staff ratios and a curriculum designed to promote personal development and engagement with learning. We provide regular feedback on progress across the term and provide transitional support where required.

This pathway is available through referral from Mainstream Schools and the Local Authority. As this placement is designed with the aim of successful reintegration, typically students would experience a 4-day placement at the Hub Welton School, with the remaining day at the referring school.

Wave one Universal support	Wave two Targeted support	Wave three Specialist support
Quality first teaching Small class size Higher staff ratio Learning Support Officer (LSO) assigned to class Access to student support team Adaptations to curriculum including high quality differentiation	Access to sensory room- either embedded into personalised timetable or reactive to need Individual risk assessment Individual medical plan/ assessment Access to quiet provision at lunch time One to one support for Emotional Wellbeing Attendance meetings	Referral and support from SEND external agencies: <ul style="list-style-type: none"> <li>• Child and Adolescent Mental Health Service (CAMHS)</li> <li>• Educational Psychologist (EP)</li> <li>• Speech and Language Therapy (SaLT)</li> <li>• Neurodiversity- ASD/ ADHD</li> <li>• Sensory and Physical Teaching Service (SaPTS)</li> </ul>

<p>Student support plans, regularly updated</p> <p>Individually assessed transition/ induction plan upon admission</p> <p>Individual handling plans</p> <p>Wellbeing assessment and individualized targets</p> <p>Positive reinforcement and rewards programme and frequent offsite rewards trips</p> <p>Frequent offsite educational trips and visits</p> <p>Regular opportunities for pupil voice</p> <p>School council</p> <p>Regular communication home</p> <p>Daily text message regarding behaviour points and achievements</p> <p>Weekly visit to post-16 providers (across year 10 and 11)</p> <p>CIAG program year 7-11 including one to one guidance and post-16 application support</p> <p>Access arrangements at key stage 4 in preparation for examinations</p> <p>Access to safe spaces (reflection rooms)</p> <p>Option for indoor and outdoor lunch provision</p> <p>Daily breakfast upon arrival</p> <p>Safe storage of personal belongings</p> <p>School nurse</p> <p>Sexual health nurse</p>	<p>One to one or small group interventions for:</p> <ul style="list-style-type: none"> <li>• Literacy- reading</li> <li>• Literacy- writing</li> <li>• Numeracy</li> <li>• SaLT</li> <li>• Sensory processing support</li> </ul> <p>Allocation onto suitable curriculum for key stage 4:</p> <ul style="list-style-type: none"> <li>• Bridge curriculum</li> <li>• Progressive curriculum</li> <li>• Vocational pathway</li> </ul> <p>Weekly visit from therapy dogs</p> <p>Storage of medication and equipment</p> <p>No More Knives</p> <p>Prison Me No Way</p> <p>Police</p>	<p>Regular Personal Education Plan (PEP) meetings for Children Looked After (CLA)</p> <p>Reduced timetable</p> <p>Education Welfare Team</p> <p>Making a Change Team (MAC)</p> <p>Youth Family Support (YFS)</p> <p>Prevention and Education Team (PET) meetings</p> <p>Outreach support by internal practitioners</p>
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## 1. What are the kinds of SEN that are provided for?

The Hub School currently supports students who have a range of special educational needs described under the Code of Practice (January) 2015 as

- **Communication and Interaction-** This includes speech, language and communication and the broad range of Autistic Spectrum Disorders.
- **Cognition and Learning-** Includes Severe, profound and multiple learning difficulties including dyslexia
- **Social Emotional and Mental Health-** This category includes attention deficit disorder, attention deficit hyperactivity disorder and any other issues identified under the definition of Mental Health.
- **Sensory and/or Physical Needs-** This can include a range of physical difficulties as well as hearing and visual impairment and multi-sensory impairment.

## 2. What are the policies for the identification and assessment of students with SEN

- Information is gathered from the young person's previous setting prior to admission
- Upon admission, baseline assessments are made on levels of attainment and learning behaviours
- Targeted assessments are made on students with a suspected SEN need on school entry or when required
- Teachers are actively encouraged to raise concerns in relation to student progress or presenting behaviours with the SENCO in a timely manner. This supports the early identification of SEN within the setting
- All Teaching and Support staff receive regular training on a variety of SEN identification and support strategies. Students who do not make expected progress through the graduated approach will be referred to and assessed by external agencies. These can include Educational Psychologists, SaPTS, Speech and language Therapy Service, CAMHs and Community Paediatrics. This list is not exhaustive
- If it is then identified that a student needs a significant amount of additional support then the SENCO and parent/carers will work together to submit a request to the Local Authority for an Education Health Care Plan (EHCP) or additional resources to support a current EHCP
- Our SEN register and other supporting documents are reviewed and updated on a regular basis as part of the SENCO's responsibility

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**3. What are the arrangements for consulting parents of children with SEN and involving them in their education?**

Maintaining effective communication between home and school is extremely important, especially considering the distance from school many of our students live. Staff are very proactive in contacting parents/carers by telephone, email and text regarding day to day matters involving their child. If required, a meeting might be arranged at any time during the school year to discuss more significant and/or on-going concerns; such meetings might also involve other professionals. We also communicate with parents and carers via our monthly newsletter.

