

SEND Policy

The Skills Hub

The OHC&AT Board of Directors has agreed this Policy and as such, it applies across the organisation – 29th June 2018.

Jay Mercer
Chair of OHCAT Board



Darren Coghlan
Chair of OHC Board



THE SKILLS HUB SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Principles

The Governors, Senior Leadership Team and staff at The Skills Hub are fully committed to the ideal of maximising the potential of our students by meeting their individual needs. We adhere to the following principles:

- Students are entitled to have access to a broad, balanced and relevant curriculum. The curriculum must be well-matched and appropriately differentiated to their individual needs and underpinned by specialist approaches and strategies to address those needs.
- Students must have free access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities.
- Students within the Academy are regarded and treated as unique individuals who must be given the opportunity to excel and experience achievement, which will be recognised and celebrated.
- Students benefit most when their individual needs and starting points are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned implemented, monitored and reviewed.
- All teachers at The Skills Hub are considered to be teachers of Special Educational Needs and Disabilities (SEND), whose role is to plan and develop the curriculum to take account of individual differences and secure good progress.
- The pastoral and academic areas of the curriculum are managed in such a way as to ensure that the participation of students in their own learning is maximised and to enable them to fully achieve their potential.
- Working in partnership with parents, carers and families is key to supporting the needs of students.
- A multi-disciplinary and inter-agency approach involving the expertise and resources of outside partners is essential when working with students whose individual needs are additional and complex.

It is recognised that the 1996 Education Act, the Children and Families Act 2014 and the 2014 SEND Code of Practice are valuable sources of structure and guidance in developing systems and processes which will help to ensure that the needs of all students at The Skills Hub are met.

Aims

We will aim to:

- Ensure that all students at the Academy receive appropriate teaching and support which takes into account their SEND.
- Ensure that tasks and activity are well-matched and differentiated where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.
- Involve students and families in decisions regarding education and the meeting of students' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet students' needs.
- Liaise effectively with individuals and organisations who have an interest in, or are able to make a positive contribution towards, students' lives.
- Plan the provision of appropriate staff development and training to ensure that staff enhance and update their skills in meeting the needs of students with Special Needs.
- Ensure that the obligations of the Academy are met in respect of the Children and Families Act 2014 in accordance with the SEND Code of Practice.
- Work collaboratively with the multidisciplinary team such as therapists and medical professionals and agencies to support the development and wellbeing of the whole person.

Admissions

The role of The Skills Hub is to provide full-time education for children as an interim arrangement while appropriate substantive placements are being secured or a child is deemed ready to return to their mainstream school (ideally, an interim placement should be expected to last for no more than 12 weeks with a review after 6 weeks; the review, however, may result in an extension to the interim period with further reviews as necessary).

Referrals to the Skills Hub may be made for:

1. Children who have been permanently excluded from mainstream schools
2. Children who are at serious risk of being permanently excluded from mainstream schools
3. Children with a troubled educational history who have recently arrived in Hillingdon Borough and who cannot be placed immediately in a school
4. Children with SEN where a school placement is under review or consultation or where an assessment is required to confirm suitable provision.
5. Children with a medical diagnosis and prognosis in which they are unable to attend school.
6. Children new to the Hillingdon Borough who are without a school place within two weeks. This is an exceptional arrangement with Hillingdon Local Authority.

For full details, please refer to the Skills Hub Admissions Procedure.

POLICY REVIEW DETAILS

<i>Version:</i>	1.2
<i>Reviewer:</i>	John Prior
<i>Approval body:</i>	Family Board
<i>Date this version approved:</i>	29 th June 2018
<i>Due for review:</i>	Summer 2019

RELATED POLICIES AND PROCEDURES

Admissions Policy
Accessibility Statement
Equality and Diversity Policy