



Shropshire  
Gateway  
Educational Trust



LACON  
CHILDE  
School

...more than just a school

# HUB SEN POLICY AND INFORMATION REPORT

October 2021

Review Date: October 2022

*“Lacon Childe is an inclusive provider of 11-16 education, passionate about enabling every student to achieve their very best with support tailored to individual needs. The Hub caters for students of all abilities unless this is incompatible with the efficient education of other students.”*

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### 1. Aims

Our SEN Policy and Information Report aims to:

- Set out how our Hub will support and make provision for pupils with Special Educational Needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

### 2. 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 Hubs’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out Hubs’ responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN 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 Hubs

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream Hubs.

## 4. Roles and responsibilities

### 4.1 The SENCO

The SENCO is Tim Stiles ([tim.stiles@laconchilleschool.co.uk](mailto:tim.stiles@laconchilleschool.co.uk)).

The Head of Hub is Lisa Cigsar ([lisa.cigsar@laconchilleschool.co.uk](mailto:lisa.cigsar@laconchilleschool.co.uk))

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the Hub
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the Hub's delegated budget and other resources to meet pupils' 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 Hub meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the Hub keeps the records of all pupils with SEN up to date

### 4.2 The SEN governor

The SEN governor (Penny Williams - [penny.williams1@laconchildeHub.co.uk](mailto:penny.williams1@laconchildeHub.co.uk)) will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the Hub and update the governing board on this
- Work with the headteacher, SENCO and Head of Hub to determine the strategic development of the SEN policy and provision in the Hub

### 4.3 The headteacher

The headteacher will:

- Work with the SENCO, Head of Hub and SEN governor to determine the strategic development of the SEN policy and provision within the Hub
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.4 Class teachers

Each class teacher / HLTA is responsible for:

- The progress and development of every pupil 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our Hub currently provides additional and/or different provision for students whose primary area of need is Speech Language and Communication.

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties

Students in the Hub may also have additional needs as follows:

- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, sensory processing difficulties

### 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Each child's attainment and progress in specific target areas are assessed regularly. Specialist Hub staff will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

External advice and support may be sought at any time during the process.

### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying the pupil's history and needs. This enables us to develop a good understanding of the pupil's areas of strength and difficulty considering the parents' concerns. All parties agree outcomes for students and what the next steps are.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

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

Staff will carry out a variety of tests and observations to determine a clear picture of the pupil's needs. This will draw on:

- The SENCO's assessment and experience of the pupil
- 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 pupil'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 pupil 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 pupil's progress.

### 5.5 Supporting pupils moving between phases and preparing for adulthood

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

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide bespoke interventions to support specific needs. Regular interventions include: Talk for Teenagers, literacy and numeracy interventions, storyboards, Black Sheep Press resources.

## 5.7 Adaptations to the curriculum and learning environment

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Differentiating the environment to enable students to feel comfortable and ready to learn.

## 5.8 Additional support for learning

The net benefit of providing a student with a specific intervention is judged prior to an intervention starting and discussed with parents/carers. Interventions are delivered by experienced members of staff within the team in small groups. To best support students, specialist staff work with individuals and small groups across the curriculum.

We work with the following agencies to provide support for pupils with SEN:

- Woodlands Outreach <http://www.woodlandscentre.org/woodlands-outreach/> 01939 236181
- Shropshire Educational Psychology Service <https://www.shropshirelg.net/services/sla-contract-schedules2015-16/educational-psychology-service/> 01743 258414
- Sensory Inclusion Service Shropshire [Sensory Inclusion Service | Shropshire Council](#)

## 5.9 Expertise and training of staff

Our SENCO has 7 years experience in this role and has previously worked as Pupil Premium Co-Ordinator, Alternative Provision Co-Ordinator, Head of Year and Head of Subject. The Head of Hub has a range of experience and started working in the Hub when it opened.

We have a team of 5 teaching assistants, including 2 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in Autism Spectrum Disorders (ASD) Awareness, MAPAA Training, Behaviour Management Techniques and Specific Learning Difficulties (SpLD) Awareness.

## 5.10 Securing equipment and facilities

Resources available to support students accessing the curriculum and the Hub environment include laptops, overlays, spellcheckers and reading pens. Safe spaces within Hub are identified for students who require such provision as well as staffed spaces that are available to students during non-curriculum time.

## 5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions termly and annually
- Using pupil questionnaires
- Monitoring by the SENCO / Head of Hub
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

## 5.12 Enabling pupils with SEN to engage in activities available to those in the Hub who do not have SEN

We endeavour to offer all curriculum opportunities and activities to all pupils and make reasonable adjustments where necessary to ensure the Hub's ethos of being an inclusive environment is sustained. For further information please see the School Accessibility Plan.

## 5.13 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are supported by the Talkabout for Teenagers programme and provision during non-curriculum time
- All pupils have an identified key worker who meets with them regularly.

We have a zero-tolerance approach to bullying.

## 5.14 Complaints about SEN provision

Complaints about SEN provision in our Hub should be discussed with the SENCo in the first instance and then referred to the Headteacher. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our Hub 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

## 5.15 Contact details of support services for parents of pupils with SEN

The following agencies have provided support for pupils and families

Information, Advice and Support Service [Shropshire Information Advice and Support Service – Citizens Advice Shropshire \(cabshropshire.org.uk\)](http://cabshropshire.org.uk)

Autism West Midlands [Autism West Midlands | Supporting the Autistic Community](http://www.autismwestmidlands.org.uk)

## 5.16 Contact details for raising concerns

Head of Hub – Lisa Cigsar [lisa.cigsar@laconchilleschool.co.uk](mailto:lisa.cigsar@laconchilleschool.co.uk)

SENCo – Tim Stiles [tim.stiles@laconchilleschool.co.uk](mailto:tim.stiles@laconchilleschool.co.uk)

Acting Headteacher – Rachel Croxton-Broome [rachel.croxtonbroome@laconchilleschool.co.uk](mailto:rachel.croxtonbroome@laconchilleschool.co.uk)

## 5.17 The local authority local offer

Our local authority's local offer is published here: [The SEND local offer | Shropshire Council](http://www.shropshire.gov.uk)

# 6. Monitoring arrangements

This policy and information report will be reviewed by SENCo and Head of Hub every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

# 7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions