



Children's Hospital School

Special Educational Needs And Disabilities Information Report

Date of Approval:	31/08/2022
Approved by:	Headteacher
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1. Ethos and Values

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, to support recovery 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”

Our core values are kindness, honesty, respect, teamwork, integrity, enjoyment and equality.

Fundamental Values

We recognise the multi-cultural, multi-faith and ever-changing nature of the community we are committed to serve. We provide opportunities for pupils to explore their own culture and have a clear understanding and appreciation of a wide range of the cultural influences that have shaped modern Britain.

We promote the fundamental values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Our school values seek to eradicate discrimination against any individual or group, regardless of faith, ethnicity, nationality, gender, sexuality, disability, political or financial status.

We also understand the vital role we play in ensuring that groups or individuals within our school can thrive, free from discrimination, intimidation or radicalisation by those wishing to unduly, or illegally, influence them.

At The Children's Hospital School, our spiritual, moral, social and cultural (SMSC) education permeates through the curriculum, supports the development of our pupils and includes the teaching and promotion of fundamental values.



2. What kinds of special educational needs does The Children's Hospital School provide for?

The Children's Hospital School is a Leicester City Special School supporting children and young people whilst in hospital, at home or too unwell to attend at their own school. The school consists of 4 parts:

- the Leicester Royal Infirmary inpatient provision for FS2 - KS4
- a Home Tuition provision for FS2 - KS4
- the Willow Bank Day School for KS4
- The Magpie Learning Centre for KS2 – KS3
- The Beacon, which is the Adolescent Psychiatric Inpatient provision at Glenfield Hospital for KS3 – KS5

All our students are referred to us by a clinician or therapy service and most students remain on the roll of their own school during their stay with us.

We work with, and welcome, students with special educational needs as defined by the SEND Code of Practice 2015. At the Leicester Royal Infirmary and on home tuition we can also support children and young people with complex learning needs including profound and multiple learning difficulties, hearing and visual impairments.

We work closely with each student's own school. On admission to The Children's Hospital School, we request information about any Special Educational Needs and Disabilities, learning support or reasonable adjustments required so that we can continue to effectively support the student. We believe in quality first teaching for all students but, where students require additional support, we adapt resources and differentiate lessons to ensure expected progress or better for all SEND students.

All students within the school have their progress reviewed regularly and their families and own schools are included in review discussions alongside medical or therapy professionals and any other agencies involved. Any issues arising out of a student's special educational needs are discussed at these meetings.

Students with an Educational Health Care Plan (EHCP) are fully supported by our staff and the SENCo and Assistant SENCo monitor and assess the student's ongoing needs and provide specialist support to all staff to ensure that the student can continue to work towards identified outcomes. If a student is identified as benefiting from an EHCP then the SENCo can support or initiate the process on the student's behalf.

When annual reviews of EHCPs are due, The Children's Hospital School will attend or host the review as appropriate. In meeting these responsibilities, The Children's Hospital School has due regard to the SEND Code of Practice 2015, the Equality Act 2010 and the Disability Discrimination Act 2001.



3. How does the school know if a student needs extra help and what should I do if I think my child/young person may have special educational needs?

We gather information from:

- The student's own school
- EYFS, KS1 and 2 teacher assessments including SATs results, SEN support and primary annual reviews and transition meetings
- Education, Health and Care Plan documentation
- Baseline assessment including the GA Single Word Reading test, Vernon Spelling tests and Maths, English and Science assessments
- Other assessments that may be appropriate following the baseline assessments
- Issues raised by the student or their family at initial visits and meetings
- Information from outside agencies including Leicester City and Leicestershire County Special Education Services, Leicester City Council SEND Support Services and Educational Psychology services
- Medical services – physical and mental health consultants, physiotherapy, occupational or mental health therapists and specialist nursing services

Where we have concerns about progress, we will seek advice from external agencies as appropriate.

Progress and achievement are rigorously tracked. The data is used to identify and celebrate successes but also to identify underachievement and lack of progress.

If you have any questions or concerns regarding your child's learning whilst at The Children's Hospital School or wish to know more about special educational needs, you can speak to your child's personal tutor or teaching assistant tutor or ask for the SENCo. Contact details are listed in Section 14. We will be happy to discuss any issues with you and plan an appropriate approach.



4. How will the curriculum be matched to my child/young person's needs?

At The Children's Hospital School we follow the National Curriculum, differentiated using quality first teaching principles to ensure that it is accessible to all. Where your child's own school wishes us to focus on a particular curriculum, we will use our best endeavours to accommodate this.

