



Children's Hospital School

Special Educational Needs and Disabilities Information Report

Date of
Approval: 26/10/2026

Approved by: Headteacher

Date of next
review: 01/09/2027



1. Ethos and Values

The Children's Hospital School is 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 to 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 British Values

We recognise the multi-cultural, multi-faith and ever-changing nature of the community we are committed to serve. We provide opportunities for students 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 British 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 British values.



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

Hospital School Places

The Children's Hospital School is a Leicester City Alternative Provision, supporting children and young people whilst in hospital or who are too unwell to attend at their own school. The school consists of 6 parts:

- The Leicester Royal Infirmary inpatient provision for EYFS - KS5
- The Beacon, CAMHS inpatient provision at Glenfield Hospital for KS3 – KS5
- Willow Bank Day School for KS4 (Leicester)
- The Magpie Learning Centre for KS3 – KS4 (Leicester)
- The Phoenix Learning Centre for KS3 – KS4 (Hinckley)
- Home tuition for KS1 – KS4

Students on hospital school places are usually referred to us by their home school with a clinician or therapy service supporting the referral; most students remain on the roll of their own school during their time with us. In some cases, for early intervention places at The Magpie Learning Centre and The Phoenix Learning Centre, students may be referred without the requirement of a clinician or therapy service.

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, visual and multi-sensory 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 (SEND) and any learning support or reasonable adjustments required so that we can continue to effectively support the student. We believe in high-quality teaching for all students but, where students require additional support, we use adaptive teaching, adjusting resources and lessons so that all students with SEND can make expected progress or better.

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

Students with an Educational Health Care Plan (EHCP) are fully supported by our staff. 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 possibly 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.

Specialist Bases (Designated Specialist Provision)

The Children's Hospital School has two Specialist Bases (previously known as Designated Specialist Provisions, or DSPs): one based across our Magpie Learning Centre (Year 9) and Willow Bank School (Years 10 and 11) sites, and one at our Phoenix Learning Centre.

The school's Specialist Bases are for Year 9-11 students identified as having special educational needs which predominantly present in **very high levels of anxiety** and associated barriers to learning: for example, emotionally based school absence, low resilience, low self-esteem and difficulties with social interactions.

Students may have [not exclusively]:

- associated anxiety, low mood or phobic/fear behaviours such as separation anxiety which has resulted in difficulty in the CYP attending lessons within their mainstream or DSP provision and;
- diagnosis of neurological difference or on pathway i.e. Autism, ADHD and/or SEMH needs such as Mutism, OCD, anxiety, mood disorder.
- Input from external services evidenced: LCI/SEMH/EP and Health (this would need to be evidenced within an EHCP, reports etc) will highlights need related to MH with possible attendance issues.

Due to the mixed and complex needs of the students at this school, placements will not be considered for pupils who present with aggressive behaviours or who have been excluded or in danger of exclusion.

The Specialist Base across The Magpie Learning Centre and Willow Bank has 22 places for 2026/27, and the Specialist Base at The Phoenix Learning Centre caters for up to 16 pupils, across Years 9, 10 and 11; all these pupils will have an Education, Health and Care Plan, detailing a primary need of either Communication and Interaction (ASD/SCD) or Social, Emotional and Mental Health needs which are primarily anxiety-based.

The Specialist Base environment at Willow Bank School has two classrooms and a smaller intervention space. Pupils will also have access to wider school facilities including the canteen and recreation facilities.

At The Magpie Learning Centre, Year 9 students are taught in a small, nurturing setting with a consistent staff team. They follow a broad and balanced Key Stage 3 curriculum that prepares them for a mainly GCSE pathway at Key Stage 4.

The Specialist Base at the Phoenix Learning Centre is calm/quiet with classrooms, open plan space along with areas for eating and



relaxing. It is close to many local community facilities within Hinckley such as the leisure centre, museums, shops and local parks which are all accessed as part of the offer.

More information on our Specialist Bases can be found in our provision statements in Appendix 1 (Magpie Learning Centre and Willow Bank School Specialist Base) and Appendix 2 (The Phoenix Learning Centre Specialist Base).

The SEND Code of Practice

In meeting all of these responsibilities, The Children's Hospital School has due regard to the SEND Code of Practice 2015 and the Equality Act 2010.

Further information on how the Children's Hospital School's meets its statutory duties regarding SEND can be found in the school's SEN Policy which is available on the school website at

<https://www.childrenshospital.school.leicester.sch.uk/wp-content/uploads/2023/03/S19.-SEND-Full-07-03-24.pdf>

Our Inclusion Strategy sets out our priorities for strengthening inclusive practice across the school, the barriers to learning and participation we have identified, and how we will measure the impact of our work. It is published alongside this report on the school website.



3. How does the school know if a student needs extra help and what should I do if I think my child or 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 CAT4 cognitive assessments, New Group Reading Test (NGRT) and New Group Spelling Test. We also conduct subject baseline assessments in Maths, English and Science
- 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 or young person's needs?

At the Children's Hospital School we follow the National Curriculum, adapted through high-quality, adaptive teaching 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, The Magpie Learning Centre and The Phoenix 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, The Magpie Learning Centre and The Phoenix Learning Centre is decided based on the student's year group, health and learning needs. At Willow Bank, provision can be made for students who need an alternative learning environment to a classroom and a Nurture Room and personalised timetables are available 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:

- adapted 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. Equipment is funded from the school's SEND budget or, depending on the pupil's needs, secured through local authority specialist services or health professionals such as occupational therapists and physiotherapists.



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 school know how my child or 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, base leaders, 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, Phoenix Learning Centre and home tuition students, overall progress is reviewed half-termly within appropriate meetings
 - for Willow Bank, Magpie Learning Centre, Phoenix Learning Centre and home tuition students, formal reports are compiled each term
 - for Willow Bank, Magpie Learning Centre and Phoenix Learning Centre students, formal parents' evenings are held twice a year
- at Willow Bank, Magpie Learning Centre and Phoenix 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, Magpie Learning Centre and Phoenix 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 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 or young person?

The Children's Hospital School staff pride themselves in providing high-quality, adaptive teaching, 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 support for additional needs are offered targeted interventions. 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 Psychotherapy
- Careers guidance and support
- Nurture Group
- Protective Behaviours group
- Talkabout – social communication skills development programme
- ASDAN accredited courses, including the Independent Living short course with a focus on preparing for post-16
- Personal development programmes in the Specialist Base, including work on growth mindset and executive functioning
- Home visits
- Parental support group
- Thrive – whole school approach to promote positive mental health and emotional wellbeing in children
- Emotional Literacy Support Assistant (ELSA) work
- Support from the school's Youth and Family Support Workers
- Support from the school's Transition Worker
- A range of timetabled personal development sessions including Duke of Edinburgh Award Scheme, Post-16 planning, personal finance and arts/crafts
- Nurture and well-being sessions such as cooking, gardening, yoga and crafting.

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.



How we evaluate our SEND provision

Leaders review the progress, attendance, engagement and wellbeing of pupils with SEND each half term. The impact of interventions is measured against baseline assessments taken at the start and end of each programme, and support that is not having the intended effect is adapted or replaced. Pupil and parent views are gathered through progress reviews, annual reviews and surveys. The SENCO reports on SEND provision to the Governing Body through the link SEND governor, and these findings inform the SEND department's self-evaluation and improvement plan.



7. How is the decision made about what type and how much support my child or 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, Magpie Learning Centre and Phoenix Learning Centre will follow the Children's Hospital School curriculum. Curriculum documents are available on the school website here <https://www.childrenshospitalschool.leicester.sch.uk/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, adaptive teaching that is matched to need. Teaching assistants are available to support students as required.

For pupils who need SEN support but do not have an EHCP, we follow the graduated approach set out in the SEND Code of Practice. We assess the pupil's needs, agree outcomes and plan support with the pupil and their family, put the support in place, and review its impact at least termly. Where a pupil remains on the roll of their own school, we share this information with their school's SENCO so that support continues when the pupil returns.



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 or 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, The Magpie Learning Centre and The Phoenix Learning Centre in addition we offer:
 - Breakfast Club
 - Personal tutor support
 - Nurture provision for short term support within the school day
 - Personal, Social, Health and Economic (PSHE) education, including Relationships, Sex and Health Education (RSHE)
 - Healthy Schools, Healthy Eating, and specific dietary needs
 - School Nursing Service support
 - Family support through the school's Youth and Family Support Workers
 - Education Welfare Officer support where statutory attendance procedures apply

"Highly trained staff, including a well-resourced therapy team, support pupils to understand their emotions and anxieties."

"Highly trained education, health and therapy staff work well together. Research and reflective practice are a common feature of the school's training and development programme. This ensures that all staff provide exceptional support for all pupils."

OFSTED (October 2023)



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

Within school, the SENCo is qualified 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 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.

Our day school settings 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)
- Council Safeguarding teams, Social Care and Health
- Children Looked After and Virtual Schools' Services
- Careers advice services

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



11. What training have the staff supporting children or 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 evidence informed practice, ensuring that teaching and learning strategies meet the needs of all students.

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

- Effective teaching and learning strategies based on evidence-informed approaches which is lead and supported through the school's Teaching and Learning Group.
- Supporting special educational needs in the classroom e.g. Autism, Speech and Language, Specific Learning Difficulties
- Safeguarding and SEND
- Understanding and supporting emotionally based school avoidance (EBSA), informed by the school's membership of the Local Authority's EBSA steering group
- Access to pedagogical coaching
- Peer reviews to share good practice. This includes Challenge Partners, National Association of Hospital Education (NAHE), and the City of Leicester Association of Special School (CLASS)

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 National Award for SEN Co-ordination (NASENCO), the National Professional Qualification for Senior Leadership (NPQSL) and a Level 7 qualification in specialist assessment, and is the school's Assessor for Examination Access Arrangements. He leads the EHCP planning process and is our Designated Teacher for Children Looked After and a Deputy Designated Safeguarding Lead. 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 11 years and having taught children with SEND for the last 21 years, he has long standing experience in supporting children and young people with a variety of special educational needs.

