

A guide to Peterborough's 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. In 2015-2016, a new approach was agreed.

Building upon expertise in schools with former ERPs, Peterborough hubs provide a 'centre of expertise' for inclusive SEN 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 (SEN) of their children and young people.

A list and map of all hubs and special schools is on page 3 of this document.

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 three year agreement although the bespoke element is reviewed on a yearly basis. 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 SEN. Every hub is charged with working with the 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 SEN and Inclusion Services, all hubs offer a base for information and training to schools about special educational needs, particularly linked to their area of specialism. As they develop, it is anticipated hubs will offer opportunities for schools to visit to observe whole school practice as well as specialist input for children/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 SEN, 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 SEN practice. Whilst the hub itself is charged with exhibiting inclusive whole school practice for children and young people with SEN, they are also centres for sharing the best practice that exists in other schools and settings across Peterborough. The initial focus is on work with schools but it is envisaged that hubs will involve wider services and parents/carers in their delivery as they evolve.

In the first year of development (2016-17) all hubs are concentrating upon 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.

Some, but not all, hubs offer specialist placement for children and young people with SEN. 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/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 pupils 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/young people who are considered for HUB will have an Education, Health and Care plan (EHCP) which clearly sets out the type and severity of their needs. The majority of children 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 the normal EHCP process and are the responsibility of the Local Authority. Placement is only considered if requested by parents/carers.

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/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 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 at their local or other mainstream school. The hub approach acknowledges this, which is why stress is placed on the responsibility of the hub for sharing and supporting knowledge, understanding and best practice across all schools.

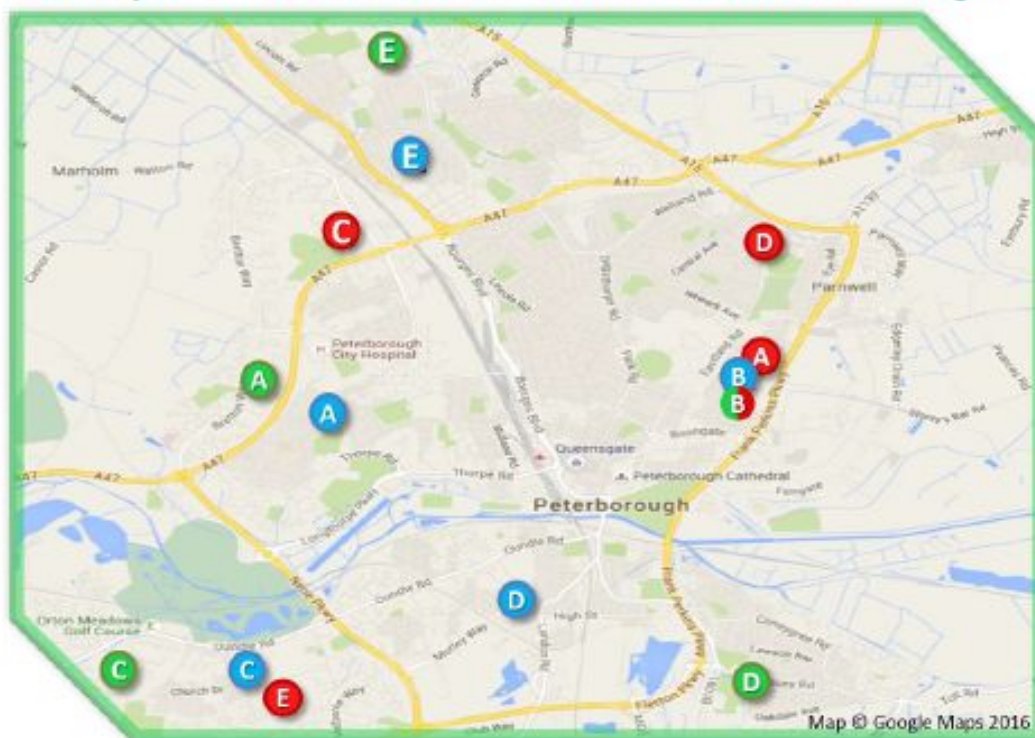
Can the hub provide assessments?