We provide highly personalised learning opportunities to meet the needs of all our students. To broaden and personalise the curriculum further we offer enrichment activities to allow all students the opportunities to enjoy learning in areas of special interest – these include art, drama, sports, music and craft. Whenever appropriate we undertake visits and welcome visitors into our settings.

Within our inpatient settings and on home tuition students are taught in one-to-one situations or in small groups.

Within Willow Bank and Magpie Learning Centre students are taught, where possible, in small groups or classes of up to 10 students. Groups and classes are often supported with one or more additional support staff.

A placement in groups at Willow Bank or Magpie Learning Centre is decided based on the student's year group, health and learning needs. At Willow Bank, there is a dedicated Learning Suite for students who need an alternative learning environment to a classroom and a Nurture Room and personalised timetables for those students who struggle emotionally or with health issues during the school day.

We ensure access to the curriculum by providing additional support in the form of:

- differentiated and tailored learning activities
- additional staffing within groups
- learning support mentors
- one-to-one sessions and interventions

If your child or young person has SEN that requires access to additional resources such as coloured overlays, assistive technology, use of a word processor or alternative communication device we will source and provide these on an individual basis.

Children and Young People Working Below National Curriculum Levels

The Children's Hospital School caters for children of all ages and abilities. The Children's Hospital School have developed our SEND Handbook, driven by the specific needs and abilities of our pupils with severe, profound and multiple learning disabilities and complex



needs who are working at a much lower than age-expected rate and predominantly at the earliest stages in all areas of their development. The barriers and challenges faced by these pupils means that they require a multi-sensory, holistic and play based curriculum which is highly personalised to each individual learner in order to reach their potential and maximise their school learning experience. The Children's SEND Handbook is available on request and gives a detailed overview of how the needs of children and young people working below National Curriculum levels will be met.

If your child or young person is accessing a sensory curriculum or has complex learning needs, we can facilitate learning activities on the wards or at home; this will offer them opportunities to continue to develop their learning. 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.



5. How will both you and I know how my child/young person is doing?

Monitoring and tracking progress is vital to ensure positive outcomes for all our students and we recognise the importance of keeping you informed of your child's progress. This is achieved by:

- the inpatient teaching teams, SENCo or Assistant SENCo identify, track and monitor all students from admission onwards
- all teaching staff monitor and review student data in teaching sessions
- progress is reviewed regularly:
 - for inpatient and home tuition students this happens informally with parents on a sessional basis
 - for inpatient students, formal reports will be made as appropriate, usually on discharge, to inform student's own schools or new educational placement
 - for Willow Bank, Magpie Learning Centre and home tuition students, overall progress is reviewed half-termly within appropriate meetings
 - for Willow Bank, Magpie Learning Centre and home tuition students, formal reports are compiled each term
 - for Willow Bank and Magpie Learning Centre students, formal parents' evenings are held twice a year
- at Willow Bank and Magpie Learning Centre, teachers and tutors will call regular progress reviews to which you and your child will be invited. We also invite your child or young person's own school and other agencies working with your child
- the progress of students with an EHCP will be formally reviewed at an annual review with the student and all adults involved present
- the SENCo, in consultation with appropriate staff members, will also check that your child is making good progress towards shorter-term targets derived from EHCP outcomes and within any individual or group work they take part in

Children and young people attending The Children's Hospital School are asked for their views on their emotional wellbeing and on how well they are learning. This includes:

- at each inpatient or home tuition session
- at the beginning of each day at Willow Bank and Magpie Learning Centre
- termly review of "Whole Child Attributes"
- Through self-assessment opportunities in lessons
- By being asked to contribute at progress reviews
- Through student questionnaires and surveys held during the year

For students with SEND support plans or EHCPs we adopt a student-centred approach. This includes capturing your child or young person's voice by seeking their opinions, wishes and aspirations for the future and involving them and you in all planning and review processes. We are committed to holding student-centred reviews following Leicester City Council best practice.



Children and Young People Working Below National Curriculum Levels

The Children's Hospital School will use their own version of The Engagement Model to monitor the progress of children and young people working below National Curriculum levels and not engaged in subject specific learning.

Engagement is the single best predictor of successful learning for children with learning disabilities. Without engagement, there is no deep learning, effective teaching, meaningful outcome, real attainment or quality progress. The Engagement Profile and Scale is a classroom tool developed through research into effective teaching and learning for children with complex learning difficulties and disabilities. It allows teachers to focus on the pupil's engagement as a learner and create personalised learning pathways. It prompts student-centred reflection on how to increase the learner's engagement leading to deeper learning.

The Children's Hospital School's SEND Handbook provides a detailed overview of how we will use The Engagement Profile to monitor the progress of children and young people with complex learning needs or who are working at pre-National Curriculum levels.



6. How will school staff support my child/young person?

The Children's Hospital School staff pride themselves in providing quality first teaching through differentiation, effective feedback and marking, and by ensuring that each student's needs are met within all our teaching environments. Subject teachers are responsible for all the students that they teach. For those students identified with additional needs, teaching assistant support is directed as required.

Students who require specific interventions for literacy, numeracy or speech, language and communication skills, are offered specific support. Progress is tracked by relevant staff and successes are shared and celebrated with parents and carers. Our interventions include:

- Literacy interventions
- Numeracy intervention
- Other subject-specific interventions
- One to one and small group teaching
- Self-esteem groups
- Art therapy
- Connexions (Career) guidance and support
- Nurture Group
- Learning Suite
- Protective Behaviours group
- Talkabout – social communication skills development programme
- Home visits
- Parental support group
- Thrive – whole school approach to promote positive mental health and emotional wellbeing in children
- A range of timetabled personal development sessions including Duke of Edinburgh Award Scheme, Post-16 planning, personal finance and arts/crafts

Governors play an active role in strategically monitoring the quality of our Special Education Needs and Disability provision. The link SEND governor meets regularly with the SENCo throughout the year.



7. How is the decision made about what type and how much support my child/young person will receive?

All students at The Children's Hospital School are offered an appropriate curriculum that matches their educational and health needs. They are supported individually, in small groups or in classroom-based lessons. Lessons are based on the National Curriculum. A number of students follow specific interventions, tailored to their needs, as part of a bespoke curriculum.

Inpatient and home tuition students normally work to the curriculum provided by their own school in consultation with The Children's Hospital School staff. We request information about the type and level of support your child or young person receives and will plan accordingly. We will liaise with your child's school SENCo about any identified SEN to identify support needs.

Students at Willow Bank and Magpie Learning Centre will follow The Children's Hospital School curriculum.

For students with identified SEN support needs through an EHCP, support will be allocated according to need and the demands within a subject area or activity. Students at SEN Support level access high quality first teaching which is differentiated and matched to need. Teaching assistants are available to support students as required.



8. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

We believe that learning outside the classroom and extended learning opportunities are essential for all our students to make progress and achieve. We provide a range of activities, trips and visits for all our students. Where students have a specific need, we will plan the most appropriate way to ensure they are included in all activities. We co-ordinate with families and other agencies as necessary to ensure the inclusion, health and safety of each student.

Information concerning learning outside the classroom, extra-curricular activities and opportunities supported through Pupil Premium can be found on our website: <http://www.childrenshospitalschool.leicester.sch.uk/>



9. What support will there be for my child/young person's overall wellbeing?

At The Children's Hospital School we are aware that students may need additional support for health reasons or for their emotional and general wellbeing.

Students have access to the following support as appropriate across the school sites:

- A primary focus on, and assessment of, emotional wellbeing on a daily or sessional basis
- Attendance tracking and monitoring
- A high-profile anti-bullying ethos and policy
- Online Safety education
- Teaching and teaching assistant tutors who liaise with key staff, parents and carers
- Identification and support of EAL students
- Close liaison with the student's own school's pastoral and welfare systems

- At Willow Bank and Magpie Learning Centre in addition we offer:
 - Breakfast Club
 - Nurture provision for short term support within the school day
 - Learning Suite for students unable to access the main classroom areas (Willow Bank only)
 - Personal, Social and Health Care activities including Sex and Relationships Education
 - Healthy Schools, Healthy Eating, and specific dietary needs
 - School Nursing Service support
 - Family Support through the school's Family Support Worker
 - Education Welfare Officer support

"Pupils benefit from far-reaching and highly effective personal support. It greatly improves their ability to gain access to learning and manage their own behaviour. Interventions and strategies to support pupils are personalised and allow them to learn at the right pace in relation to their health."

OFSTED (June 2017)



10. What specialist services and expertise are available at or accessed by the school?

Within school, the SENCo is trained to conduct a variety of specialist diagnostic cognitive assessments. Where appropriate, these will be used to identify learning difficulties that students may be experiencing and inform planning to meet identified special educational needs. Certain baseline assessments are also carried out by inpatient teaching staff.

Specialist Careers Advice/Connexions advisers are available to support students at transition reviews and throughout Key Stage 4. Students with special educational needs can be provided with additional signposting to services, advice and support.

Willow Bank and Magpie Learning Centre have a school nurse for 1 day per week that can support young people with a range of health needs.

