

Admission and Exit Guidance

Secondary Autism Hubs

A guide to Peterborough's SEND Hub network

What is a Peterborough Hub?

Peterborough Hubs were established in 2016 and grew from a review of ERPs (Enhanced Resource Provisions). The original ERPs were intended to provide specialist places but over time their remit lost clarity, although many ERPs remained active and expert in their area of specialism.

Building upon expertise in schools with former ERPs, Peterborough SEND Hubs provide a 'Centre of Expertise' for inclusive SEND practice generally but also in terms of a particular area of special educational need - their specialism. The primary purpose of the Hub is to build knowledge, expertise, and resilience in Peterborough schools so that every school in the city feels more able to meet the special educational needs and disabilities (SEND) of their children and young people.

The SEND Hubs are continuously developing and evolving. Reflecting the diverse needs of the city and embedding the vision and principles of the 'Peterborough's Special Educational Needs and Disabilities (SEND) strategy'. Working to ensure early identification, providing advice and support to all Peterborough schools, increasing resilience and SEND expertise across the city.

'Staff at the schools with specialist SEND hubs are very active in providing a range of training for staff in schools. The training is well organised and well received. As a result of the training, staff are becoming better informed and more confident to pick up early indications of SEND' (Ofsted 2019)

The special educational needs coordinator (SENCo) network, SEND Hubs and peer reviews

are viewed positively by education leaders for the support and training they provide to leaders in schools about how to best meet the needs of children and young people with SEND. This helps ensure that leaders have an accurate view of the quality of provision and how well it meets pupils' needs (Ofsted 2021)

How is a Hub commissioned?

All Peterborough Hubs work to a common service level agreement (SLA) with the Local Authority. Every SLA has a bespoke element that reflects the individual characteristics of the Hub. The SLA is a one-year agreement and the bespoke element is reviewed on a yearly basis in the Schedule 1. Every Hub is working towards agreed outcomes that reflect the evolving expertise and experience of the Hub itself and the educational needs of Peterborough children and young people with SEND. Every Hub is charged with working with the Local Authority and its partners to develop an inclusive approach in line with Peterborough's Inclusion Policy. A copy of this policy can be found on Peterborough's Local Offer.

What do Hubs offer?

Working closely with staff from the Authority's SEND and Inclusion Services, all Hubs offer a base for information and training to schools about special educational needs and disabilities, particularly linked to their area of specialism. Hubs offer opportunities for schools to visit to observe whole school practice as well as specialist input for children and young people. The aim is for each Hub to develop a centre of expertise that models and disseminates best inclusive practice for children and young people with SEND, particularly in their specialist area of expertise.

The overall aspiration is that Hubs will play a key role in ensuring that Peterborough develops a supportive and collaborative network for sharing best SEND practice. Whilst the Hub itself is charged with exhibiting inclusive whole school practice for children and young people with SEND, they are also centres for sharing the best practice that exists in other schools and settings across Peterborough. The focus of the SEND Hubs is to work with schools, wider services, and parent/carers in their delivery. Through Family Voice,

Parent/Carers are part of the review process of key documents for the SEND Hubs.

In the first year of development new Hubs will concentrate on establishing themselves as centres of expertise and, where appropriate, will be seeking external accreditation to validate and ensure best practice to share with other schools. Schools work within a triad of Hubs, supporting each other and developing SEND practice through termly visits and evaluation of their own practice in their settings. All Hubs receive termly visits from their Hub Link Officer and regular meetings with the SEND Hub Manager and SEND Hub Co-ordinator. During the initial setting up period SEND Hubs are supported by the Specialist Teaching Service, supporting the development of the provision and Hub environment.

Established Hubs will continue to develop their area of specialism. Ensuring regular and up to date training for all staff, and at least an annual staff training activity with a SEND Hub focus. A key focus will be ensuring that staff working in or closely with the Hubs, have appropriate and up to date training, and that any training is shared across the school. Hubs will deliver training and support to schools across Peterborough, using feedback and evaluation of data to evidence impact and future training needs. Quality assurance of Hubs will be evidenced through both whole-school and SEND Hub-specific audit approaches.

In the event of the change of Hub Manager or Teacher in Charge, the Hub link officer is involved in the recruitment and interview of candidates. Support is provided with the recruitment and induction of new staff to the setting.

Hubs offer specialist placement for children and young people with SEND. Children and young people are part of the mainstream school accessing the mainstream curriculum, but they also benefit from the expert intervention of the Hub. Every child is treated as an individual and the extent to which they access mainstream classrooms will vary according to need and progress. In some Hubs expert delivery is provided through normal classroom delivery. In other schools, children and young people may spend time out of the classroom to receive specialist input to develop the skills required to access the mainstream classroom successfully. Whatever the need, the overall aim is to enable children and young people to

return to a full mainstream timetable as soon as possible.

When and how would a place in a Hub be considered?

Hub placements are treated as specialist placements. Children and young people who are considered for a Hub will have an Education, Health and Care plan (EHCP) which clearly identifies educational, health and social needs and sets out the additional support and provision to meet those needs. The majority of children and young people with EHCPs nationally are educated in mainstream schools but the Hub may be suitable where it is clear that a period of more specialist input is required.

All Hub placements are agreed through normal statutory processes and are the responsibility of the Local Authority. Placement is only considered if requested by parents/carers. The request will go through the consultation process and SEND panel. As part of the process for considering specialist placement, the Local Authority convenes a panel which makes recommendations to the Authority about the suitability of specialist placements for individual children and young people. You can find out more about this process on Peterborough's local offer. The panel uses guidance for placement to help make its recommendations.

Guidance for placement in a Hub is in a later section of this document.

