



Children's Hospital School

Special Educational Needs Policy

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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 students 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.
- *The Equality Act 2010 (section 20)*, which sets out the school's duties to make reasonable adjustments for students with disabilities.
- *The Public Sector Equality Act (section 149 of the Equality Act 2010)*, which sets out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.
- *The Governance Handbook*, which sets out governors' responsibilities for students with SEND.
- *The School Admission Code* which sets out the school's obligation to admit all students whose education, health and care plans name the school, and its duty not to disadvantage unfairly children with a disability or with a special educational need.

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 students 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 that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them 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.

1.3 The Four Areas of Need

In the SEND 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

Children and young people can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the child or young person's particular area(s) of need, at the relevant time.

Area of Need	
Communication and Interaction	Children and young people with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Students who are on the autistic spectrum often have needs that fall in this category.
Cognition and learning	Children and young people with cognition and learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
Social, emotional, and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Children and young people may have: • Mental health difficulties such as anxiety, depression, or an eating disorder • Attention deficit hyperactivity disorder (ADHD) • Attachment difficulties

	• Been subjected to abuse/experienced adverse childhood experiences (ACEs) These needs can manifest in many ways. For example, children and young people who have experienced trauma may present behaviours that are challenging, disruptive or disturbing. This can lead to a student becoming withdrawn or isolated or through emotionally based school avoidance.
Sensory and/or physical	Children and young people with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children and young people may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

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 and in their recovery. 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 destination.

The Children's Hospital School will:

- Identify and assess a student's individual educational needs
- Ensure staff are aware of a student's needs
- Provide an appropriate, effective curriculum with differentiated teaching strategies
- Provide appropriate teaching materials and support
- Create a trauma informed environment in which all students feel safe to access their education
- 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
Mrs Bethany Carr
Mrs Micki Handford

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

Day School (Willow Bank) Leader
Day School (Magpie Learning Centre) Leader
Ward Leader (LRI)
Ward Leader (The Beacon)
Day School (Phoenix) Leader

Mrs Diane Davies
Ms Nikki Cole
Mrs Sarah Fitzpatrick
Mrs Lorraine Biddle
Ms Roxanne Steane

Governing Body

The governing body agrees and monitors SEND policy, procedures and practice. It is responsible for making sure the following duties are carried out, **though the duties can be delegated to a committee or an individual:**

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCo for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND

- Make sure that all students from year 8 until year 13 are provided with independent careers advice
- Ensures SEND objectives are met through oversight of appraisal processes, budget deployment, staffing and curriculum
- Have a designated SEND link governor

The SEND Link Governor

The SEND Link Governor will:

- Meet termly with the SENCo to discuss issues relating to SEND
- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school.

Head Teacher

The headteacher will:

- Work with the SENCo and SEND Link Governor to determine the strategic development of the SEND policy and provision within the school.
- Set objectives and priorities for SEND in the School Improvement Plan
- Have oversight of day-to-day provision for students with SEND including budget and deployment of resources
- Ensure that SEND provision is reported on in the headteacher termly report to governors
- Work with the SENCo and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Make sure that the SENCo has enough time to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- With the SENCo, advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCo, identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCo, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCo and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

SENCo

The SENCo in our school is Stewart Scragg.

In conjunction with the Assistant SENCo, base leaders and the Pastoral Manager, the SENCo will:

- Monitor the delivery of the SEND Policy
- Manage SEND provision and the day-to-day operation of the policy
- Complete annual and transitional reviews for children and young people with an Education, Health and Care Plan
- Ensure that students with SEND are identified, assessed and that their progress is tracked
- Disseminate information about SEND issues according to the SEND Code of Practice
- Co-ordinate and review provision for students in conjunction with each student's personal tutor.
- Inform parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the headteacher and SEND Link Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education or training to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher, identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-

operate with the LA in reviewing the provision that is available locally and in developing the local offer

- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

Base Leaders and the Pastoral Manager

Base leaders and pastoral manager will:

- Co-ordinate the deployment of 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 the Children's Hospital School are "teachers of special needs" and will:

- Have a detailed knowledge of students with SEND and record this information in documentation 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 which includes planning and providing high quality teaching that is differentiated to meet student needs
- 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 for children and young people who have an Education, Health, and Care Plan.

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 and young people are admitted to the Children's Hospital School in line with the school's Admissions and Referrals Policy. The referral process and referral forms are available on the school website.

Most students remain on roll at their home school whilst dual-registered at the Children's Hospital School. Student placements are regularly reviewed and appropriate action is taken to ensure the support that each student requires is in place.

2.4 Inclusion

At the 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 regarding SEND provision 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 Headteacher 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 children and young people 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 children and young people 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 has commenced 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.

The Cognitive Abilities Test Fourth Edition (CAT4) will be used with new students in Key Stage 4. This is a suite of tests developed to support schools in understanding students' abilities and likely academic potential.

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, the 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, the 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 child or young person may have been identified by their home school as requiring specific examination 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 external examination situations.

For students whose SEND is identified or alters whilst at the 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 the 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

The 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 the 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 SEND Information Sharing

SEND information is shared with staff at the Children's Hospital School using pen portraits, at a glance sheets and individual health care plans (IHCPs) as appropriate. This may include 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 children and young people with an EHC plan SEND information 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 of 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 student 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 is 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 The 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
 - SEND information including pen portraits, at a glance sheets and individual health care plans (IHCPs) as appropriate.

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

The 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
- 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 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