A key part of our role in providing education to young people with medical needs is to liaise with a wide range of Leicester City, Leicestershire County and out-of-county agencies and specialist services as appropriate. These include:

- Inpatient clinical and therapy services
- Early Support, multi-disciplinary and Care Navigation systems
- Special Education Services
- Speech and Language support
- Complex needs support
- Communication and Interaction/Autism Support Teams
- Hearing and Visual Impairment Services
- Educational Psychology Services
- Child and Adolescent Mental Health Services (CAMHS)
- Student Behaviour Support teams
- Council Safeguarding teams, Social Care and Health
- Looked After Children and Virtual Schools Services
- Careers Advice Service/Connexions

The Children's Hospital School works closely with each student's own school.

"The strong multi-agency support they receive helps pupils to become confident learners who believe in themselves, despite their anxieties and health difficulties. Pupils benefit from access to a wide range of professionals, within a multidisciplinary team, to support their learning, social, mental health and specific health needs." - OFSTED, June 2017



11. What training have the staff supporting children/young people with SEND had?

All teaching staff at the school are teachers of students with special educational needs. The school runs an extensive professional development programme for all staff each year with a strong focus on teaching and learning strategies that support all students.

The Children's Hospital School current staff training programmes includes:

- Effective teaching and learning strategies based on evidence-based approaches which is lead and supported through the school's Teaching and Learning Steering Group.
- Supporting special educational needs in the classroom e.g. Autism, Speech and Language, Specific Learning Difficulties
- Safeguarding and SEND

School staff are actively encouraged to engage in the latest developments regarding teaching and learning through a range of CPD opportunities. All teaching and learning support staff attend school training and information events. Staff network regularly with other regional and national colleagues to share and learn from best practice.

Our SENCo, Mr Stewart Scragg, holds the C3PTA qualification in assessment and is the school's Assessor for Access Arrangements. He leads the EHCP planning process and is our Designated Teacher for Looked After Children. He is experienced at supporting children with SEN and is a member of the Middle Leadership Team. Having worked for The Children's Hospital School for the last 7.5 years and having previously taught children with SEN for the last 17 years, he has long standing experience in supporting children and young people with a variety of special educational needs.

Our Assistant SENCo, Ms Emma Compton, has worked for The Children's Hospital School for 13 years and brings a wealth of experience, especially around supporting young people who have mental health difficulties. Emma supports the SENCO with his duties including having significant input into the EHCP planning process. Emma has strong links with CAMHS and is a qualified art therapist.

Several teaching support staff are also trained to carry out baseline assessments.



12. How accessible is the school environment?

Every effort is made to ensure that 'reasonable adjustments' are made to accommodate disabled pupils and young people, while bearing in mind the interests of other pupils and young people. The school is required to make these under the terms of SEND Act 2001:

- Improvements in access to the curriculum for disabled pupils and young people
- Physical improvements to increase access to education and associated services (e.g. extra – curricular activities)
- Improvements in the provision of information in a range of formats for disabled pupils and young people
- There is an additional requirement for schools to explore whether pupils with behavioural issues may or may not have an underlying disability leading to this. For example, the following can be underlying reasons for poor behaviour; mental illness, mental health problems, learning difficulties, dyslexia, diabetes, and epilepsy
- The school will take into account all these requirements when considering the inclusion and treatment of disabled pupils in the school

When students reintegrate from The Children's Hospital School to their home school or move on to a new provision, time is allocated to support disabled pupils and their families. This helps to ensure that the student's educational needs and the school's requirements are fully understood by staff at the receiving school, parents/carers, and student, and to ensure that there is a smooth transition.

Alternative provision to access all areas of curriculum teaching will be put in place if a student is physically unable to go to class. We will endeavour to ensure that all pupils have equal access to educational visits. All pupils have the right to attend all trips and residential visits. This will be achieved through careful consultation with parents/carers, planning, funding and adequate manning of visits. In all teaching and learning activities a full range of teaching and learning styles will be employed to ensure that no student is excluded from learning.

Additional careers guidance will be offered in order that the disabled student has the same opportunity to access careers advice. We provide onsite careers advisors for students. Access arrangements will allow equal access to examinations, so that pupils can fulfil their potential. Pupils will be entered for the level of examination which is appropriate for their level of ability.

The school will meet the needs of parents and carers with disabilities wherever possible, for instance by providing documentation in alternative formats if requested. As a school we will, if parents are unable to come into school to discuss their child's education and welfare, facilitate home visits to maintain good communication with parents.



