



Special Educational Needs and Disabilities (SEND) Policy

Date of original policy	March 2018
Date of review	March 2020
Date approved by Executive Headteacher	
Date Approved by Management Committee	
Signature of Chair of Management Committee	
Date of next review	March 2021

Note: the PRU operates with a Management Committee as its governing body. For all references to Governing Body and Governors in this document the duties and responsibilities will be carried out by the PRU Management Committee and its members.

Introduction

This policy is provided in accordance with the Children and Families Act 2014 and relates to children and young people with special educational needs (SEND) and disabled children and young people.

The policy refers to the Children and Families Act (2014) and associated regulations. The associated regulations are:

- The Special Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Order setting out transitional arrangements

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for her/him.

Under the new Code of Practice (2014), these needs are categorised in four key areas that may create barriers to learning:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Aims and Objectives of Provision at Central Hub Brighton

At Central Hub Brighton, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities

In order to achieve this aim, we will:

- Use our best endeavours to ensure that a child with SEND receives the support they need
- Ensure that students with SEND engage in activities alongside those students who do not have SEND
- Inform parents/carers when special educational provision is being made for a student

Identification, Assessment and Provision

At Central Hub Brighton, we recognise the importance of early identification of SEND. Early interventions and response improves the long-term outcomes for students.

Early Identification - PRU

Every student's skills and attainment will be assessed on entry to Central Hub Brighton. At the same time, we will consider whether a young person has a disability under the Equality Act (2010) and, if so, what reasonable adjustments may need to be made. We judge all of our students to be vulnerable and to have a degree of SEN on the basis that they have been identified to attend here. We identify this as SEMH as this covers the primary needs of nearly all of our students (very occasionally this will not be the primary need). We will put a student forward for an EHC plan if this is deemed appropriate and this is more common at Key Stage 3 and Primary. Entry to the PRU for students with EHCPs will always be discussed with the Local Authority as, apart from 8 specific

primary places, we are not usually named as a placement for students with EHCPs. This is under discussion with the Local Authority and will be set out in further detail in the Service Level Agreement.

The needs of students are evaluated through a range of indicators:

- The outcomes from baseline assessments and data received from referring schools
- Subject teachers making regular assessment of all students and identifying those who are making less than expected progress. The first response to any student who falls into this category should be highly targeted teaching at the area of weakness by the subject teachers. Following this, if there is no improvement, the subject teacher, in conjunction with the SENCO or headteacher should gather further evidence (including the views of the student and parents/carers).
- Concerns raised by parents/carers, the young person and outside agencies and to take account of any information they provide
- Standardised screening and assessment tools
- Behaviour Data/Attendance Data
- Students raised as a concern by any member of staff

Homewood College

All our students have an EHCP and SEMH should be their primary need. See Appendix 1.

Access arrangements

These are key for our students to gain equality of opportunity in their exams. We identify students for whom access arrangements may be beneficial or necessary, and put steps in place to test these students as soon as possible during the academic year, in line with their usual way of working. We currently employ an external assessor for formal testing and the SENCO completes the JCQ 8s, or use appropriate trained staff.

SEND Provision at Central Hub Brighton

Subject teachers are responsible and accountable for the progress and development of students within their classes. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Additional support cannot compensate for the lack of good quality teaching. Reviews of the quality of teaching will include teachers' understanding of strategies to support vulnerable students.

All students have a pen portrait that sets out their needs, strengths, interests and strategies which have worked previously. In addition, the SENCO and/or head will collate any further information on student SEN including EHC plans and disseminate this to all staff during induction and in September so that planning and provision is appropriate. Individual teachers are expected to make provision for these students. However, all staff who teach a student with an EHCP is expected to show how they are providing support and how this is impacting on student progress.

Access

The Connected Hub and Lynchet Close have wheelchair accessibility but no disabled toilets. Under the SEN & Disability Act, the school has produced an Accessibility Policy which has been adopted by the management committee/governing body.

Resources

We assess the need for any additional funding for student with EHCPs on a student by student basis. The named and Primary PRU places have separate arrangements.

Role of the Governing Body/Management Committee

The Management Committee must have regard for the Code of Practice (Children and Families Act 2014, part 3) when carrying out their duties towards all students with SEND. The Management Committee and Executive Headteacher are responsible for the school's policy and approach to meeting students' special educational needs and disabilities.

