

Special Educational Needs and Disabilities (SEND) Information Report

Central Hub Brighton

The Connected Hub and Brighton and Hove Pupil Referral Units



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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on the school website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the School provide for?

Central Hub Brighton is primarily an Alternative Provision for pupils with an identified Social, Emotional and Mental Health (SEMH) Needs. Pupils may also have other identified special educational needs, as set out below.

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD)
	Attention Deficit Disorder (ADD)
	Childhood Trauma
	Anxiety Disorder and Depression
	Attachment Disorder
	Oppositional Defiance Disorder
	Obsessive Compulsive Disorder (OCD)
Communication and interaction	Autism Spectrum Condition (ASC)
	Speech and Language Difficulties
Cognition and learning	Specific Learning Difficulties, including Dyslexia, Dyspraxia, Dyscalculia
Sensory and/or physical	Sensory Processing Disorder
	Hearing Impairment
	Visual Impairment

2. Which staff will support my child, and what training have they had?

All of our teachers and support staff are experienced in managing the needs of children and young people with a range of social, emotional and mental health needs. Our staff are trained through a continual programme of professional development relating to this area of SEND. For example, our staff are all trained in emotion coaching, managing young people who have experienced trauma, de-escalation and restraining strategies (Team Teach), as examples.

Our Special Educational Needs Co-Ordinator (SENCO)

The Co-Headteachers at TCH and KS4 act as the SENCO. Penny Langridge is the SENCO for KS3 PRU and Craig Nicholson is SENCO for KS2 PRU. They have several years of experience in this role. They are all qualified teachers.

Class/Subject Teachers

All of our teachers receive in-house SEND training, and are supported by the SENCO to meet the needs of pupils who have SEND.

Teaching Assistants (TAs)

Each site has a number of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEND provision.

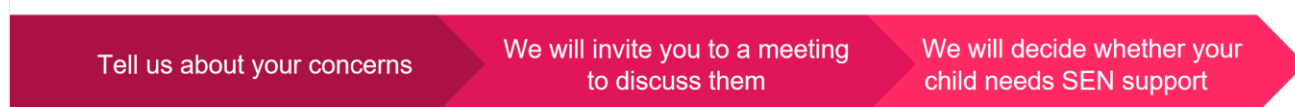
External Agencies and Experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

3. What should I do if I think my child has SEND?

The very nature of Alternative Provision means that all pupils referred to us for educational placement, will have an identified special educational need. In the main, this will be a social, emotional and/or mental health need. However pupils may also have other additional needs. If parents/carers feel that their child is exhibiting an unidentified need they should tell us by contacting the SENCO for the school site where their child attends or by notifying the appropriate Co-Headteacher.



If you think your child might have SEND, the first person you should tell is your child's teacher or SENCO.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

You can also contact the SENCO directly.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEND support?

All pupils attending a placement at Central Hub Brighton will need SEND support. All our class teachers are aware of SEND and know what to look for if a child is not making expected progress.

The SENCO will usually observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour.

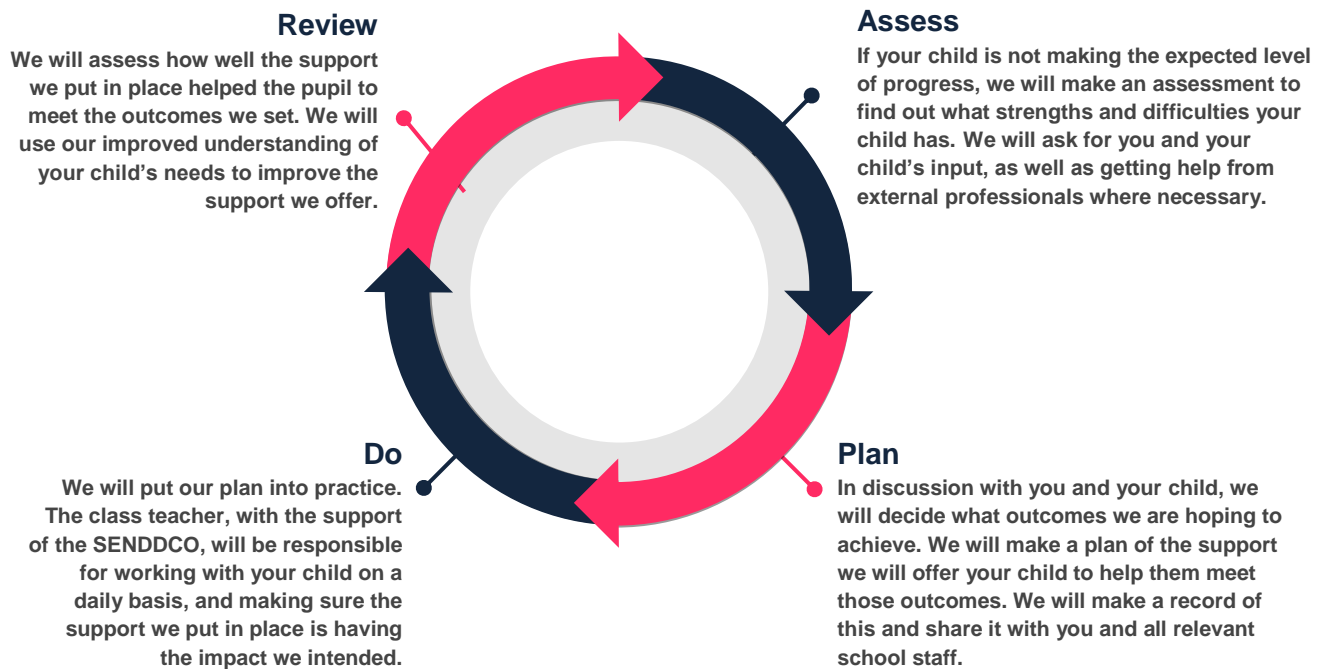
The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide on what SEND support needs to be in place for your child.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

The cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you during parents/carers' meetings and at other times throughout the year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality, adapted teaching is our first step in responding to your child's needs. We will make sure that your child has access to a balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adopting Trauma Informed Practice in all our approaches to teaching
<https://www.gov.uk/government/publications/working-definition-of-trauma-informed-practice/working-definition-of-trauma-informed-practice>
- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis at agreed times, when it is identified that an individual pupil will benefit from this
- All teaching at Central Hub Brighton is conducted through small group teaching.

As an alternative provision provider, we provide very bespoke/individualised support for our pupils and the following list is not exhaustive. We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD)	Quiet space for working
	Attention Deficit Disorder (ADD)	Small group teaching
	Childhood Trauma	Emotion Coaching approaches https://www.emotioncoachinguk.com/
	Anxiety Disorder and Depression	Trauma informed practices
	Attachment Disorder	Nurture Groups
	Oppositional Defiance Disorder	Provision of Art Therapy
	Obsessive Compulsive Disorder (OCD)	Referrals to CAMHS or other mental health services Motivational Interviewing techniques https://motivationalinterviewing.org/understanding-motivational-interviewing
Communication and interaction	Autism Spectrum Condition (ASC)	Visual Timetables
	Speech and Language Difficulties	Social Stories Speech and Language programmes Speech and Language therapy
Cognition and learning	Specific Learning Difficulties, including Dyslexia, Dyspraxia, Dyscalculia	Writing slopes Coloured overlays Additional time to complete tasks Provision of a Reader and/or a scribe Occupational Therapy
Sensory and/or physical	Sensory Processing Disorder	Quiet space to work
	Hearing Impairment	Enlarged papers
	Visual Impairment	No uniform policy so pupils can wear clothes they are comfortable in

These interventions are part of our contribution to Brighton and Hove's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions on a half termly basis
- Using pupil questionnaires
- Monitoring by the SENCO and class/subject teachers

- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school make sure my child is included in activities?

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

All pupils admitted to Central Hub Brighton have an identified special educational need as we are an Alternative Provision primarily for young people with social, emotional and mental health (SEMH) needs.

13. How does the school support pupils with disabilities?

- What ever range of needs our pupils have, they will never be treated less favourably than other pupils.
- Our School Accessibility Plan can be found on the school website.

14. How will the school support my child's mental health and emotional and social development?

Our entire approach as an Alternative Provision is to support children with social, emotional and mental health needs.

15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Onto adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEND?

Central Hub Brighton, in association with Brighton and Hove's Virtual School, employs a Child in Care/Previously in Care Coordinator. They work with the Co-Head Teachers to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENCO or the Co-Headteacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves. Please refer to our Complaints Policy which can be found on the school website.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Brighton and Hove's Local Offer. Brighton and Hove publishes information about the local offer on their website. <https://www.brighton-hove.gov.uk/special-educational-needs-and-disabilities/contact-local-offer>

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or Sensory; and social, emotional and mental health needs.

- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- › **SEND support** – special educational provision which meets the needs of pupils with SEND
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages