



Lucombe Hub

This document forms part of the policy handbook and is intended for use at Lucombe Hub

Title: SEND Policy & Information Report

Subject Area: Whole Centre

Applies: Immediately

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Sponsor: Henri Monier-Williams in conjunction with SLT

Contact: Helen Heathfield-White

Email: Helen@Lucombehub.com

1. Introduction

1.1 Aims

Our SEN policy and information report aims to:

1. Set out how our Centre will support and make provision for learners with special educational needs and Disabilities (SEND) including the vision, values and broader aims of the Centres arrangements.
2. Explain the roles and responsibilities of everyone involved in providing for learners with SEND

The Lucombe Hub aim is for all children to be able to recognise and realise their own personal and academic potential. We understand that a learner needs to be ready to learn and develop the skills required to learn, their readiness linked with many internal and external factors such as past experiences within the education system or their known needs will impact on a young person's ability to engage with a formalised education system.

With this in mind The Lucombe Hub develops a personalised approach to address any barriers to learning underpinned by high expectations of all those involved with a young person's journey. We have the ability to anticipate and prepare for the challenges with embedded best practice for young people presenting with a range of additional needs, from ASD/ADHD, SEMH, Trauma and attachment.

The farm setting provides a unique opportunity for the children to learn about the need to take responsibility for others as well as themselves. There is an emphasis on both indoor and outdoor learning, and on relating the two to each other.

1.2 Consultation

The Luccombe Hub will communicate this policy to all staff, relevant professionals and learners through inductions, meetings, day to day communications, staff meetings and training. A copy of this policy and all policies will be available on request or via the website.

1.3 Legislation and guidance

This policy and information report is written with reference to the following

1. Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:
 1. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
 2. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

2. Procedures and practice

2.1 Roles and responsibilities

SEN Leadership Team

The whole Luccombe Hub team are well trained and experienced with working with young people with a diverse range of SEN(D).

The SEND Leadership team consists of Centre Lead, Head of Education, Pastoral & Behavioural Lead and Thrive Practitioner. All supported by the remaining SLT members and staffing team.

The SEN Leadership team is responsible for:

1. Develop the SEN(D) Policy and provision within the Centre.
2. Have day-to-day responsibility for the operation of this SEN(D) policy and the co-ordination of specific provision made to support individual learners.
3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners receive appropriate support and high- quality teaching.
4. Advise on the graduated approach to providing SEN(D) support.

5. Be the point of contact for external agencies, especially the local authority and its support services.
6. Liaise with other education providers to ensure learners and their parents are informed about options and a smooth transition is planned.
7. Work together with the support of the whole Luccombe team to ensure that the Centre meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
8. Ensure learner records are kept up to date.
9. Help to raise awareness of SEN(D) issues at staff meetings.
10. Monitor the quality and effectiveness of SEN and disability provision at the Centre.
11. The Centre Lead has overall responsibility for the provision and progress of learners with SEN and/or disability.

Educational Lead

The Educational Lead supported by Subject Leads/teachers are responsible for:

1. The progress and development of every learner at the Centre.
2. Working closely to plan and assess the impact of support and interventions and how they can be linked to teaching.
3. Working with the SEN Leadership Team to review each learner's progress and development and decide on any changes to provision.
4. Ensuring they follow this SEN(D) policy.

2.2 Aspects

Definitions

SEN - Special Educational Need

SEND - Special Educational Needs and/or Disabilities

A student 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:

1. A significantly greater difficulty in learning than the majority of others of the same age, or
2. 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

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 schools.

The Luccombe Hub is a Independent Specialist School providing both education and therapeutic intervention to aid our young people back into learning and living.

3. Concluding notes

3.1 Monitoring and review

This policy and information report will be reviewed by the SEN Leadership team annually. It will also be updated if any changes to the information are made during the year.

3.2 Links to other policies

This policy should be read with all other Centre Policies in particular Safeguarding & Child Protection, Behaviour Management, PSHE/SMSC Policy, Curriculum and Assessment Policy.