Roles and Responsibilities

The Executive Headteacher has overall responsibility for the management of SEND provision. For students with any need other than SEMH, on a day to day basis, this responsibility is delegated to the SENCO or Heads of School, who keeps the Management Committee fully informed, through the line management system. The Executive Headteacher has overall responsibility for students with SEMH but delegated to Heads of School and the whole staff through our key working and mentoring system.

All teachers are teachers of students with SEND and they have a key role in ensuring that students' needs are identified and met. They are responsible for the progress, development and attainment of all SEND students in their classes, including where students access support from teaching assistants or any other specialist staff. Teaching Assistants are a valuable part of the support for students with SEND. Teaching assistants are generally line managed by their subject leaders.

Parental Concerns regarding SEND

If any parent/carer has concerns, or wishes to make a complaint regarding their child's special educational needs, these procedures should be followed:

- Raise initial concerns with the subject teacher/key worker. Usually, any problem can be dealt with at this stage.
- Arrange a meeting with the relevant head of key stage/Head of School
- Arrange a meeting with the Special Educational Needs Link member of the management committee
- Arrange a meeting with a sub-committee of members of management committee
- Full management committee meeting

If there are still unresolved issues, contact may be made with the Local Authority.

At any point, the parent may wish to contact AMAZE, Brighton and Hove's SEND parent partnership organisation for advice.

SEND In-Service Training for Staff

All staff in the school will be provided with general or specific training on meeting the needs of SEND students within the school. Attendance on courses is usually planned in relation to staff need and decisions about staff development are based on this. We review our CPD needs annually and these are linked to appraisal and the SIP.

All staff have access to training, including teaching assistants. Whole school training on SEND will include teaching assistants.

Occasionally, specialised training will be necessary to support the needs of a particular student. This will be provided to those staff most directly involved with the student. Much of this training will be delivered in school, by specialist services working with particular students, e.g., Educational Psychology Service, Sensory Needs Service, Language and Literacy Support Services, Autistic Spectrum Condition Support Service.

There is an expectation that staff who receive training will disseminate their knowledge to the others in their teams, to benefit all working in SEND.

Much of this training will be delivered in school, by external specialists from within the Brighton and Hove Inclusion Service (BHISS). E.g. Educational Psychology, Sensory Needs, Language and Literacy support and the Autistic Spectrum Condition (ASC) specialist teachers.

Involving Parents/Carers

Central Hub Brighton will ensure that all parents and carers are fully informed of any SEND their son or daughter may have.

Partnership with parents and carers plays a key role in promoting a culture of cooperation between parents/carers and school. This is important in enabling students and young people with SEND to achieve their potential.

Parents and Carers hold key information and have a critical role to play in their child's education. They have knowledge and experience to contribute to the shared view of a student's needs. We actively seek to work with parents/carers and value the contribution they make. All parents and carers of students with SEND are treated as partners. We expect parents/carers to:

- Recognise and fulfil their responsibilities and play an active and valued role in their child's education.
- Be informed by the school of their child's placement within the SEND Framework.
- Have the opportunity to make their views known about how their child is educated.
- Have access to information, advice and support during assessment and any related decision making processes about SEND provision.
- Alert the school to any concerns they have about their child's learning or provision
- Fulfil their obligations under the home/school agreements, which set out expectations of both sides. This will usually be done through parent consultations (informal and formal), key working meetings, and Annual Statement or EHCP reviews. To help in this, the Local Authority recommends the local SEND parent partnership service, AMAZE.

Student Participation/Student Voice

All students should be involved in making decisions about their education, where possible and appropriate. As part of the student's SEND provision, the school will ensure that they listen to the views of the student where at all possible and appropriate.

For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to remove barriers to learning, caused by them. We also encourage students with SEND to make choices about targets and other elements of the SEND process, facilitated by an adult when necessary.

Links with External Agencies

The school has positive links with many outside agencies which support the learning and development of the students in our care.

Evaluating the Success of the Policy

This policy will be reviewed on an annual basis. The process of the review will involve the Executive Headteacher, Head of School, the SEND Link member of the management committee and the SENCO. Review of the policy will take into account:

- The progress made by students with SEND at the school
- Any recommendations from Ofsted or the Local Authority about improving practice
- Any factual changes, such as names of personnel.
- Any national or local updates