



Children's Hospital School

Special Educational Needs Policy

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Approved by: Marie Bradley

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Signed:

Children’s Hospital School – Special Education Needs Policy

Legislation

This policy and information report is based on the statutory Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools’ responsibilities for pupils with special educational needs and disabilities (SEND).
- 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.

Part 1 Introduction

1.1 Ethos

We are a small school, full of caring, supportive and talented staff. It is a place where mutual support goes hand in hand with excellent education and care. A school whose guiding principles are about making the difficult times manageable, giving pupils a great education and helping them move on successfully to their next phase of learning. Our role is to nurture, support, educate and enable students to reintegrate as, when and if appropriate. We aim to provide outstanding education and care in partnership with other agencies.

Our core purpose is:

“Working together in a nurturing and happy environment to break down barriers, inspire learning and provide opportunities for all to flourish beyond their expectations”

1.2 Definition of Special Educational Needs and Disabilities (SEND)

Under the *Special Educational Needs and Disability Code of Practice: 0 to 25 Years (2015)*, a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is

‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

In the Code of Practice, Special Educational Needs are categorised under four broad areas of need as follows:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

In addition to the above considerations students enrolled at the Children’s Hospital School have physical and/or mental health medical conditions and as a result of this may also have identified additional learning needs throughout the period of ill health.

This is assessed and supported by the school on an individual basis and in consultation with the student’s home school, medical and health agencies or onward transition education or post-16 provider.

Children’s Hospital School will:

- Identify and assess an individual student's needs
- Ensure staff are aware of a student’s needs
- Provide an appropriate curriculum and effective, differentiated teaching strategies
- Provide appropriate teaching materials and support
- Monitor and ensure continuity and progression
- Involve students, parents and carers in decision making, planning meetings and review processes
- Involve outside agencies and professionals around the student as appropriate

Part 2 Roles and Responsibilities

2.1 Key Staff

SEND Co-ordinator (SENCO)
Assistant SENCO
Pastoral Manager

Mr Stewart Scragg
Ms Emma Compton
Mrs Micki Handford

In addition, the following area leaders oversee day-to-day SEN support for students:

Day School (Willow Bank) Leader
Ward Leader (LRI)
Ward Leader (The Beacon)

Mrs Diane Davies
Mr Danny Riley
Mrs Lorraine Biddle

Governing Body

- Agrees and monitors SEND policy, procedures and practice
- Ensures SEND objectives are met through oversight of appraisal processes, budget deployment, staffing and curriculum
- Has a designated governor who meets termly with the SENCO

Head Teacher

- Sets objectives and priorities for SEND in the School Improvement Plan
- Line manages the SENCO
- Has oversight of day-to-day provision for students with SEND including budget and deployment of resources
- SEND provision is reported on in the headteacher termly report to governors

SENCO

In conjunction with the Assistant SENCO, area leaders and the Pastoral Manager:

- Monitors the delivery of the SEND Policy
- Manages SEND provision and the day-to-day operation of the policy
- Completes annual and transitional reviews
- Ensures that students are identified and assessed and progress is tracked
- Keeps accurate records of all students with SEND
- Supports staff in the teaching and learning of students with SEND
- Disseminates information of SEND issues according to the Code of Practice
- Co-ordinates and reviews provision for students in conjunction with each student's personal tutor.

In addition, the SENCO is responsible for liaising with:

- Parents and carers of students with SEND
- The student's home school and transition schools/settings
- Other SENCOs, both locally and nationally
- Outside agencies

Base Leaders and the Pastoral Manager

- Deploy the School's teaching assistants, learning mentors and support teams
- Manage and develop the roles of teaching assistants, through training and appraisal

All Staff

All teachers at Children's Hospital School are "teachers of special needs" and will

- Have a detailed knowledge of students with SEND and record this information in pen portraits or other document as appropriate to the setting
- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SENCO and base leaders
- Adopt a 'plan do assess review' model for all SEND students
- Monitor the progress of students with SEND against agreed targets and objectives
- Raise individual concerns with the SENCO/Assistant SENCO
- Contribute to annual and transitional reviews

Teaching assistants/learning mentors and other support staff are an integral part of the school and will work alongside teachers in meeting these actions.

2.3 Admission arrangements

Children's Hospital School is a Leicester City Special School for

- Inpatients
- Leicester City students who are temporarily at home due to their medical condition
- Students in Leicester, Leicestershire and Rutland who are medically unfit to attend their home school but can attend at the day school

Most students remain on roll at their home school whilst dual-registered at Children's Hospital School. Student placements are regularly reviewed and appropriate action is taken to ensure the support needed for students is received.

Admission to the school is through medically supported referral.

The referral process and referral forms are available on the school website.

2.4 Inclusion

At Children's Hospital School all students, irrespective of ability, race, gender or need are respected and valued as individuals. This is reflected in the school's policies, organisational and curriculum structure, and its assessment and rewards systems. Students with SEND are fully integrated and included into the life of the school with respect for their individual needs.