SEN INFORMATION REPORT

The Luccombe Hub endeavours to follow best practice. Government Legislation requires schools/education settings to publish a report called the SEN Information Report as per Special Educational Needs (Information) Regulations Clause 65

The Luccombe Hub is a Therapeutic Independent Specialist School for children and young people aged 8-18 with a wide range of Social, Emotional and Mental Health needs (SEMH). All learners who attend The Luccombe Hub have an Education, Health and Care Plan (EHCP).

The Centre currently has approximately 28 learners for the start of the academic year 2022-2023.

The Luccombe Hub is set in a rural location with the addition of a therapeutic farm, extending to approximately 15 acres, within an Area of Outstanding Natural Beauty (AONB), of North Dorset.

For those learners aged 16 years and above, The Luccombe Hub will provide educational and employability skills training that can assist that young people to transition successfully into further training, employment or apprenticeship programmes. This is via The Luccombe Hub's own bespoke Post 16 Curriculum.

The Luccombe Hub's aim is to work to secure the best outcomes for the children/young persons and families.

The kinds of SEN that are provided for

Our Centre currently provides for a wide range of needs, including:

1. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).

2. Communication and interaction, for example, autism spectrum disorder, Asperger's Syndrome, speech and language difficulties.
3. Cognition and learning, for example, dyslexia, dyspraxia.
4. Sensory and/or physical needs, for example processing difficulties.
5. Trauma and Attachment

Identifying learners with SEN and assessing their needs

The Luccombe Hub appreciates that our young people may have significant barriers to their learning due to a range of factors including current needs and experiences within the education system.

The whole team has high expectations of each child accessing the setting and work hard to help them to make progress.

When a child first joins The Luccombe Hub, they are assessed for a period of 6 weeks, this enables the facilitator/teachers/SEN Leadership Team to develop a better understanding of the needs and learning characteristics of that child. This period of time, enables the child and key worker to develop a working relationship which encourages a collaborative approach. The team can understand the young person's wants and wishes for their short-, and long-term goals and discover favourite areas of learning.

After this 6-week assessment period, the SEN Leadership team will meet to discuss initial progress of emotional growth and academic achievements. A review will take place of the curriculum pathways to ensure that child is sufficiently challenged and achieving.

Where a child is making limited or no progress socially or academically, a meeting is held with necessary stakeholders including parents/carers, subject leads, facilitator, pastoral & behavioural care lead, to look at creating SMART targets within the child's **Individual Education Plan** which will help the child progress. If progress is still causing concern, we seek advice from appropriate professional agencies to help us to address the individual's barriers to learning. The Education, Health Care Plan objectives are the basis around which further identification and assessment take place.

Consulting and involving learners and parents

Each parent/carer is provided with a report at set points within the academic year which celebrates successes and updates to areas of challenge and progress towards EHCP and individual targets.

Through daily reflective and feedback sessions children are encouraged to review and set themselves personal goals.

Each child attending The Luccombe Hub has an Education, Health and Care Plan. This is reviewed at regular intervals in respect of target setting and SMART objectives as part of learner review and

an annual review with multiagency is conducted annually, in which parents are invited to formally record their views about their child's progress on a 'Parents' View Form' which is discussed as part of the Annual Review Meeting.

Each young person's voice is captured for this meeting also- filling out their own 'Learner View Form' and then being invited to join the meeting to share their views around their progress if they are able to. Learner feedback is sought on a daily basis with end of day feedback and review and one to one mentoring sessions.

With the meetings we ensure that:

1. Everyone develops a good understanding of the young person's areas of strengths and difficulty.
2. We take into account any parental concerns
3. Everyone understands the agreed outcomes sought for the child.
4. Everyone is clear on what the next steps are.

Assessing and reviewing learners' progress towards outcomes

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

The Teacher/Facilitator will work with the SEN Leadership Team to carry out a clear analysis of the young person's needs.

This will draw on:

1. The teacher's/subject lead's assessment and experience of the learner
2. Their previous progress and attainment and behaviour
3. Other assessments, where relevant such as Thrive assessments
4. The views and experience of parents
5. The learner's own views
6. Advice from external support services, if relevant, the assessment will be reviewed regularly.