The SENCO is supported in their work by the Assistant SENCO, Ms Bethany Carr, and by the wider school staff body. Within our Specialist base provision, the SENCo is supported by Specialist base Lead Teachers at the Magpie Learning Centre and Phoenix Learning Centre. All staff contribute effectively to SEN procedures and practices, including being an integral part of the EHCP implementation and monitoring process.

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. Under the Equality Act 2010, the school must also plan to increase access to education for disabled pupils over time. Our Accessibility Plan covers:

- 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.

Admission of disabled pupils

Places at The Children's Hospital School are offered according to whether each setting can meet a pupil's health and educational needs, using the referral criteria for that setting. We do not refuse a place because a pupil is disabled. Where a disabled pupil or their parent or carer needs adjustments to take part in the referral, visit or assessment process, such as a home visit instead of a visit to a site, or information in an alternative format, we will make them.

Access to our sites

We teach pupils on hospital wards, at home and at our day sites. Inpatient teaching takes place in hospital buildings and follows the hospital's own access arrangements. Home tuition is planned around the pupil's needs and their home. Our day sites differ in age, layout and facilities, so before a pupil starts, we talk with the family about any physical, sensory or other access needs and, where helpful, arrange a visit. If a pupil cannot access part of a site, we make reasonable adjustments, for example by moving a lesson to an accessible room or providing teaching in another setting. Detailed access information for each site is available on request from the school office.



Accessibility Plan

Our Accessibility Plan sets out how we will improve disabled pupils' access to the curriculum, the physical environment and written information. It is available on the school website or on request from the school office.

<https://www.childrenshospitalschool.leicester.sch.uk/wp-content/uploads/2021/11/Accessibility-Plan.pdf>

Supporting pupils with medical conditions

As a hospital school, we are the educational provision for children and young people whose medical needs mean they cannot attend their own school. Pupils come to us because their health needs have already been identified, usually with a clinician or therapy service supporting the referral, so meeting those needs is at the heart of everything we do. Medical care and treatment are led by each pupil's clinical team; our role is to provide education that fits around that care and supports their recovery. Where required, pupils have an Individual Healthcare Plan, drawn up with the pupil, their family and the health professionals involved. It sets out their medical needs, the support they need in school and what to do in an emergency, is shared with the staff who work with them, and is reviewed at least annually or sooner if their needs change. We follow the DfE statutory guidance Supporting pupils at school with medical conditions

Access to educational visits

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 staffing 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.

Careers Advice

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. The school's governing body includes two parent governors, who help ensure the views of parents and carers are represented. 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, Magpie Learning Centre and Phoenix 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, Jayne Lister and our Alternative Provision Specialist Taskforce which is led by Ms Emma Compton.

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.

Complaints

If parents or carers have concerns regarding the SEND provision at CHS, they are encouraged to speak directly with the SENCo in the first instance. If the issue remains unresolved, the school's formal complaints procedure should be followed. This can be accessed via the school website or by contacting the school office.

Our complaints policy is available at <https://www.childrenshospitalschool.leicester.sch.uk/wp-content/uploads/2023/10/339.-Complaints-Policy-FPP-24-10-25.pdf>



If you disagree with a decision about an Education, Health and Care needs assessment or plan, the local authority must offer independent disagreement resolution and mediation. You also have the right to appeal to the First-tier Tribunal (Special Educational Needs and Disability) about certain decisions, including a refusal to carry out an assessment or issue a plan, or the content of a plan. SENDIASS (see Section 16) can explain how this works and support you through the process.

Complaints about how a local authority has handled an assessment or plan can be made to that local authority and, if still unresolved, to the Local Government and Social Care Ombudsman.



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:	Mrs Sarah Fitzpatrick	0116 497 9993	sfitzpatrick@childrenshospitalschool.leicester.sch.uk
Willow Bank School	Mrs Diane Davies	0116 229 8137	ddavies@childrenshospitalschool.leicester.sch.uk
The Magpie Learning Centre	Ms Nikki Cole	0116 229 8137	ncole@childrenshospitalschool.leicester.sch.uk
The Phoenix Learning Centre	Mrs Roxanne Steane	0116 229 8137	rsteane@childrenshospitalschool.leicester.sch.uk
The Beacon, Glenfield Hospital Inpatients	Mrs Lorraine Pascoe	0116 295 0959	lpascoe@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 Bethany Carr	0116 229 8137	bcarr@childrenshospitalschool.leicester.sch.uk



15. How will the school prepare and support my child or 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 for home tuition, Willow Bank, The Magpie Learning Centre or Phoenix 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, Magpie Learning Centre and Phoenix 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
- Provide support from our Transition Worker, who holds transition reviews with students and their families
- 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 careers adviser(s)
- 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 a Careers Adviser and all professionals will be invited
- Liaise with Post 16 providers and forward all SEN support, EHCPs and examination access arrangement information



16. What other support is available?

More information about the SEN local offer for each of our local authorities is available from *(all links confirmed as live on 05/10/2026)*