Assessments of need for individual children are not part of the hub's work. However, an assessment by professional staff from SEN and Inclusion services, or other professional services, may recommend that a school seeks information or other appropriate input from the hub.

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 from SEN and Inclusion Services who provides guidance and support and also leads on reviewing outcomes with their individual hub. Regular hub network meetings are also facilitated by the Authority.

Specialist support and provision for children and young people with Special Educational Needs and Disabilities in Peterborough



Most primary / secondary school hubs will have places available for pupils with an Education, Health and Care Plan, which are allocated through the local authority's SEND Panel, the same way as places at special schools.

Primary School Hubs

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| A Middleton Primary School 4 – 11 years Hearing impairment | B Nene Gate Special School 8– 11 years Social Emotional & Mental Health | C Ormiston Meadows Primary 4 - 11 Years Physical Disability |
| D Southfield Primary School 4-11 Years Speech and Language Communication Needs | E Welbourne Primary School 7– 11 Years Autism | |

Secondary School Hubs

- | | | |
|---|---|---|
| A Jack Hunt School 11-16 years Hearing Impairment Physical Disability | B St John Fisher Secondary 11-16 years Hearing Impairment | C Nene Park Academy 11-16 years Autism |
| D Ormiston Bushfield Academy 14-16 years Social, Emotional & Mental Health | E The Voyager School 11-16 years Specific Learning Difficulties (Dyslexia) | |

Special Schools

- | | | |
|--|--|--|
| A City of Peterborough Academy Special School 4-18 years Autism | B Nene Gate Special School 10-16 years Social Emotional & Mental Health | C Heltwate Special School 4-18 years Severe Learning Difficulty |
| D Marshfields Special School 11-19 years Moderate Learning Difficulties | E Phoenix Special School 2-19 years Profound & Multiple Learning Difficulties | |

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Guidance for placement in a Peterborough hub

The following guidelines are intended to aid understanding of the typical profile of a child/young person that may be suitable for hub placement. This is guidance only and every child/young person requesting placement will be considered on an individual basis.

The 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 Authority following consultation with the school.

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

- The child/young person must have a statement or 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 Statement/EHCP, must correspond to the particular hub specialism.
- The views of the child/young person and his/her parents/carers.
- The child/young person's ability: it is expected that the child's ability will be within the mainstream range. The pupil will be able to access the mainstream curriculum. (Children/young people who meet guidance for MLD or SLD 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 adjustment has been made in the pupil's local school in line with the demands of their EHCP and/or what it is reasonable to provide in a mainstream school. Despite consistent intervention, evidence from a sustained Assess-Plan-Do-Review (APDR) approach shows that the child/young person is still failing to make expected progress.
- Evidence shows that relevant external professionals have been involved within the last 6 months and the school has clearly followed their advice and recommendation.

The above guidelines will be applied generally to all hub placements. The further guidelines below will be used to guide recommendations for hub placements according to specific areas of specialism.

Hub specialising in Autistic Spectrum Conditions

This guidance applies to the hub at Welbourne and Nene Park Academy.

The child/young person will display characteristics and behaviours, resulting from their autism condition, that significantly and constantly impede effective learning. Evidence of such behaviours and how they impact on the pupil's learning will have been recorded in their APDR records as well as in the advice from the Autism Specialist Teacher Service.

Presenting features may include:

- A variable and inconsistent cognitive profile
- A regression in the pupil's academic performance resulting from their autistic condition.
- A regression in social skills and/or inability to mix cooperatively with others
- A sensory profile that significantly impedes learning.
- Very high levels of difficulty in:
 - following instructions, directions and requests
 - complying with school rules,
 - maintaining attention to tasks to an extent that this is detrimental to the pupil's learning.
- Very high levels of anxiety which impede the pupil's ability to access learning in a supported classroom environment within his/her local mainstream setting.
- Extreme lack of tolerance to changes in routine and structure.
- Very significant difficulty/delay in processing information in a mainstream classroom

There must be clear evidence that the pupil's school have used the Autism Specialist Teacher Service (ASTS) to advise them on strategies to support the pupil in their current setting and this has been implemented through a sustained Assess-Plan-Do-Review approach.