All students at Hub with an EHCP, will be subject to the annual review process during which provision, learning, social and personal development issues, successes and concerns will be discussed. An interim review may be held at any time during the school year to discuss significant concerns should this be considered necessary.

**4. What are the arrangements for consulting young people with SEN and involving them in their education?**

Student voice is a key driver in ensuring young people get the best education and support to meet their specific needs. Upon admission to the school, students are initially set up with one or more transition meetings, which are designed to allow two-way information sharing and initial support discussions.

When a student comes on the school roll, they take an active role in working with a key adult to design their 'My Profile' supporting document. Students are allocated key members of staff to support them on a daily basis and subsequently these key staff become best placed to support students with decisions and views around their education.

**5. What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?**

Assessment of student progress is continuous throughout the school year including data collection, on-going assessments in individual subjects, end of term/year assessment across subjects, the annual review and end of year reporting. Personalised targets are set in different contexts for each student based on the child's initial assessment on admission, progress over time and individual needs.

Achievement and attainment are reported to parents/carers at the Annual Review and in the parent/carer reports.

**6. What are the arrangements for supporting children and young people moving between phases of education and preparing for adulthood?**

Structured support around careers information, advice and guidance begins for students in Year 8 and continues through to the transition to Post 16. All students have access to planned events, external speakers and curriculum-based learning to better inform and prepare them for education and careers beyond Year 11. At Key Stage 4, students have dedicated meetings with a career's advisor which are further supported by school staff. Transitional tasters, visits and experiences are all facilitated by school staff.

Children moving between phases are guided and supported through any changes in curriculum, qualifications or change of learning environment. There is a heavily supported transition plan for students joining or leaving the school in all key stages. The curriculum is designed to encourage independence and promote both social and 'life' skills which equip our students with the skills and knowledge to be successful in adulthood.

## **7. What is the school's approach to teaching children and young people with SEN?**

Students are taught in typical class size groups of 3-6 children. Teaching is delivered by a qualified subject specialist (or appropriately qualified instructor) and students are supported by a Learning Support Officer in every group. The school offer a broad and balanced curriculum which is considerate of both the gaps in prior learning and aspirational outcomes. The school meets its requirements in Part IV of the Education Act 1996 and has regard to the Special Educational Needs Code of Practice when meeting learners' special educational needs.

Teachers at the school recognise that all children are unique and therefore have different starting points, different barriers to learning and different talents. The curriculum and teaching approaches are adapted and designed to give each learning the best possible chance to be successful. Some learning requires high levels of scaffolding and differentiation, whereas some learning promotes independence and problem-solving. Each subject creates opportunities for students to learn in a variety of ways, inside and outside the classroom. Students receive additional adult support in lessons through a Learning Support Officer who can assist the teacher in providing the best possible approach to learning.

Individual interventions are informed by starting points, progress and on-going information sharing. Students are targeted and supported on a 1-1 based where deemed appropriate. This often allows for accelerated progress and a more personalised approach to addressing gaps in knowledge.

## **8. How are adaptations made to the curriculum and learning environment for children with SEN?**

The school regularly review their curriculum offer, with the aim of providing a curriculum with can meet a wide range of diverse needs and student ambitions. The school provide a curriculum that is ambitious yet accessible for all students. The principles of this curriculum are that it is:

- Broad and balanced
- Inspiring and ambitious
- Promotes personal growth and development

Our subject offer includes core subjects, a variety of traditional subjects and vocational learning. This offer is complimented by an appropriate PSHE curriculum and emotional wellbeing scheme of learning. The school has a variety of pathways for learners to choose from at the end of Key Stage 4, a process which involves the student at the heart of the decision-making.

Our learning environment is adapted to suit the needs of our learning. On the school site, our classrooms are appropriately sized to compliment our school roll. Most classrooms have easy access to outdoor space, allowing us to take the learning outside where appropriate. For learning that requires more specialist equipment, we use alternative providers and are subsequently able to tap into their expertise of staff and resources.