Leicester City Council - <https://families.leicester.gov.uk/send-local-offer>

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

Rutland County Council - <https://www.rutland.gov.uk/rutland-information-service/send-local-offer>

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

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

Derbyshire - <https://www.localoffer.derbyshire.gov.uk/home.aspx>

West Northants - <https://www.westnorthants.gov.uk/local-offer>

North Northants - <https://localoffer.northnorthants.gov.uk/>

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

Nottinghamshire - <https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9-2>

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

SENDIASS – SEND Information Advice Support Service:

SENDIASS Leicester City: www.sendiassleicester.org.uk, 0116 248 0862

SENDIASS Leicestershire: sendiass@leics.gov.uk, 0116 305 5614

SENDIASS Rutland: www.sendiassrutland.org.uk, info@sendiassrutland.org.uk, 07977 015 674

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

SOS SEN - www.sossen.org.uk

Support for Parents - <https://parents.actionforchildren.org.uk/>



Appendix 1 – Magpie Learning Centre and Willow Bank School Specialist Base: School's Provision Statement

School	Children's Hospital School
Specialist Base Contacts	Head of School: Diane Davies (Willow Bank), Nikki Cole (Magpie) SENCo: Stewart Scragg Email: referrals@childrenshospitalschool.leicester.sch.uk
Our School	
<p>The Children's Hospital School is a Leicester City Alternative Provision, supporting children and young people whilst in hospital or who are too unwell to attend at their own school. The school consists of 6 parts:</p> <ul style="list-style-type: none">• The Leicester Royal Infirmary inpatient provision for FS2 - KS5• The Beacon, CAMHS inpatient provision at Glenfield Hospital for KS3 – KS5• Willow Bank Day School for KS4 (Leicester)• The Magpie Learning Centre for KS3 – KS4 (Leicester)• The Phoenix Learning Centre for KS3 – KS4 (Hinckley)• Home tuition for KS1 – KS4 <p>The Children's Hospital School is a small school, with supportive and talented staff. It is a place where mutual support goes hand in hand with excellent education and varied enrichment opportunities to thrive; 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 educate, nurture and support recovery to enable pupils to reintegrate as, when and if appropriate. We provide an outstanding provision, working in close partnership with other agencies.</p> <p>The Children's Hospital School's core purpose is:</p> <p>“Working together in a nurturing and happy environment to break down barriers, inspire learning and provide opportunities for all to flourish beyond their expectations”</p> <p>Our core values are <i>kindness, honesty, respect, teamwork, integrity, enjoyment and equality</i>.</p>	



Specialist Base Provision in Leicester

The school's SEND provision is for Year 9-11 pupils identified as having special educational needs which predominantly present in **very high levels of anxiety** and associated barriers to learning: for example, emotionally based school absence, low resilience, low self-esteem and difficulties with social interactions.

Students may have [not exclusively]:

- associated anxiety, low mood or phobic/fear behaviours such as separation anxiety which has resulted in difficulty in the CYP attending lessons within their mainstream or DSP provision and;
- diagnosis of neurological difference or on pathway i.e. Autism, ADHD and/or SEMH needs such as Mutism, OCD, anxiety, mood disorder.
- Input from external services evidenced: LCI/SEMH/EP and Health (this would need to be evidenced within an EHCP, reports etc) will highlights need related to MH with possible attendance issues.

Due to the mixed and complex needs of the pupils at this school, placements will not be considered for pupils who present with aggressive behaviours or who have been excluded or in danger of exclusion.

The provision has 22 places for 2026/27 across Year 9 (at The Magpie Learning Centre) and Years 10 and 11 (at Willow Bank); all these pupils will have an Education, Health and Care Plan, detailing a primary need of either Communication and Interaction (ASD/SCD) or Social, Emotional and Mental Health needs which are primarily **anxiety-based**. The Specialist Base environment at Willow Bank has two classrooms and a smaller intervention space. Pupils will also have access to wider school facilities including the canteen and recreation facilities.

The aims and purpose of the provision are to provide:

- A structured, calm and supportive, low arousal environment where pupils can feel secure, develop confidence and achieve their potential.
- An age appropriate broad and balanced curriculum that is adapted to take account of heightened levels of anxiety and missed learning.
- Teaching from a team of staff that are high experienced in working with young people with **anxiety and** supporting them to develop resilience
- Teaching that utilises a wide range of teaching methods and styles to meet the needs of individual pupils.
- Specific activities to develop the skills, strategies and behaviours needed to make a successful transition into post-16 education.
- Opportunities to develop the skills, strategies and behaviours needed to prepare for adulthood.
- Targeted interventions to support each pupil's wider development, for example to develop resilience, independence and social skills.
- The provision will support students to identify and self-manage sensory processing needs that are contributing to high anxiety leading to school avoidance.
- The provision will provide safe-spaces for young people to withdraw to when experiencing high-levels of anxiety resultant from over stimulation.
- Close partnership working with parents/carers and outside agencies to ensure successful outcomes for pupils.