Hub specialising in Physical Difficulties

This guidance applies to the hub at Ormiston, Meadows Primary and Jack Hunt Trust School.

Children and young people will have severe/very significant needs arising primarily from a physical disability and/or complex medical condition that is impacting significantly on the pupil's ability to learning and make expected progress within the academic and/or social curriculum.

In addition to any learning needs, pupils will have some or all of the following:

- Significant mobility difficulties requiring specialist equipment and /or considerable specialised adult support in order to conform to Health and Safety policies and allow access to the full range of learning opportunities available
- Problems with self-help, personal care and independence skills, including the ability to participate fully in the activities of their learning environment
- Additional social and emotional difficulties
- Significant difficulties with communication requiring expert teaching and therapy input, and use of additional and augmentative communication systems and devices in order to access the curriculum
- Deteriorating and/or life limiting physical and / or medical conditions which impact significantly on the student's ability to access the National Curriculum and which also require specialist social and emotional support.
- A sudden onset of high level physical and or/ medical specialist needs due to accident, injury or illness requiring a high level of unexpected specialist

intervention both physically and emotionally in order to continue to access the learning environment and National Curriculum

- A high level of dependency that significantly impedes independence.

Pupils will require some or all of the following:

- Significant access to specialist adult support and /or technology in order to record their learning in a way which enables full participation in the National Curriculum
- Access to weekly/ daily therapeutic intervention, including programmes provided by Speech and Language Therapists, Physiotherapy and /or Occupational Therapists designed to aid participation in appropriate learning environments and access to the National Curriculum
- Essential healthcare therapy provision or intervention on a daily basis to meet physical needs including feeding, personal care, regular medication, in order to allow maximum participation in learning and the National Curriculum
- Very significant adaptations to the physical environment

Hub specialising in Hearing Difficulties

This guidance applies to the hub provision in Middleton Primary, St John Fisher secondary school and Jack Hunt Trust School from September 2016.

Children and young people will require hub input to access a peer group with similar communication needs and be in groups to access support for specific language development.

Presenting features would include:

- A bilateral severe/profound sensorineural hearing loss which has a significant impact on language development.
- A need for periods of specialist support within and outside the mainstream classroom, over and above that which would be reasonable to provide in a local mainstream school.

There will be clear evidence that the child's school have used the Hearing Impairment Service (Teachers of the Deaf) to advise them on strategies to support the child in their current setting and this has been implemented through a sustained Assess-Plan-Do-Review approach. Despite this, the hearing impairment has impacted, or would impact, significantly on educational progress

Hub specialising in Speech and Language Difficulties

This guidance applies to the hub provision in Southfields Primary School.

The pupil will have a persistent primary impairment of speech and/ or language creating a significant barrier to learning. At the time of placement in Southfields hub the pupil will have significant impairment in one or more of the following (as identified by a Speech and Language Therapist):

- Receptive Language

- Expressive Language
- Speech and phonology

Presenting features may include:

- Current involvement from the NHS Speech and Language Therapy service.
- A persistent and severe primary impairment of speech and/ or language.
- Achieving below the 2nd percentile in one or more areas of language when assessed with a standardised language assessment, indicating severe-profound impairment, with cognitive skills at a higher level.
- A severe speech disorder, affecting clarity of speech sounds. This may occur on its own or alongside language difficulties.
- A speech and language impairment irrespective of the young person's first language.
- Additional needs such as:
 - difficulties with attention and listening
 - memory for spoken information
 - poor motor skills.

Hub specialising in specific learning difficulties (SpLD).

This guidance applies to the hub at Queen Katharine Academy.

The child will be performing significantly below the learning and skills, which the pupil is able to demonstrate elsewhere, thus significantly and constantly impeding effective learning.

The characteristics displayed by the child may include:

- Particular difficulties with reading, writing, and spelling (Dyslexia)
- Particular difficulties with numeracy (Dyscalculia)
- Particular difficulties with organisation, motor planning and coordination (Dyspraxia)
- Particular difficulties in phonological awareness, verbal memory and verbal processing speed.
- Co-occurring difficulties may be seen in aspects of language, motor co-ordination, mental calculation, concentration and personal organisation
- Poor concentration, low self-esteem, poor self-efficacy, problems with short term-term memory which impedes the child's ability to access fully learning in a supported classroom environment within their local mainstream setting.
- Frustration, lack of motivation, gives up easily, disengaged with learning and develops behavioural problems.