2.5 Complaints Procedures

Initially, all complaints from parents or carers should be made to the SENCO, who will follow this up with relevant staff. However, if a parent or carer is not satisfied with the response given, the complaints procedure outlined on the school's website should be followed.

2.6 Monitoring and Evaluation

This policy will be reviewed annually in accordance with the school's procedures. The Governing Body and Head Teacher will have oversight of the review process.

Evaluation will be based on

- Data pertaining to the progress, attainment and outcomes for students with SEND
- The management, planning and expenditure of the SEN department
- The views of students and parents as captured by school survey activity throughout the year. This is done termly for students across all bases and twice a year with parents at Willow Bank School and at point of discharge for other bases
- The thoughts and opinions of students are captured through involvement of students with SEND in the school council

Part 3 Identification, Assessment and Provision

3.1 Identification and Assessment

The school uses a graduated response to the identification of special educational needs as outlined in the SEND Code of Practice: 0-25 Years (Jan 2015).

Identification

A process of initial identification and assessment is undertaken relevant to the setting of the school

- Inpatients
On admission staff will complete a Student Information Form with the parent or carer that identifies the home school and any known learning needs or SEND; attainment and progress issues and, where applicable, current Education and Health Care (EHC) plans.

Further information will be sought from the home school.

- Day School and Outreach
In the referral process, home schools and other agencies highlight issues relating to any known learning needs or SEND; attainment and progress issues; current Education and Health Care (EHC) plans.

Once a student has been admitted and the induction process is begun the SENCO or base leader contacts each home school to ensure that all relevant details and documentation have been forwarded to Children's Hospital School.

Baseline Assessment

Baseline assessments including reading and spelling tests are undertaken on admission to inform teaching and monitor progress.

Subject based assessments are undertaken as appropriate to key stage and ability.

Individual Diagnostic Assessments

Individual diagnostic assessments are used for students where there are additional concerns. These may include cognitive assessment batteries such as WRAT5, CTOPP2, handwriting speed assessments and diagnostic assessments of visual disturbance; these will be reviewed at regular intervals.

Statutory Assessment: Education and Health Care (EHC) Plans

Where a student is in receipt of an EHC plan, Children's Hospital School will

collect this from the home school and ensure that its provisions are implemented whilst the student is on roll.

Where a student has been unable to make adequate progress and there is a significant cause for concern, Children's Hospital School, together with the home school and parents/carers, may make a request for statutory assessment. This may lead to the student being provided with an EHC plan.

The SENCO will liaise with the home school and participate in and support requests for statutory assessment, educational advice, annual and transition reviews as required.

In certain circumstances, the SENCO will, in consultation with parents and carers, initiate the process for requesting statutory assessment.

Assessment of Access Arrangements for Examinations

A student may have been identified by their home school as requiring specific access arrangements. Where this is the case, the information will be collected by Children's Hospital School and followed in both in-class assessment and examination situations.

For student's whose SEND is identified or alters whilst at Children's Hospital School, the SENCO will carry out an appropriate evaluation of need and can then make a request for Examination Access Arrangements as appropriate.

This information and documentation will be forwarded when students transition to their next educational or post-16 placement.

SEND Concerns

Where students are at risk of not making expected progress, base and subject leaders together with the SENCO will discuss next steps. Additional assessments will be carried out as appropriate. The SENCO will also arrange for additional diagnostic assessments to be undertaken by external agencies and professionals if necessary.

Parental Concerns

If parents/carers have concerns or questions, the school encourages them to contact either the teacher or teaching assistant tutor, base leader or the SENCO to discuss this.

Contact with the student's home school is maintained throughout the student's time on roll at Children's Hospital School.

Where a student is transitioning to a new provision or post-16 provider, the SENCO will work with all agencies involved in the transition to ensure that the

student's ongoing SEND can be effectively supported.

3.2 Provision

Children's Hospital School ensures that the graduated response is employed in the identification, assessment and teaching of students with SEND as follows:

- Wave 1: Quality First teaching for all by all teaching staff
- Wave 2: Targeted interventions for students who may be able to 'catch up'
- Wave 3: Where a student is unable to make expected progress, despite additional provision at Wave 2, the school will introduce additional interventions and seek advice and involvement from external support services. Where assessments identify that a student requires additional provision on a regular basis, the school can apply for additional resources.

All students at Children's Hospital School are taught in either one-to-one sessions, on individualised learning programmes or in small curriculum-based classes arranged by year; key stage or need.

Students with SEND will have differentiated learning activities tailored to their needs. Additional support is provided as necessary within small teaching groups.

3.3 Student Passport/Pen Portraits

All students at Children's Hospital School have an individual student passport or pen portrait that will contain information about the student, including a description of need, SEND information, assessment data, successful teaching strategies and other strategies to support student's independence for managing changing circumstances. This is reviewed and updated on an individual basis as is appropriate to a student's changing circumstances and length of time on roll.

For students with an EHC plan, individual pen portraits will be reviewed and updated following the annual review.

3.4 Monitoring of individual progress

Monitoring of progress for all students, including those with SEND, is outlined in the school's Assessment Policies and Procedures.