Students will:

- Build up engagement in lessons by attending agreed numbers of lessons over a period of time.
- Be supported to increase confidence in interaction and communicating with highly familiar adults and peers.
- Have help to enhance their self-confidence so students face tasks perceived as challenging in a positive frame of mind.
- Have access to a core group of consistent and familiar adults who provide a daily meet and greet and regular emotional check ins throughout the school day.
- Take part in interventions which aim to secure increased attendance at school. This will be a joint approach between adults in school, home and other agencies involved, leading to an agreed plan of action that is implemented consistently and carefully monitored and supported.
- Have access to individual or small group work to address anxiety and how to build positive relationships, with the opportunity to practise these in the wider environment.
- Have well planned, highly supported transitions between the SEND provision and post-16 providers to ensure a successful transition between key stage 4 and 5.
- Use approaches such as guided imagery and mindfulness to understand and identify emotional responses helping to manage their emotions.
- Be taught strategies to support re-engagement with adults and activities when avoidant behaviours are exhibited.
- Be provided with support to manage their sensory needs to allow them to participate in educational opportunities provided both within the provision and in their wider community.

Our Expertise

All staff in the provision and at the Children's Hospital School are highly skilled and experienced in meeting Social, Emotional and Mental Health needs – especially anxiety-based needs - and therefore are well placed to support children with high levels of anxiety.

Our Alternative Provision Specialist Taskforce (APST) has extensive experience and training in meeting the wider needs of children with anxiety-based difficulties and will work closely with children. Specialists we have access to include:

- Art Psychotherapist
- Thrive practitioner
- Family support Worker
- Youth Worker
- Careers Advisor
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Counsellor

Our Facilities



The provision has 2 classrooms and a small intervention space. The provision is a formal learning environment which uses a highly engaging curriculum that is adapted to need and ability but still in line with that being taught in Willow Bank School. When appropriate, and beneficial to the pupil, pupils placed in the provision will be taught in the main classes at Willow Bank School.

Pupils are taught with higher ratios of adults to pupils and in significantly smaller sized classes. Teaching and learning is delivered to ensure accelerated progress is made and the focus is always on engagement and progress. Where appropriate, specialist teachers or other specialist practitioners may work with pupils. There is a strong ethos of building engagement through nurture, and pupils will always have access to additional nurture activities where appropriate.

Pupils in the provision have access to a bespoke range of specific interventions designed to meet individual needs; examples of these are: emotional development sessions, social skills development, life skills sessions as well as academic interventions such as reading or numeracy if required. They will also have access to a range of enrichment opportunities to support their anxiety-related needs.

Each pupil's effort, well-being and independence is tracked half-termly in each subject whilst in the unit. We also use our Whole Child Attributes framework to monitor each pupil's progress in a more holistic way. Progress demonstrated through monitoring in these areas will be used to help determine if the child is ready to access more of their learning within the wider Willow Bank School setting.

During non-structured times, pupils are supported by staff who support children to manage their anxiety and to develop self-regulation strategies. Adults support pupils with their social and interaction skills and help them develop their personal independence skills. During these periods, pupils will have access to the school's canteen, recreation facilities and outdoor space.

How we work in partnership with parents/carers and families-

Once a place at the provision has been finalised, the pupil will be offered transition visits, including initial visits with parents. The pupil will receive a 'My New School' booklet that contains photographs of their new teachers, classrooms, and all other areas they have access to.

When pupils begin their journey with us, they will join Willow Bank School's New Pupil Assessment Group. This is a three-week period where pupils will attend for one morning and one afternoon per week. During this time, they will have opportunities to complete academic baseline assessments, meet key staff, orientate themselves in the school and observe lessons within the provision.

After the three-week assessment period, pupils will gradually build their time up in the provision, initially by attending for one full day, one morning and one afternoon. Pupils will be supported to build up the time they spend in the provision when appropriate with the aim of eventually attending full-time. A flexible approach to timetabling will always be maintained to ensure that we are meeting the needs of each pupil.

Parents/carers are actively encouraged to be involved with all aspects of their child's education. Parental consultation afternoons are held twice a year, and we have annual EHCP reviews. Parents/carers are always welcome to make an appointment or have a telephone conversation to discuss any concerns they may have.

Staff are supported to share positive progress as frequently as possible with parents/carers either by post, email or by telephone.

Transport is provided in accordance with the Local Authority SEND transport policy.



What your child will study

The provision reflects the calm, quiet and nurturing nature of the school. All pupils in the provision follow an age-appropriate, broad and balanced curriculum, which is adapted to each child's anxiety-based difficulties and takes account of previously missed learning.

The curriculum is flexible and is adapted to meet individual needs. There are different pathways within the provision that cater for different needs. As a minimum, pupils will study English and Maths with most pupils also studying Science. Where appropriate pupils may be offered a broader curriculum and choose option subjects from Art, Film Studies and Health and Social Care, depending on needs, alongside ASDAN accredited courses. This is complemented by a personal development curriculum that includes opportunities to develop social communication skills, plan for post-16 education and access nurture activities that help prepare for adulthood.

The pupils in the provision will receive individualised interventions to support their learning. Staff will incorporate the pupils' strengths and interests in their planning to ensure short and long-term outcomes in their EHCP are also addressed.

Pupils will access a curriculum that supports high levels of engagement with personalised learning. Furthermore, nurture and/or therapeutic activities will be put in place to support each pupil's anxiety-based needs.

Setting targets/Pupil Passports

All pupils have a pupil passport, which include strategies and interventions to support positive progress.

Progress towards these short-term outcomes is continually monitored and formally reviewed three times a year (once will be at the annual EHCP review) with parents/carers, and if appropriate, the pupil, in accordance with the SEND Code of Practice 2015. Pupil voice will always be collated even if the pupil is not present in the meeting.

At these meetings, new outcomes may be set in collaboration with professionals, parents/carers and the pupil where appropriate. Pupils' outcomes are communicated clearly with all relevant parties involved in working with the pupils.

Pupils may also undergo other formal and informal assessments, where appropriate, by the unit team, SENCo and outside agencies, such as the Educational Psychologist.

Wellbeing support



The provision and its curriculum are set up to support young people to overcome the barriers to learning that arise through anxiety-based needs including emotionally based school absence. This is aligned with staff who have received specialist CPD in working with young people with a range of mental health needs including self-harming behaviours, disordered eating, trauma and attachment difficulties. Staff have also received specific training in supporting autistic young people within the classroom.

The provision follows the whole school behaviour policy. The provision is supported by the school's APST and SENCo to support positive engagement where necessary.

There will be ongoing communication with the pupil's family as and when required to support the pupil and their family. This may be done face-to-face or a phone call home.

Pupils are supported to manage their anxiety through their timetable by the inclusion of wellbeing activities. Some pupils, where health professionals agree, may attend on a part time basis, though this will be kept under review, with the aim to attend as fully as possible.

A variety of interventions are delivered to support anxiety-related difficulties. We use the Thrive approach to address the emotional developments of each pupil in a consistent school-wide approach with individual action plans.

Support from specialist staff

The provision works collaboratively with external agencies to seek guidance and support for individual pupils. Pupils in the provision will receive lessons taught by adults with extensive experience and expertise in supporting children with high levels of anxiety. Where appropriate, specialist teachers will also be used – for example sports coaches for PE.

Inclusion

Where appropriate, pupils will be given opportunities to attend classes and trips with the wider school cohort; support will be put in place as required to facilitate this.

Pupils will have the opportunity to take part in all school events and activities and have the same access to the school's facilities and resources as all other pupils.



17. Appendix 2 – Phoenix Learning Centre Specialist Base: School's Provision Statement

School	Children's Hospital School (Phoenix Learning Centre – Hinckley)
Specialist Base Contacts	SEND Provision Lead: Roxanne Steane SENCo: Stewart Scragg Email: referrals@childrenshospitalschool.leicester.sch.uk
Our School	
<p>The Children's Hospital School supports children and young people whilst in hospital or who are too unwell to attend at their own school. The school consists of 6 parts:</p> <ul style="list-style-type: none">• The Leicester Royal Infirmary inpatient provision for FS2 - KS5• The Beacon, CAMHS inpatient provision at Glenfield Hospital for KS3 – KS5• Willow Bank Day School for KS4 (Leicester)• The Magpie Learning Centre for KS3 – KS4 (Leicester)• The Phoenix Learning Centre for KS3 – KS4 (Hinckley)• Home tuition for KS1 – KS4 <p>The Children's Hospital School is a school with supportive and talented staff. It is a place where mutual support goes hand in hand with excellent education and varied enrichment opportunities to thrive; 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 educate, nurture and support recovery to enable pupils to reintegrate as, when and if appropriate. We provide an outstanding provision, working in close partnership with other agencies.</p> <p>The Children's Hospital School's core purpose is:</p> <p>“Working together in a nurturing and happy environment to break down barriers, inspire learning and provide opportunities for all to flourish beyond their expectations”</p> <p>Our core values are <i>kindness, honesty, respect, teamwork, integrity, enjoyment and equality</i>.</p>	
Specialist Base Provision in Hinckley	



The school's SEND provision at The Phoenix Learning Centre is for Year 9-11 pupils identified as having special educational needs which predominantly present in **very high levels of anxiety** and associated barriers to learning: for example, emotionally based school absence, low resilience, low self-esteem and difficulties with social interactions.

Students may have [not exclusively]:

- associated anxiety, low mood or phobic/fear behaviours such as separation anxiety which has resulted in difficulty in the CYP attending lessons within their mainstream or DSP provision and;
- diagnosis of neurological difference or on pathway i.e. Autism, ADHD and/or SEMH needs such as Mutism, OCD, anxiety, mood disorder.
- Input from external services evidenced: LCI/SEMH/EP and Health (this would need to be evidenced within an EHCP, reports etc) will highlights need related to MH with possible attendance issues.

Due to the mixed and complex needs of the pupils at this school, placements will not be considered for pupils who present with aggressive behaviours or who have been excluded or in danger of exclusion.

