



SEND POLICY AND INFORMATION REPORT

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SEND policy and information report

AIMS

At the Skills Hub we recognise that all our students have individual educational needs that must be understood and considered. We seek to raise achievement by removing any barriers to learning and increasing curricular access for all. Students with Special Educational Needs and Disabilities are valued members of our school community, and we firmly believe that all teachers are teachers of SEND.

Our vision is to support our students to strive for excellence, with compassion. We are dedicated to supporting our students overcome emotional and academic barriers to learning by providing a safe environment which fosters positive relationships; provides therapeutic support; a curriculum that challenges, supports and enables our students to re-engage with learning that is bespoke to their abilities, needs and interests.

We will aim to:

- Ensure that all students at the receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve students and families in decisions regarding education and the meeting of the students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, students' lives.
- Work with OHC&AT to ensure that staff are able to access a programme of specialised continuing professional development (CPD) appropriate to their role and career pathway and ensure that staff participate in such training and development in order to enhance and update their skills in meeting the needs of students with SEND.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs/disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students/students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinator (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

DEFINITIONS

A student has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

ROLES AND RESPONSIBILITIES

The Skills Hub is an alternative provision (AP) for students who are unable to attend school and may not otherwise receive suitable education. This could be because they have a short- or long-term illness, have been excluded, at risk of exclusion, or are a new starter waiting for a mainstream school place.

Every teacher is considered to be a teacher of Special Educational Needs and Disabilities (SEND), and is expected to plan and develop the curriculum to take account of individual differences and secure good progress.

Similarly, while we operate a portfolio governance system, every governor on our Local Governing Body (LGB) is considered to be a governor of SEND and is therefore expected to work with the school leadership to ensure that every student is supported to achieve their maximum potential. Responsibility for oversight of SEND within The Skills Hub sits within the Teaching and Learning portfolio. More information about our governors can be found on the Governance page of the school website.

Specific responsibilities are listed below.

The SENDCO

The SENDCO and designated teacher for looked after children is **Laura Herzog**.

Email: lherzog@yphub.org

Telephone: 01895 447102.

The SENDCO will:

- Work with the Principal and Teaching and Learning governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students/students with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach and provide SEN support.
- Give advice on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

The Local Governing Body

Governors will:

- Collectively ensure a continued focus on SEND at LGB meetings and within their respective portfolio activities, in order to provide assurance that students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

The Teaching and Learning governor will:

- Monitor the quality and effectiveness of SEND provision within the school and update the LGB on this.
- Work with the Principal and SENDCO to determine the strategic development of the SEN policy and provision in the school.

The Principal

The Principal will:

- Work with the SENDCO and Teaching and Learning governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for ensuring that students are receiving a broad, balanced and relevant curriculum, well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.

Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

SEN INFORMATION REPORT

The Skills Hub offers education to young people who have been excluded from mainstream or who are at risk of exclusion. We understand that all students may need different levels of support at different stages of their schooling. The SEND (Special Educational Needs and Disabilities) and Student Support Team operate with a child-centred approach, meaning we keep the student in focus when making decisions about their lives and work in partnership with them and their families/carers.

At The Skills Hub, we plan to meet the needs of students with special educational needs across the following main areas:

- **Communication & Interaction:** Young people with speech, language, and communication needs.
- **Cognition & Learning:** Support for learning difficulties may be required when students learn at a slower pace than their peers, even with appropriate differentiation.
- **Social, Emotional & Mental Health Difficulties:** Students may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.
- Other students may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.
- **Sensory&/or Physical Needs:** Students may have a hearing impairment, visual impairment, or a physical need.

At The Skills Hub, we identify all our students as having SEN. Some students also have Additional Educational Needs (AEN). The identification and assessments of AEN may involve the SENDCO completing the following, graduated steps:

- Consultations with parents/carers.
- Consultation with the student.
- Learner Progress data monitoring
- Consultation with/and feedback from teachers.

- Liaising and consultations with external specialist, such as Educational Psychologists Speech and Language Therapists and other relevant health or education professionals.
- Observations of the student.
- Interventions allocated to narrow the gap.
- Monitoring and evaluating the impact of these interventions.
- Baseline testing and other appropriate screening/s.
- Personalised timetables
- When appropriate, education, health and care plans are sought from the local authority.

Consulting and involving students and parents/ carers

The views of learners are taken into consideration, and we apply a 'Person Centred' approach at all times. Every effort is made to ensure that support is planned in consultation and agreement with them. Review targets and My Support Plan targets are written in agreement with the learner and their parent / carer. Both the learner and their parent / carer are also involved in the structured review cycles of targets.

- We value the contribution that parents / carers can make and believe that the most effective way of working with a learner with SEN is where the parents / carers and the schoolwork in positive partnership.
- Person Centred planning is important. Families Day takes place termly. Parent / carers are also invited to attend Educational Review meetings and Annual Reviews of EHC Plans and are encouraged to make a full contribution.

Admission arrangements

The Skills Hub admissions procedure requires all students to be treated fairly. All students' current skills and levels of attainment are assessed on entry. Based on these assessments, information collected by our Behaviour Support Team, the appropriate pathway for the student is identified which matches their learning style and current attainment to a curriculum and supportive pathway which matches their needs.

Assessing and reviewing students' progress towards outcomes

We support any student identified as requiring additional short- or long-term help to access the curriculum and achieve the outcomes of which they are capable. Information is gathered on intake from parents/ carers and the previous school through our Behaviour Support Team. When a student is identified as having special educational needs steps are taken to identify the student's specific area of need.

These can include:

- Baseline induction assessments
- Access Reading Test (Reading age screening)
- History of special educational needs
- The views and experience of parents/ carers
- The student's own views
- Previous school reports and assessments

- The individual development in comparison to their peers and national data
- Special Educational Needs Coordinator views and experiences
- Advice from external specialists, if relevant
- Behaviour and achievement records

We will then follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents/carers and students which information will be shared as part of this.

Our approach to teaching students with SEND

We define inclusion as ensuring that all students have access to a broad and balanced education. This is personalised for every student to achieve success. Through Quality First Teaching strategies, appropriate additional support and interventions, all student with special educational needs can experience and enjoy positive progress and achievement.

All students have an individual learner profile on their passport which provides staff with a holistic view of each individual and the strategies that could be used to support their learning within the classroom and in the school community. These strategies are used by teaching staff to inform their class context sheets and are updated with additional interventions, specialist recommendations, and links to any specialist reports.

Adaptations to the curriculum and learning environment

Teachers are responsible and accountable for the progress and development of all the students/students in their class.

High-quality teaching is our first step in responding to students who have SEND. This will be differentiated for individual students/students.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, changes to pathway, or via our literacy and numeracy timetable.
- Adapting our resources and staffing, such as learning support assistance or mentoring.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reading pen etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, using a seating plan, etc.
- Supporting normal ways of working and examination Access Arrangements.
- Weekly Canine Assisted Learning program.

Additional support for learning

We have a teacher and learning support assistant who are trained to deliver interventions such as That Reading Thing.

Teaching assistants will support students on a 1:1 or grouped basis when instructed by the classroom teacher.

Teaching assistants will support students in small groups when additional interventions are needed to accelerate or support progress.

We work with the following external bodies/agencies to provide support for students with SEND:

- Canine Assisted Learning
- Educational Psychologists
- Child and Adolescent Mental Health services
- Speech and Language Therapists

Expertise and training of staff

The Skills Hub operates a dedicated staff training programme with CPD linked to identified individual and organisational priorities, including SEND-specific training.

Additionally, staff benefit from OHC&AT's whole organisational CPD and development offer which includes:

- In-house training focused on specific areas of SEND, developed and delivered by experienced senior staff;
- Access to bespoke in-house training, delivered by qualified and experienced OHC&AT staff, around specific areas of SEND as well as other relevant areas e.g. Team Teach, Positive Behaviour Support, First Aid for Mental Health.

- Access to professional and specialist staff networks, enabling peer support and the sharing of best practice around effectively supporting students/students with SEND;
- For staff wishing to become qualified teachers, the SEND-specific Diploma in Education & Training pathway, delivered in partnership with Canterbury Christ Church University.

Our SENDCO has 2 years of experience in this role and has worked in an Alternative Provision teaching for 8 years.

They are allocated 10.5 hours a week to manage SEN provision.

We have a team of 6 teaching assistants, including 1 higher level teaching assistant (HLTAs) who are trained to deliver SEN support.

In the last academic year, staff have been trained in That Spelling Thing which supports mastery of everyday and specialist curriculum vocabulary.

We use teaching staff for Literacy and Numeracy interventions.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their academic goals each term
- Reviewing the impact of interventions half termly
- Using student questionnaires
- Monitoring by the SENDCO
- Half termly monitoring by the LGB and the Academy Trust team
- Half termly monitoring by the Local Authority
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

Removing barriers to participation

All of our extra-curricular activities, off-site activities and school visits are available to all our students/students, including our breakfast club.

All students are encouraged to take part in all of the activities arranged by the school such as:

- Enrichment
- Rewards
- Work experience
- Academic off-site trips

No student is ever excluded from taking part in these activities because of their SEN or disability.

The Skills Hub is fully committed to the ideal of maximising the potential of our students by meeting their individual needs. We adhere to the following principles:

- Students are entitled to have access to a broad, balanced, and relevant curriculum. The curriculum is well-matched and appropriately differentiated to the student's individual needs and underpinned by specialist approaches and strategies to address those needs.
- Students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities. Further information on this can be found in our Accessibility Plan on our website: <https://theskillshub.org/key-information/accessibility-plan/>
- Students are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.
- Students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- The personal development and academic areas of the curriculum are managed in such a way as to ensure that the participation of students in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of students.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with students whose individual needs are additional and complex.

Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students are encouraged to take active roles in supporting each other, with guidance from staff. They are encouraged to report any concerns to a member of staff or via our Worries and Concerns facility on our website
- Students are encouraged to be part of the school council
- Students are shown how to use the Zones of Regulation in order to identify and name their feelings. They are then shown effective methods to manage these feelings.
- Students have access to trained Mental Health First Aiders among the staff team
- Students have access to external interventions such as Canine Assisted Learning, an animal-assisted therapeutic which supports social and emotional needs within the classroom and one to one.
- KISS (Keep it Safe N' Sorted), a safe setting onsite for young people (aged 13- to 19-year-olds) to talk about relationships, peer pressure, safe sex and sexual transmitted infections.
- SORTED, mentoring and counselling around drugs and alcohol education.
- If necessary, referrals are made to CAMHS to request more intensive support.

For further information, please refer to our Safeguarding and Wellbeing offer, on our website.

We have a zero-tolerance approach to bullying.

Working with other agencies

The Skills Hub receives advice from a range of professionals in order to meet the needs of our students as assessed by the appropriate professionals. We have two Educational Psychologists. We regularly hold and attend multi-disciplinary meetings to review students. In addition to this, a range of specialist services can be accessed on our site.

Complaints about SEND provision.

The Skills Hub is committed to dealing with complaints promptly, fairly and carefully. We encourage parents, carers and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

Where resolution is not possible, the school has a formal Complaints Policy which sets out a structure under which complaints will be heard. This is available from the school website or a hard copy can be obtained from the school office.

The parents/carers of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents/carers of students with SEND

Groups and organisations

Hillingdon SENDIASS – is a free, confidential and impartial support service for parents and carers, children and young people up to 25 years old, where the child or young person may have special educational needs

Contact (previously known as Contact a Family) - a national charity that supports families of disabled children.

Hillingdon Parents Carers' Forum - a group of parents and carers of children and young people with learning difficulties, disabilities or additional needs, who aim to represent the views of parents and carers to help influence the way local services are delivered

Hillingdon Autistics Care and Support (HACs) – a charity providing support for children with a diagnosis of autism and their families.

Programmes and workshops

Expert Parent Programme - maps out the current health system specifically to the needs of children and young people with special needs or disabilities (diagnosed or un-diagnosed) and enables parent/carers to better understand and navigate it

Contact details for raising concerns.

We actively encourage a strong partnership between home and school and involve parents and carers as much as we possibly can. Solution Teams negotiate the level of desired contact with families, which can be as frequent as daily.

Accessible, simple progress reports are provided every term to parents and carers. Our admissions process is person-centered, as is our termly review process via target setting days and the annual review of the Education, Health & Care Plan.

The Skills Hub wishes to communicate effectively with our parents/carers, students, and wider community. As School community we are committed to dealing with complaints promptly, fairly, and carefully.

We encourage parents, carers, and other members of the school community to raise (on an informal basis) any concerns they have at the earliest opportunity. In most instances, this will involve speaking directly with the member of staff concerned, who will try to resolve the issue as quickly as possible.

You can get in touch with us in the following ways:

- By letter – The Skills Hub, Falling Lane, Yiewsley, Middlesex UB7 8AB
- By email – Reception@yphub.org
- By telephone – 01895 447102
- Or in person, after making an appointment.

In the first instance all complaints should be brought to the attention of the Principal.

Or alternatively, if the complaint is with reference to the principal, the complaint should be made to Chair of Governors, Suzanna Challenger – contact via the OHCAT Governance team: clerk@ohcandat.org

The local authority local offer

The Hillingdon Local Offer provides information for children and young people with special educational needs and disabilities and the parents/carers. It allows families to see what they can expect from a range of local agencies and how to access them.

Our local authority's local offer is published here:
www.hillingdon.gov.uk/article/4654/SEND-local-offer

MONITORING ARRANGEMENTS

This policy and information report will be reviewed by the Principal and/or SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Local Governing Body (LGB) at least annually or whenever the policy is updated.

RELATED POLICIES AND DOCUMENTS

Accessibility Plan
Admissions Policy
Behaviour Policy
Child Protection, Adult Protection & Safeguarding Policy
Complaints Policy and Procedure
Equality, Diversity & Inclusion Policy
Equality information and objectives
Mental Capacity and Consent Policy (Academies)
Personal and Intimate Care Policy (Academies)
Relationships and Sex Education Policy and Procedure
Safeguarding and Wellbeing Offer
Student Mental Wealth, Health & Wellbeing Policy
Supporting Students with Medical Conditions in Education Policy