These difficulties will be indicated by literacy and/or numeracy skills below the 2nd centile, with significant discrepancy against the child's cognitive levels and other attainments.

The child is likely to require specialist support and the availability of a specialist provision (e.g. small group), to spend periods of time outside the mainstream classroom, over and above that which would be reasonable to provide in a mainstream school without a Dyslexia/SpLD hub.

The child has the potential to manage the elements of an academic and social environment of a mainstream school with skilled specialist support and consistent implementation of an individually tailored programme. This would include access to the wider curriculum and interaction with peers.

Hub specialising in social emotional and mental health difficulties (SEMH)

This guidance applies to the hub at NeneGate. The hub at NeneGate operates on the Nurture group principles, and the child will present many of the following features:

- Significantly delayed or immature social skills
- Inability to form trusting and positive relationships over time
- Very poor social communication skills including social use of language and the conventions of behaviour
- Lacks awareness of risks to themselves and others
- Persistent low self-concept and self-image
- Extreme lack of empathy and respect for the needs and rights, feelings and emotions of others, including inappropriate emotional responses
- Regular self-harming or obsessional behaviours including eating disorders
- Low mood and/or suicidal ideation
- Displays of extreme emotions or withdrawal behaviour
- Lack of resilience
- Frequent challenging of authority
- Regular and sustained aggression or threat of aggression towards others including violence
- Expressed desire to harm others for reasons of self-concept and/or status including bullying behaviour
- Extreme controlling behaviours
- Persistent inability to manage anger
- Active and sustained resistance to new ideas and concepts
- Regular damage to property
- Frequent un-cooperative or anti-social behaviour
- Refusal to engage with learning
- Non-compliance with requests and routines
- Hyperactivity and inability to concentrate
- Long standing difficulties with collaborative and independent working

- Inappropriate sexualised behaviour including a preoccupation with sexualised matters and language

In exceptional circumstances a Year 7 or 8 child may be placed in the NeneGate hub if they have a place at NeneGate Special School and there is evidence to support their inclusion within a nurture group setting as the best provision to meet their needs. This decision will be made by the NeneGate Nurture Hub Lead and the local authority lead for the hub following the Peterborough guidance on children out of their year group.

Exit guidance for all hubs

Within 6 weeks of placement, hub staff will draw up, in consultation with the pupil, parents/carers and relevant support service/external specialist, specific outcomes that would indicate readiness to exit the provision.

The following would normally apply when a pupil is ready to move out of the specialist provision:

- The pupil has made measurable progress in his/her areas of identified needs to meet his/her outcomes. The pupil will have achieved the specific outcomes for exit that were agreed at the time of placement.
- There is a noticeable improvement in the child's ability to participate in the mainstream curriculum, with reduced levels of support, and to manage the social demands of a mainstream school environment.
- There is evidence of progress in various integrated contexts, including less structured settings.
- The child/young person shows evidence of being able to manage social times such as breaks and lunch times, by making use of the school's general resources, facilities and support which would usually be available to vulnerable students, i.e. use of quiet area such as library or house bases, should there be a need.

Process for Exit

Where a pupil meets the exit guidance or where parents/carers, school and other professionals feel that the placement is unsuitable, this should be discussed at the annual review. Relevant external support professionals should always be invited to the annual review in these circumstances alongside a member of the statutory assessment and review service. The views of the pupil and his/her parents/carers about leaving the hub must be taken fully into account and reflected in the review report:

- Where there is agreement that the child/young person should return to mainstream school, this should be recorded on the annual review and the process will then follow the normal statutory consultation process.

- Where there is dispute, or where a different kind of specialist provision is sought, the same process should be followed but the decision will be referred, on the basis of parental preference, to the SEN panel.

An annual review should always be held before any recommendation to leave the hub is made. The meeting will be arranged and facilitated by the hub lead teacher/SENCo and the designated SAMS officer and local authority lead officer for the hub will be invited.