The provision will cater for up to 16 pupils across Years 9, 10 and 11; all these pupils will have an Education, Health and Care Plan, detailing a primary need of either Communication and Interaction (ASD/SCD) or Social, Emotional and Mental Health needs which are primarily **anxiety-based**. The SEND provision environment is calm/quiet with classrooms, a large open plan space along with areas for eating and relaxing. It is close to many local community facilities within Hinckley such as the leisure centre, museums, shops and local parks which are all accessed as part of the offer.

The aims and purpose of the provision are to provide:

- A structured, calm and supportive, low arousal environment where pupils can feel secure, develop confidence and achieve their potential.
- An age appropriate broad and balanced curriculum that is adapted to take account of heightened levels of anxiety and missed learning.
- Teaching from a team of staff that are highly experienced in working with young people with anxiety and supporting them to develop resilience.
- Teaching that utilises a wide range of teaching methods and styles to meet the needs of individual pupils.
- Specific activities to develop the skills, strategies and behaviours needed to make a successful transition into post-16 education.
- Opportunities to develop the skills, strategies and behaviours needed to prepare for adulthood.
- Targeted interventions to support each pupil's wider development, for example to develop resilience, independence and social skills.
- Support for students to identify and self-manage sensory processing needs that are contributing to high anxiety leading to school avoidance.
- Safe-spaces for young people to withdraw to when experiencing high-levels of anxiety resultant from over stimulation.
- Close partnership working with parents/carers and outside agencies to ensure successful outcomes for pupils.

Students will:

- Build up engagement in lessons by attending agreed numbers of lessons over a period of time.



- Be supported to increase confidence in interaction and communicating with highly familiar adults and peers.
- Have help to enhance their self-confidence so students face tasks perceived as challenging in a positive frame of mind.
- Have access to a core group of consistent and familiar adults who provide a daily meet and greet and regular emotional check ins throughout the school day.
- Take part in interventions which aim to secure increased attendance at school. This will be a joint approach between adults in school, home and other agencies involved, leading to an agreed plan of action that is implemented consistently and carefully monitored and supported.
- Have access to individual or small group work to address anxiety and how to build positive relationships, with the opportunity to practise these in the wider environment.
- Have well planned, highly supported transitions between the SEND provision and post-16 providers to ensure a successful transition between key stage 4 and 5.
- Use approaches such as guided imagery and mindfulness to understand and identify emotional responses helping to manage their emotions.
- Be taught strategies to support re-engagement with adults and activities when avoidant behaviours are exhibited.
- Be provided with support to manage their sensory needs to allow them to participate in educational opportunities provided both within the unit and in their wider community.

Our Expertise

All staff in the provision and at the Children's Hospital School are highly skilled and experienced in meeting Social, Emotional and Mental Health needs – especially anxiety-based needs - and therefore are well placed to support children with high levels of anxiety.

We have experienced teachers, higher level teaching assistants, pastoral support and transition support workers.

Our Alternative Provision Specialist Taskforce (APST) has extensive experience and training in meeting the wider needs of children with anxiety-based difficulties and will work closely with children. Specialists we have access to include:

- Art Psychotherapist
- Group Theraplay© specialist
- Thrive practitioner
- Family support Worker
- Youth Worker
- Careers Advisor
- Educational Psychologist
- Speech and Language Therapist
- Occupational Therapist
- Counsellor

Our Facilities



The provision is based within the historic Atkins Building in the centre of Hinckley. This converted textile factory offers large spaces which are quiet and very calm. There are separate classrooms along with a large open plan area which is divided into different zones for curriculum areas, eating, socialising and wellbeing activities.

The provision provides a positive learning environment which uses a highly engaging curriculum that is adapted to need and ability. It is close to many local community facilities within Hinckley such as the leisure centre, museums, shops and local parks which are all accessed as part of the offer.

Pupils are taught with higher ratios of adults to pupils and in significantly smaller sized classes. Teaching and learning are delivered to ensure accelerated progress is made and the focus is always on engagement and progress. Where appropriate, specialist teachers or other specialist practitioners may work with pupils. There is a strong ethos of building engagement through nurture, and pupils will always have access to additional nurture activities where appropriate.

Pupils in the provision have access to a bespoke range of specific interventions designed to meet individual needs; examples of these are: emotional development sessions, social skills development, life skills sessions as well as academic interventions such as reading or numeracy if required. They will also have access to a range of enrichment opportunities to support their anxiety-related needs.

Each pupil's effort, well-being and independence is tracked half-termly in each subject whilst in the provision. We also use our Whole Child Attributes framework to monitor each pupil's progress in a more holistic way.

During non-structured times, pupils are supported by staff who support children to manage their anxiety and to develop self-regulation strategies. Adults support pupils with their social and interaction skills and help them develop their personal independence skills.

How we work in partnership with parents/carers and families-

Once a place in the provision has been finalised, the pupil will be offered transition visits, including initial visits with parents. The pupil will receive a 'My New School' booklet that contains photographs of their new teachers, classrooms, and all other areas they have access to.

When pupils begin their journey with us, they will have a supported transition for the first few weeks. During this time, they will have opportunities to complete academic baseline assessments, meet key staff and orientate themselves in the school.