It is important to note that whilst a child or young person might meet guidance for placement in a Hub, this does not equate to requiring that provision. Choice is always the starting point and parents/carers may prefer to keep their child or young person at their local or other mainstream school. The Hub approach acknowledges this, which is why onus is placed on the responsibility of the Hub for sharing and supporting knowledge, understanding and best practice across all schools.

Can the Hub provide assessments?

Assessments of need for individual children and young people attending a different mainstream school are not part of the Hub's work. However, an assessment by professional

staff from SEND and Inclusion services, or other professional services, may recommend that a school seeks information or other appropriate input from one of the SEND Hubs.

How will the work of the Hub be supported and reviewed?

The SLA sets out how the work of the Hub will be reviewed against agreed outcomes. Every Hub has a link member of staff (Hub Link Officer) from SEND and Inclusion Services, who provides guidance and support and leads on reviewing outcomes with their individual Hub. Hubs submit termly Impact Measure Reports and complete a Schedule 2 in the Summer Term. The Schedule 2 is an annual review of the specialist Hub provision and is collated from the termly Impact Measure Reports. The Hub Link Officers work with the Hub Managers to create action plans for the following year. The SEND Hub Coordinator provides strategic and operational leadership over the Hubs, working as part of the SEN and Inclusion Service. Regular Hub network meetings are also facilitated by the Local Authority. The schedule 2 reports and annual Impact Measures are used to compile an annual report (Schedule 3) on the SEND Hub network for Schools Forum, Headteachers groups and other interested parties.

Guidance for continued placement in a Peterborough Hub

The following guidelines are intended to aid understanding of the typical profile of a child or young person that may be suitable for a Hub placement. This is guidance only and every child and young person requesting placement will be considered on an individual basis. The SEND panel does not make the decision about placement but will make a recommendation. The ultimate decision regarding the offer of placement is made by the Local Authority following consultation with the school.

The following general guidelines will be used to consider a Hub placement:

- The child/young person must have an EHCP. For children/young people undergoing statutory assessment, an assessment placement could be considered in very exceptional circumstances. In these circumstances advice from the relevant external specialist will be sought in advance.
- The child/young person's current main presenting need, as identified in their EHCP,

must correspond to the Hub specialism/designated need.

- The views of the child/young person and their parents/carers.
- The child/young person's ability: The child/young person will be able to access the mainstream curriculum with reasonable adjustments in place. (Children/young people who meet guidance for LD schools would not normally be considered suitable for Hub placement as cognition and learning is likely to be their main presenting special educational need).
- Evidence to show that reasonable adjustments, interventions, and support has been made in the child/young person's local school in line with their EHCP and/or what it is reasonable to provide in a mainstream school. Despite evidence-based support and consistent intervention's that are matched to the child/young person's area/areas of need, evidence from a sustained Assess-Plan-Do-Review (APDR) approach shows that the child/young person is still not making expected progress towards targets from clearly identified outcomes on the EHCP.
- Evidence shows that the school has sought support from relevant external professionals and has clearly followed their advice and recommendations. This is evidenced in assessments and through the Assess-Plan-Do-Review (APDR) approach.

Every child/young person will have a Preparing for Adulthood plan for leaving the Hub at the end of Key Stage 4 this will be reviewed at the child/young person's annual review every year from Year 9 onwards.

If there is a significant change to the child/young person's needs the suitability of continued placement at the Hub will be discussed at an interim or annual review.

The principal aim of a Hub placement is to support the child and young person to ensure, with tailored intervention their social, emotional, communication and academic needs are well met within a mainstream environment, and to develop their daily independent living skills to prepare them for adulthood.

This guidance applies to the Hubs at Nene Park Academy and Stanground Academy.

The child/young person will display characteristics and behaviours, resulting from their autism, that significantly and constantly impede effective learning. Evidence of such behaviours and how they impact on the child/young person's learning will have been recorded in their APDR records alongside evidence of sustained targeted interventions. Children/young people will usually have received intervention or support from the AATS or alternative relevant professionals over a period of at least twelve months.

The principal aim of a Hub placement is to deliver specialist interventions which ensure that the child/young person's needs arising from their Autism are well met within a mainstream environment and they are supported to develop their daily independent living skills to prepare them for adulthood.

Presenting features may include:

- A consistent and long-term lack of progress in the child/young person's academic performance resulting from their autism. Children/young people have demonstrated a cognitive ability to access the whole class learning offer at a similar level to their peers.
- A significantly delayed development in social skills resulting in a persistent inability to participate cooperatively with others.
- Very high levels of anxiety which prevent the child/young person's access to learning in a supported classroom environment within a local mainstream setting.
- Extreme lack of tolerance to changes in routine and structure.
- Significant sensory differences which may require adjustments to practice.
- Children/young people may have experienced feelings of anxiety and low attendance at school.

Attainment Ranges:

Where a cognitive profile has been undertaken the child/young person will be in

the low average ability and above. Typically working at the 9th percentile (Low average/standardised score 80 or above) and above.

Language testing:

If language testing has been undertaken a core language score will be in or above the 9th percentile or low average range (e.g. CELF-5 - Scaled score 7-13).

The profile will often be described as 'high-functioning ASD', although a variable and inconsistent cognitive profile may be displayed. The child/young person will have the potential to work towards age-related national benchmarks and expectations.

Useful Links:

Peterborough SEND Information Hub (Local Offer)

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

Peterborough Specialist SEND Hub Network

https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=zaWjffd_yUo

Family Voice

<https://familyvoice.org/>

SEND Information Advice and Support Service (SENDIASS)

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/service.page?id=E1PbUIt6ObU>