13. How are parents and young people themselves involved in the school?

At The Children's Hospital School we actively encourage both students and parents to be involved in learning and the life of the school. Parents are updated regularly on the progress of their child at least once per term or at the point of discharge. There is regular contact between school staff and parents. We believe that ongoing communication between school and the home strengthens relationships and allows young people to make progress in their learning. There is a half-termly newsletter and information is provided on the school website covering a range of issues.

Parents, carers, schools and other professionals are encouraged to contact the school to discuss any matter. Face to face meetings are facilitated where necessary. Home visits are conducted regularly for students at Willow Bank and Magpie Learning Centre; parental feedback is sought during these meetings.

Caring for a young person with mental health problems can be very challenging for parents and carers and is it all too easy to feel isolated and tired from dealing with daily tasks. All parents and carers have the opportunity for more support in caring for their teenager from our experienced team of staff including our Family Support Worker.

Pupil voice activities are conducted each term. These consist of online surveys and one to one or group discussions. At Willow Bank there is a school council which meets half-termly, where the students can voice their views and give suggestions for improvements or things they would like to see. In other parts of the school, there are regular meetings with individuals where the young people can express their views. The young people at school are given opportunities to plan and organise charity and fundraising events.



14. Who can I contact for further information?

In the first instance, please speak to your child's teacher tutor or teaching assistant tutor.

You may also contact the Children's Hospital School base leaders:

Leicester Royal Infirmary inpatients:	Mr Danny Riley	0116 497 9993	driley@childrenshospitalschool.leicester.sch.uk
Willow Bank School	Mrs Diane Davies	0116 229 8137	ddavies@childrenshospitalschool.leicester.sch.uk
Magpie Learning Centre	Miss Nikki Cole	0116 229 8137	ncole@childrenshospitalschool.leicester.sch.uk
The Beacon, Glenfield Hospital Inpatients:	Mrs Lorraine Biddle	0116 295 0959	lbiddle@childrenshospitalschool.leicester.sch.uk

If you require information about special educational needs, please contact:

SENCo	Mr Stewart Scragg	0116 229 8137	sscragg@childrenshospitalschool.leicester.sch.uk
Assistant SENCo	Ms Emma Compton	0116 229 8137	ecompton@childrenshospitalschool.leicester.sch.uk



15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

When your child or young person is offered educational support whilst an inpatient or is offered a place after medical referral to the home tuition, Willow Bank or Magpie Learning Centre then we will:

- Introduce ourselves and provide information and contact details about our school
- Contact your child or young person's own school for all relevant educational information
- Check that any information on special educational needs, SEN support or EHC plan is passed to us
- For inpatients and students on home tuition we will seek guidance on the curriculum that we should follow
- Make an initial home visit to all home tuition students and allocate a named teacher as tutor
- Invite you and your child for an initial visit and interview before offering an assessment place for all Willow Bank and Magpie Learning Centre students and allocate named teacher and teaching assistant tutors as soon as a longer-term place is confirmed

When your child or young person is transitioning back to their own school or to another school we will:

- Attend multi-disciplinary and discharge planning meetings as appropriate
- Hold transition meetings to which you, the transition school and all external agencies are invited
- Support transition activities held within The Children's Hospital School or at the transition school
- Attend or host transfer review meetings for children with EHCPs
- Contact the transition school's named teacher or SENCo to ensure that any special arrangements or support that needs to be made for your child are discussed
- Ensure that all records about your child are passed on as soon as possible where appropriate

When your young person is transitioning to Post 16, we will:

- Support all students through the PS16 application process
- Offer careers advice using our specialist Connexions adviser
- Ensure that all students with SEN receive appropriate advice and support to complete forms for sixth form, college and post-16
- Hold or attend transfer and EHCP transition review meetings in Year 11, to which Careers Advisers/Connexions and all professionals will be invited
- Liaise with Post 16 providers and forward all SEN support, EHCPs and exam access arrangement information



16. What other support is available?

More information about the SEN local offer in Leicester City and Leicestershire County Councils is available from:

<http://families.leicester.gov.uk/local-offer/>

<https://mychoice.leicester.gov.uk/>

<http://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability>

More information about the SEN local offer available in neighbouring county councils can be found as follows:

<http://ris.rutland.gov.uk/kb5/rutland/directory/site.page?id=s75kMtu9Lno>

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

<http://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?directorychannel=10>

<https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

<http://www.derbyshiresendlocaloffer.org/>

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>

Other services available to support parents of children and young people with SEN:

SENDIASS – SEND Information Advice Support Service www.sendiassleicester.org.uk

IPSEA – Independent Parental Special Education Advice www.ipsea.org.uk

SOS SEN www.sossen.org.uk

Independent Support – supports through the process of developing EHC plans <https://councilfordisabledchildren.org.uk/resources>