Pupils will be supported to build up the time they spend in the provision when appropriate with the aim of eventually attending full-time. A flexible approach to timetabling will always be maintained to ensure that we are meeting the needs of each pupil.

Parents/carers are actively encouraged to be involved with all aspects of their child's education. Parental consultation afternoons are held twice a year, and we have annual EHCP reviews. Parents/carers are always welcome to make an appointment or have a telephone conversation to discuss any concerns they may have.

Staff are supported to share positive progress as frequently as possible with parents/carers either by post, email or by telephone.



Transport is provided in accordance with the Local Authority SEND transport policy.

What your child will study

The provision reflects the calm, quiet and nurturing nature of the school. All pupils follow an age-appropriate, broad and balanced curriculum, which is adapted to each child's anxiety-based difficulties and takes account of previously missed learning.

The curriculum is flexible and is adapted to meet individual needs. There are different pathways within the provision that cater for different needs. As a minimum, pupils will study English and Maths with most pupils also studying Science. Where appropriate, pupils are also offered a broader curriculum which includes PSHE, Citizenship, Arts Award, Computing, RE and physical activities.

This is complemented by a personal development curriculum that includes opportunities to develop social communication skills, plan for post-16 education and access nurture activities that help prepare for adulthood.

The pupils in the provision will receive individualised interventions to support their learning. Staff will incorporate the pupils' strengths and interests in their planning to ensure short and long-term outcomes in their EHCP are also addressed.

Pupils will access a curriculum that supports high levels of engagement with personalised learning. Furthermore, nurture and/or therapeutic activities will be put in place to support each pupil's anxiety-based needs.

Setting targets/Pupil Passports

All pupils have a pupil passport, which include strategies and interventions to support positive progress.

Progress towards these short-term outcomes is continually monitored and formally reviewed three times a year (once will be at the annual EHCP review) with parents/carers, and if appropriate, the pupil, in accordance with the SEND Code of Practice 2015. Pupil voice will always be collated even if the pupil is not present in the meeting.

At these meetings, new outcomes may be set in collaboration with professionals, parents/carers and the pupil where appropriate. Pupils' outcomes are communicated clearly with all relevant parties involved in working with the pupils.

Pupils may also undergo other formal and informal assessments, where appropriate, by the team, SENCo and outside agencies, such as the Educational Psychologist.

Wellbeing support



The provision and its curriculum are set up to support young people to overcome the barriers to learning that arise through anxiety-based needs including emotionally based school absence.

This is aligned with staff who have received specialist CPD in working with young people with a range of mental health needs including self-harming behaviours, disordered eating, trauma and attachment difficulties. Staff have also received specific training in supporting autistic young people within the classroom.

We follow the whole school behaviour policy. The provision is supported by the school's SENCo and other specialists to support positive engagement where necessary. There will be ongoing communication with the pupil's family as and when required to support the pupil and their family. This may be done face-to-face or a phone call home.

Pupils are supported to manage their anxiety through their timetable by the inclusion of wellbeing activities. Some pupils, where health professionals agree, may attend on a part time basis, though this will be kept under review, with the aim to attend as fully as possible.

A variety of interventions are delivered to support anxiety-related difficulties. We use the Thrive approach to address the emotional developments of each pupil in a consistent school-wide approach with individual action plans.

Support from specialist staff

The provision works collaboratively with external agencies to seek guidance and support for individual pupils. Pupils will receive lessons taught by specialist teachers with extensive experience and expertise in supporting children with high levels of anxiety.

Inclusion

All pupils are given opportunities to access a broad and balanced curriculum, and to attend any trips or visits with support in place as required to facilitate this.



Glossary of Key SEN Terms

EHCP

Education, Health and Care Plan – a legal document outlining the support a child or young person with special educational needs requires.

SENCo

Special Educational Needs Coordinator – the teacher responsible for coordinating SEN provision within a school.

Specialist Base / DSP

Specialist Base – specialist provision attached to a school for pupils with an EHCP, previously known as a Designated Specialist Provision (DSP).

SEMH

Social, Emotional and Mental Health – a category of SEN relating to emotional wellbeing and mental health challenges.

ASD

Autism Spectrum Disorder – a developmental condition affecting communication, behaviour, and social interaction.

ADHD

Attention Deficit Hyperactivity Disorder – a condition characterised by inattentiveness, hyperactivity, and impulsiveness.

CAMHS

Child and Adolescent Mental Health Services – NHS services that support children and young people with mental health difficulties.

SEND

Special Educational Needs and Disabilities – a term used to describe children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

High-quality teaching

Well-planned, inclusive teaching that all pupils receive every day and that meets the needs of most learners, including those with SEND. It is the first step in supporting pupils with additional needs, before any extra or targeted support is added. It was previously known as "Quality First Teaching".

Adaptive teaching



Adjusting teaching in response to pupils' needs while keeping the same high expectations for all, for example through scaffolding, flexible grouping, explicit instruction, pre-teaching key vocabulary and the use of technology. It replaces the older term "differentiation", which often meant planning separate tasks or lowering expectations for some pupils.

Engagement Model

An assessment tool used for pupils working below the level of the national curriculum, focusing on engagement rather than attainment.