We also have a number of spaces for students to receive personal care and support, which are strategically resourced and staffed.

#### **9. What is the expertise and training of the staff that support the children and young people?**

We know that building positive relationships with students is a key factor in supporting them successfully. We also recognise that staff need to be adequately trained to be able to best support students with SEN needs.

We have a rigorous professional development and training programme for staff that includes key aspects of SEND and supporting vulnerable young people. We are able to access training in-house, through the Local Authority networks and via various national training providers.

**All Staff have in recent years undertaken a wide range of relevant training including:**

- Sensory approaches to learning
- Autism awareness training
- Behaviour management
- Mindfulness
- Risk Assessments
- Team Teach
- Blue Sky
- Attachment Awareness training
- ACES Training
- Visual Awareness training
- A wide range of training/professional development re such as curriculum development, assessment of learning, target setting, accreditation, progress/attainment analysis, etc.
- Child protection and safeguarding awareness training.
- First aid and specific conditions (eg asthma, epilepsy, use of a defibrillator, diabetes etc)
- SEND Reforms and the new Code of Practice
- Safeguarding and current guidelines
- Prevent training
- FGM
- GDPR
- Child Sexual Exploitation
- Online safety

**Individual and/or groups of staff have variously undertaken a wide and varied range of training as appropriate including for example:**

- Communication Difficulties in the Classroom & Curriculum
- Embracing Children's Emotional Needs
- Troubled Children training
- Understanding Children Who Self-harm
- Self-harming/Youth Mental Health first aid/Troubled Children
- Applied Behaviour Analysis
- Nurture Groups
- Early Help Assessment
- Mockingbird High Domestic Violence and the impact on children
- Self-harm and suicidal thoughts in children and young people

**10. How do we evaluate the effectiveness of the provision made for children and young people with SEN?**

The Leaders of the school have a responsibility to ensure the provision for all young people is high quality. Through a robust monitoring and evaluation schedule, leaders can make accurate judgements about all levels of the school and can identify areas that require further development. The Leaders of the school are governed by a Full Governing Body who regularly meet and discuss all aspects of the school. Externally, the school provision is frequently monitored and assessed by the Local Authority, a process which is supported by an agreed 'Service Level Agreement.'

**11. How are young people able to engage in activities with young people in school who do not have SEN?**

The vast majority of students on the school roll have SEN status. Children are grouped accordingly by age and curriculum pathways. However, the school provide weekly opportunities for students to learn and take part in activities outside of that structure through an enrichment program, reward activities, off-site trips and alternative curriculum days.

**12. What support is there for improving social and emotional development?**

The school offers a significant level of emotional wellbeing support and development for all students. We have a dedicated emotional wellbeing Leader who is supported by a proactive and experienced staff team. We have clear systems for reporting, assessing and reviewing the wellbeing of students and offer dedicated interventions to support those who require. Our curriculum also allows us to schedule regular teaching around social skills, wellbeing and mental health.

**13. How does the school involve other bodies in meeting the needs of young people and supporting their families?**

The Hub School currently receives support from East Riding Special Educational Needs and Education Inclusion Service, the NHS East Riding & Hull Trust Speech Therapy Service, the Schools Nursing team and the Education Welfare Service. Other support services such as the Sensory and Physical Teaching Service (SaPTS), visit the school on a needs-led basis. The school works collaboratively with Social Care Services/teams as appropriate. Relevant professionals are invited to children's Annual Reviews as appropriate.

The school also have the Prevention and Education Team (PET) attending for one day per week. They support on a 1-1 basis or in a group session with targeted students. We have access to Youth and Family Support (YFS) and students that are referred to YFS workers can have 1-1 sessions in school if required. The School nurse attends one morning a week and will come in as requested to support individuals. The SENCO and EWB lead have regular meetings with the Educational Psychologist in order to access further support for students, conduct assessments and support with staff training.

**14. What are the arrangements for handling complaints from parents of children with SEN?**



Where concerns or issues arise, we always welcome parents/carers to come into the school or speak with appropriate staff in the first instance to establish the nature of the concerns and see if we can reach an agreed resolution. However, we recognise a parent/carers right to make a complaint if they deem necessary. Our complaints procedure is located on our website and explains the steps required in further detail.

**15. Who is the best person to talk to in school about a Child or Young Persons difficulties with learning/ Special Educational Needs or disability (SEND)?**

All of our pupils have an identified profile of SEND and may during the course of a school week have involvement with a number of school staff. In the first instance it would be usual for a parent/carer or other professional to be put in contact with the child's class teacher or tutor, but the parent/carer/other professional may be directed to a senior member of staff, the SENCO or the Headteacher.