



**ASPIRE**

**THE ASPIRE HUB**

**SEND POLICY**

# SEND POLICY

At the Aspire Hub we value the abilities and achievements of all pupils and is committed to providing for each pupil the best possible environment.

This policy builds on our Inclusion Policy, we will ensure that appropriate provision will be made for all pupils with SEND.



## **THE SEND AIMS OF THE ASPIRE HUB**

- Most children attending The Aspire Hub will have already been identified as possibly having SEND or social, emotional, mental health.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To ensure that all pupils make the best possible progress.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils take as full a part as possible in all activities.
- To promote effective partnerships and involve outside agencies when and where appropriate.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To ensure that parents of SEND pupils are kept fully informed of their child's progress.

In implementing this policy, pupils will be supported to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, staff and pupils working together.

By providing an holistic approach, assessment and intervention, this will enable The Aspire Hub to identify children with SEND and/or social, emotional, mental health.

## **DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

A child has special educational needs if he or she has learning difficulties that calls for special educational provision to be made.

### **A child has learning difficulties if he or she:**

- a) Has a significantly greater difficulty in learning than the majority of children of the same age
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA
- c) Is under compulsory school age and falls within the definition at a) or b) above or would do so special educational provision was not made for the child.

At the Aspire Hub we will be providing a Specialist Provision to identify and support children with complex additional needs.

The Aspire Hub believes children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught. We will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents are informed at all stages.

## **ROLES AND RESPONSIBILITIES**

**SEND Lead – Jennifer Jackson (Aspirations Hub SENCo)**

**SEND Director – Gillian Bullock**

### **ROLE OF THE SENCo**

The SENCo plays a crucial role in the Aspire Hub's SEND provision. Other responsibilities include:

- Overseeing the day-to-day operation of the policy.
- Ensuring and encouraging all staff are following the SEND policy and procedures.
- Fostering good practice throughout The Aspire Hub with reference to the code of practice.
- Co-ordinating the provision for pupils with SEND.
- Liaising with and giving advice
- Mapping provision for all children at The Hub
- Managing the SEND resources for pupils and staff information
- Overseeing pupils' records.
- Managing Key Workers
- Liaising with external agencies, Local authority support services, Health and Social Services, and voluntary bodies.



For effective co-ordination staff must be aware of:

- The roles of the staff
- The procedures to be followed
- The Hubs responsibility for making provision for SEND pupils
- The commitment required by staff to keep the SENCo well informed about pupils' progress
- Mechanisms that exist to allow staff access to information about SEND pupils
- What exactly constitutes a 'level of concern' and at which point SEND is initiated
- Mechanisms that exist to alert the SENCo to such 'levels of concern'
- The procedure by which parents are informed of this concern
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

### **ROLE OF THE ASPIRATIONS ROOM LEADER**

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND pupils
- Collaborating with the SENCo to decide the action required to assist the pupil to progress
- Working with the SENCo to collect all available information on the pupil.
- Working with SEND pupils on a daily basis to deliver a differentiated curriculum.
- Developing constructive relationships with parents
- Being involved in the development of The Aspire Hubs SEND policy

### **ROLE OF THE DIRECTOR**

- The day-to-day management of all aspects of The Aspire Hub including the SEND provision
- Working closely with the SENCo/SEND team
- Informing parents of the fact that SEND provision has been made for their child
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education



The Aspire Hub recognises the SENCo to have a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

During the time spent at The Hub, children will be assessed, and their needs identified. This is to ensure that a bespoke plan is implemented.

### **ENGLISH AS AN ADDITIONAL LANGUAGE**

Children whose first language is not English, should not be identified as a child with SEND. For these children, we will provide opportunities to use and practice their mother tongue.

### **NATURE OF INTERVENTION**

The SENCo in collaboration with the class teacher will decide the action required to help the pupil progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies

### **INTERVENTION PLAN**

Strategies for pupils' progress will be recorded in an Intervention Plan containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review

The Intervention Plan will record only that which is different from or additional to the normal differentiated curriculum and will concentrate on three or four individual targets that closely match the pupils needs. The Intervention Plan will be discussed with the pupil and the parent.

### **REVIEWING INTERVENTION PLANS**

Intervention Plans will be reviewed every 4 weeks. The Aspire Hub will endeavour to hold the reviews in an informal manner and parents and school views on the child's progress will actively be sought.

As an Alternative Provision we will require access to pupil records in order to understand the strategies employed to date and the targets set and achieved.

### **REQUEST FOR STATUTORY ASSESSMENT**

The Aspire Hub will support the child's school with requests for Statutory Assessment from the LA when, despite an individualised programme of sustained intervention with SEND, the child remains a significant cause for concern.

A Statutory Assessment might also be requested by a parent or outside agency. The Aspire Hub will support the school to have the following information available:



- The Intervention Plans (All About Me)
- Records and outcomes of regular reviews undertaken
- Information on the pupils health and relevant medical history
- Attainment
- English and Maths attainments
- Other relevant assessments from specialists support
- Views of parents
- Where possible, the views of the child
- Children's services reports
- Any other involvement by professionals

An Education Health Care plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school and The Hub can offer.

An Education Health Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Plan
- Of shorter term
- Established through parental/pupil consultation
- Set out in an 'All about Me' booklet
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

## **INCLUSION**

**Please see Inclusion Policy**

## **EVALUATING SUCCESS**

The success of The Hubs SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENCo
- Pupil progress tracking
- Consideration of each pupils success in meeting Intervention targets
- 6 week reviews

We will set targets matched to the individual child's Boxall Profile, to provide indicators against which progress can be measured.

## **COMPLAINTS PROCEDURE**

**Please see Complaints Policy**

## **LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES**

The Aspire Hub recognises the importance of multi-agency working and will endeavour to share information and good practice with other agencies concerning the specific child.

When it is considered necessary, colleagues from the following support services will be involved with SEND pupils:

- Educational psychologists
- Medical officers
- Speech and Language therapists
- Physiotherapists

- Hearing impairment services
- Visual impairment services
- Occupational therapy

In addition, important links are in place with the following organisations

- The LA
- Specialist Services
- Social Services
- Other groups or organisations



**This policy will be reviewed annually.**

<b>Date</b>	<b>Ratification</b>	<b>Reviewed by</b>
Feb 2017	This policy was ratified by the board of Directors	Directors
July 2017	Policy was amended to reflect the changes to The Hub converting to school status	Lauren Bullock
September 2018	This policy was updated to change the SEND lead	Gill Bullock
June 2020	This policy was updated to change the SEND lead	GB and JJ