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

Supporting young people moving between phases and preparing for adulthood

We support our learners and parents closely in the transition process.

Transitions can be:

1. A learner transitioning from one key stage to another and/or Curriculum Pathway, which may present more challenges to the learner.

2. Transitioning to or from the Centre to another educational provision

3. Transitioning into employment or traineeship

4. Personal life transitions.

Transition review meetings will be held internally when reviewing a change to a curriculum pathway or how best to support a child going through a life transition, such as entering respite foster care. Where the transition is to another educational provision and sufficient notice from the Local Authority has been given a transition review meeting involving parents/carers, where possible Local Authority SEN Officer plus any other additional external agencies involved previously with the child such as Educational Psychologists, Child Probation Service etc.

Within this meeting, the child's EHCP outcomes are reviewed and progress and areas for development established. It is also an opportunity to discuss appropriate future provisions.

The Centre Lead or any other appointed person will then, if requested, support parents/carers when visiting provisions.

Depending on the child's specific needs, support staff from The Luccombe Hub can support each child when visiting their newly named provision. This varies depending on the provision and the child's individual needs but we work hard to ensure that each child feels confident and secure about their impending move.

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

Our approach to teaching children with SEN

Teachers/facilitators are responsible and accountable for the progress and development of their designated learner. There is an emphasis on social skills, peer interaction and emotional growth.

Subject leads and all staff aim to provide high quality teaching and engaging learning opportunities and for learners to make good.

As part of an individual learner's timetable one or more of the following interventions will be provided:

1. Emotional mentoring and one to one intervention with Thrive Practitioner and/or our Behavioural & Pastoral Lead
2. Drawing & talking.
3. Fine motor skills and handwriting
4. Phonics & reading intervention
5. Maths interventions
6. Personalised interventions to meet each child's specific SEMH needs;
7. Personalised Targets identify the short term, bespoke intervention for each child.

Alongside this, they may take part in ongoing personal growth learning through Therapeutic Farm, Lifeskills etc.

Adaptations to the curriculum and learning environment

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

1. Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
2. High adult level of supervision, input and modelling of pro-social behaviours at ALL times.
3. Increased opportunities for outdoor learning to facilitate conversations and discussions and develop emotional literacy.
4. Adapting our resources and promoting a communication friendly environment., alternative methods of recording and alternative evidencing of work.
5. Use Pre-Key Stage Standards to assess Children's progress who are working below the overall standard of the National Curriculum assessments, but who are engaged in subject-specific study.
6. Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, where required.
7. Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, not being heavily reliant on verbal instruction, use of direct instruction etc.
8. Individualised timetables/curriculums

Additional support for learning

The Luccombe Hub is proud of its alternative approach to education and can see the benefits of learning outside of the classroom.

All our learners are 1:1; where appropriate and to encourage peer interactions and increase social skills we can facilitate small group working of no more than 4 children supported by individual facilitators.

Our Post 16 curriculum focuses more on small group work and encourages skills for independence to resemble real life & transition into work/further education.

We have a team of highly trained and experienced special educational needs staff. Details of the team can be found on the Centre's website at www.luccombehub.com.

In the last year all staff have received introduction to Thrive training, Introduction to Equine Assisted Learning, Introduction to Forest school – run by our inhouse forest school leader and undertaken their individual CPD for the areas of work they are responsible for.

All interventions are available to all learners who require a specific intervention such as Thrive, Forest School or Lego therapy etc. These are worked into a bespoke individualised curriculum.

Learners with English as a second language

The Luccombe Hub currently does not have any multilingual learners. We are, as a Centre, aware that English as an Additional Language (EAL) can present further challenges, even more so where they have special educational needs, although we recognise that EAL in itself is not a special educational need.

Where a learner was admitted to the centre who was multilingual, we would seek additional training and support from external agencies to ensure best practice and use the following strategies of support:

- Use a specialist assessment framework such as The Bells Foundation's EAL Assessment Framework for Schools – to best assess the learners needs.
- Allow the use of their first language with the aid of specialist software eg, Google translate to build vocabulary practice.
- Use sentence frames to improve understanding of grammar and sentence structure e.g. "I agree with what _____ said, because..."
- Adapt teaching/learning style to aid in accessing education for example providing longer processing time, ensuring clear pronunciation.
- Encourage, if appropriate for the learner, group work to encourage language practise.
- Use of visual learning aids.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for our learners by:

1. Reviewing learners individual progress towards their goals each term
2. Reviewing the impact of any specific interventions half/termly
3. Using learner feedback sessions/questionnaires and gaining learner views
4. Monitoring by the SEN Leadership Team
5. Holding annual reviews for all learners

Support for improving emotional and social development

All of the children attending The Luccombe Hub benefit from its attachment aware, nurturing ethos and mentoring approach due to their Social, Emotional, Mental Health needs and additional needs they may have.

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

1. Within the learning environment, opportunities are provided for modelling of pro-social behaviours.
2. Opportunities for learning social skills are embedded within the daily routines and provision.

3. Unstructured times are supported by consistent staff to enable consistent approaches and consistent expectations, ensuring that every aspect of the daily life provides learning opportunities.
4. Emotion coaching is a solution focussed approach that helps to develop each child's emotional intelligence and emotional literacy. This is led by our Pastoral/Behaviour Lead and Thrive Practitioner.
5. Learner's views/reflection is an opportunity for learners to share their thoughts – our extensive PSHE curriculum encourages learners to express their dreams and wishes for the future.

We have a zero-tolerance approach to bullying.

1. Staff are trained and attuned to the indicators of possible abuse such as behaviour, mood and injury should not be assumed or attributed to a child's special educational need or disability without further exploration - please see Safeguarding & Child Protection policy. Staff are knowledgeable that in some cases mental health problems can be an indicator that children have suffered or are at risk of suffering abuse, neglect or exploitation.
2. Data shows that children with special educational needs and/or disabilities are more likely to experience child on child abuse/group isolation or bullying (including prejudice-based bullying) than other children. Staff will deliver a high level of supervision where younger learners (under 16 years) are never left alone. Staff are vigilant in spotting and responding to child-on-child abuse. Staff understand the importance of challenging inappropriate behaviours between learners that are abusive and that this can extend to online/out of school incidents.
3. Staff are trained in and aware of the potential for children with special educational needs and/or disabilities or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
4. Communication barriers and difficulties in managing or reporting these challenges. Our aim as a Centre is to improve the communication friendly environment that is offered, ensuring all children, regardless of their communication and speech and language needs have a voice.

Working with other agencies

The Luccombe Hub endeavours to work closely with external agencies involved with a young person to ensure best practice and best outcomes. We liaise with a range of agencies including social care, CAMHS, Occupational Therapy and Educational Psychologists.

We endeavour to maintain effective working relationships with:

1. Community Health Service
2. Children and Young People Services
3. Family support Workers
4. Pan-Dorset Safeguarding Partnership
5. Youth Offending Service/ Youth Inclusion and Support Panel
6. External training providers.

Complaints about SEN provision

Complaints about SEN provision at the Centre should be made to the Centre Lead in the first instance. They will then be referred to The Luccombe Hub's complaints policy.

Contact details of support services for parents of learners with SEN

There are a range of services available for parents/carers of children attending The Luccombe Hub, these vary depending on the child's and family's specific needs.

The SEN Leadership Team will work closely with the parents and seek advice from necessary professionals/agencies to establish the most appropriate services and provide details of these.

Parents/carers will also be directed to the Local Authority's Local Offer (see below). We currently have children attending from 3 local authorities: BCP, Dorset and Wiltshire Local Authorities
Our school website: www.LuccombeHub.com also has the contact details of services Parents/carers may find useful.

Contact details for raising concerns



THE LUCCOMBE HUB

HENRI MONIER-WILLIAMS – CENTRE LEAD/DIRECTOR
Unit 9 Luccombe Business Park
Milton Abbas
Dorset
DT11 0BD
Tel: 07930226886/07772000845
Email: Henri@Luccombehub.com