For students who are working below the level of the national curriculum and who are not engaged in subject-specific study, The Children's Hospital School will use their own version of The Engagement Model (DfE, 2020) to monitor

progress. The Children's Hospital School's SEND Handbook provides a detailed overview of how we will use our modified version The Engagement Model to monitor the progress of children and young people with complex learning needs or who are working below the level of the national curriculum.

3.5 Provision of an appropriate curriculum

The curriculum is regularly reviewed by the senior leadership team and base leaders. Subject teachers ensure that the requirements of the National Curriculum are met for those students with SEND in partnership with the SENCO, area leaders and the Pastoral Manager.

For students who are working below the level of the national curriculum and who are not engaged in subject-specific study, we have developed The Children's Hospital School SEND Handbook. For students who fall into this category, we will provide a multi-sensory, holistic and play based curriculum which is highly personalised to each individual learner in order to ensure they reach their potential and maximise their school learning experience.

If a student is accessing a sensory curriculum or has complex learning needs, we will facilitate learning activities on the wards or at home. The SENCO will advise and support the inpatient and home tuition teaching staff in working with these learners and seek support from outside agencies as appropriate.

3.6 Provision of Teaching Support and CPD

The SENCO and Assistant SENCO will work with and support base leaders, the Pastoral Manager, subject teachers and teaching assistants in:

- Planning support for SEND students
- Preparing relevant and differentiated materials
- Evaluating and reviewing progress
- Providing or organising training for staff as appropriate
- Individual bases and subject areas are encouraged to ask for INSET from the SENCO
- The SENCO liaises with the CPD lead to ensure that all staff have up to date CPD opportunities for teaching students with SEND
- Whole school INSET, focusing on specific needs is included, where appropriate, on staff training days and during CPD sessions

3.7 Allocation of Resources

The school is allocated funding for SEND by the local authority. Students who have free school meals can also access Pupil Premium funding.

Each area of the school and subject departments are allocated funding for

resources and teaching materials.

A SEN budget is held by the SENCO to purchase resources across the school and in response to individual need.

Part 4: Communication and Partnership

4.1 Children's Hospital School

- The SENCO is a member of the middle leadership team
- The SENCO and Assistant SENCO attend whole school and base meetings and work with the base leaders across the school on a regular basis
- The school and all staff access the school network and SIMS management system to obtain and disseminate information. This includes:
 - SEN Registers
 - Cognitive assessment and other assessment reports
 - Data on attainment, effort, independence and emotional wellbeing
 - EHC plans, annual reviews, external agency reports
 - Pen Portraits and student passports

4.2 Parents

Given the nature of the school, staff regularly speak to parents in hospital and at home on a daily basis. The school actively seeks communications with all parents through face-to-face, online platforms, phone conversation, letters home, the school website and newsletters.

Parents are invited to all meetings and progress reviews and where appropriate home visits are also made. Parent's evenings are held for day school students.

4.3 Students

Children's Hospital School acknowledges each student's role as a partner in their own education and learning. They are encouraged and supported to be actively involved in social and uplift activities, break and lunchtime activities. SEND students are actively encouraged to be involved in decision making. Their views are sought through regular discussion with staff, tutors and through student voice surveys.

4.4 External Agencies and Support

We will work with and seek support from

- Educational Psychology Services (City and County)
- Child and Adolescent Mental Health Service (CAMHS)
- Inpatient Paediatric Clinical teams
- Connexions
- Early Support and Menphys SOS
- Leicester City SEND Support Services including visual and hearing support services
- Leicestershire County Council Autism Outreach Team
- Leicester City Special Education Service (SES)
- Leicestershire Special Educational Needs Assessment and Commissioning Service (SENACS)
- School Community Nursing Team
- Educational Welfare Service (City) and Attendance Services (County)
- Speech and Language Therapy Services
- Occupational Therapy and Physiotherapy
- SENDIASS
- Leicester Partnership
- City of Leicester Association of Special School (CLASS)
- Senior Leaders of Education (SLE)
- Other agencies as appropriate to each student

4.5 Between Schools and post-16 providers

The SENCO will liaise with other SENCOs and relevant staff from other schools and colleges across Leicester City and Leicestershire County Council and post-16 providers of education, training and employment as appropriate.

4.6 Transition Arrangements

Transitions for all students are managed in the first instance by the student's designated teacher, tutor or base leader.

The SENCO will support and ensure that all SEND documentation and records are made available when students transition back to home schools or to new education or post-16 settings.

The SENCO and/or Assistant SENCO will provide educational advice and attend multi-disciplinary discharge planning, early support and transition meetings as required.

Statement on Impact on Workload & Work-Life Balance

The implementation of this policy has been assessed as having an impact on workload in that it is essential to the effective and efficient running of the school. However, all workload should be accounted for by the '1265' time budget for teachers as outlined at the start of each academic year. Regular discussions

between the Head Teacher and the Professional Associations representatives will enable effective monitoring and evaluation of the policy