

# THE CHILDREN'S HOSPITAL SCHOOL



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## SEND Policy

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The Children's Hospital School at Great Ormond Street & UCH		
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## Introduction

This policy describes how the Children's Hospital School and Activity Centre will respond to the requirements and agenda of the Special Educational Needs Code of Practice 0-25 years 2014 as well as the Equalities Act 2010, in order to meet most effectively, children's special or additional educational needs.

The Assistant Head Teacher/SENCO and Lead Practitioner SEN formulated this SEND policy in liaison with the SEN governor, the Senior Leadership Team, school staff and parents/carers of pupils with SEND.

The Children's Hospital School and Activity Centre also have an SEND Information Report, including a short version and Accessibility Plan. The Accessibility Plan describes how we are removing barriers and improving the School for children and adults with SEND. These documents are available on the school network, on our website and copies can be requested from the School Office.

At the Children's Hospital School and Activity Centre we welcome all children including those who have different learning styles and may be identified as having Special Educational Needs and Disabilities (SEND). We have high expectations for our pupils and will ensure that all children have the opportunity to achieve, to realise their potential and make progress in their academic, as well as social and emotional development.

Parents, Carers, Children and Young People are actively involved with their assessment and all decisions. We aim to empower them, focusing on what is important to them now and in the future.

Inclusion is at the centre of our aims and values and as such we have a commitment to a whole school approach – that is the provision for children with SEND is the responsibility of the whole school and all members of the school community. We believe that inclusion is successful when attitudes are welcoming, positive and empathetic; when there is sufficient and appropriate support for the child, the parents and the home school; and when good links are established between all of these

A shared vision of inclusion permeates all of our policies and therefore this policy should be read in conjunction with other related policies that describe how we provide support, guidance and encouragement to learners in our school and Activity Centre. These include:

- Admissions
- Equalities
- Relationships
- Child Protection and Safeguarding
- Positive Touch

## **Definition of Special Educational Needs and Disabilities (SEND)**

A child at the Children's Hospital School and Activity Centre is defined as having SEND when their learning needs require support above and beyond that normally provided in classroom and early years settings. The needs might be associated with different learning styles, emotional, social, mental health, physical, communication, sensory needs or a combination of these.

The SEN Code of Practice describes four main areas of difficulty. It is recognised that some children will experience difficulties in more than one area.

While it is recognised that about twenty per cent of children may have special educational needs at some time, in this specialist hospital where patients are tertiary referrals from other treatment settings, we recognise it is likely that a higher proportion, including some who do not speak English, will have special educational needs.

## **School ethos**

We seek to minimise the interruption and disruption to children and young people's education so that academic progress and an interest in learning will continue, as far as their health permits. Staff will work sensitively with children and parents who may already be traumatised by the experience of serious illness or a complicated medical condition.

Central to our approach is a focus on the strengths of the child and the development of his/her capacity to cope with difficulties.

## **The aim of our policy**

The aim of this policy is to communicate with parents/carers, staff, the local community and the Local Authority how we will make high quality provision for children with SEND and remove barriers to their learning.

## **How the Governing Body will monitor the quality of SEND provision**

Governors will scrutinise the SEND policy, Accessibility Plans and SEND Information Report.

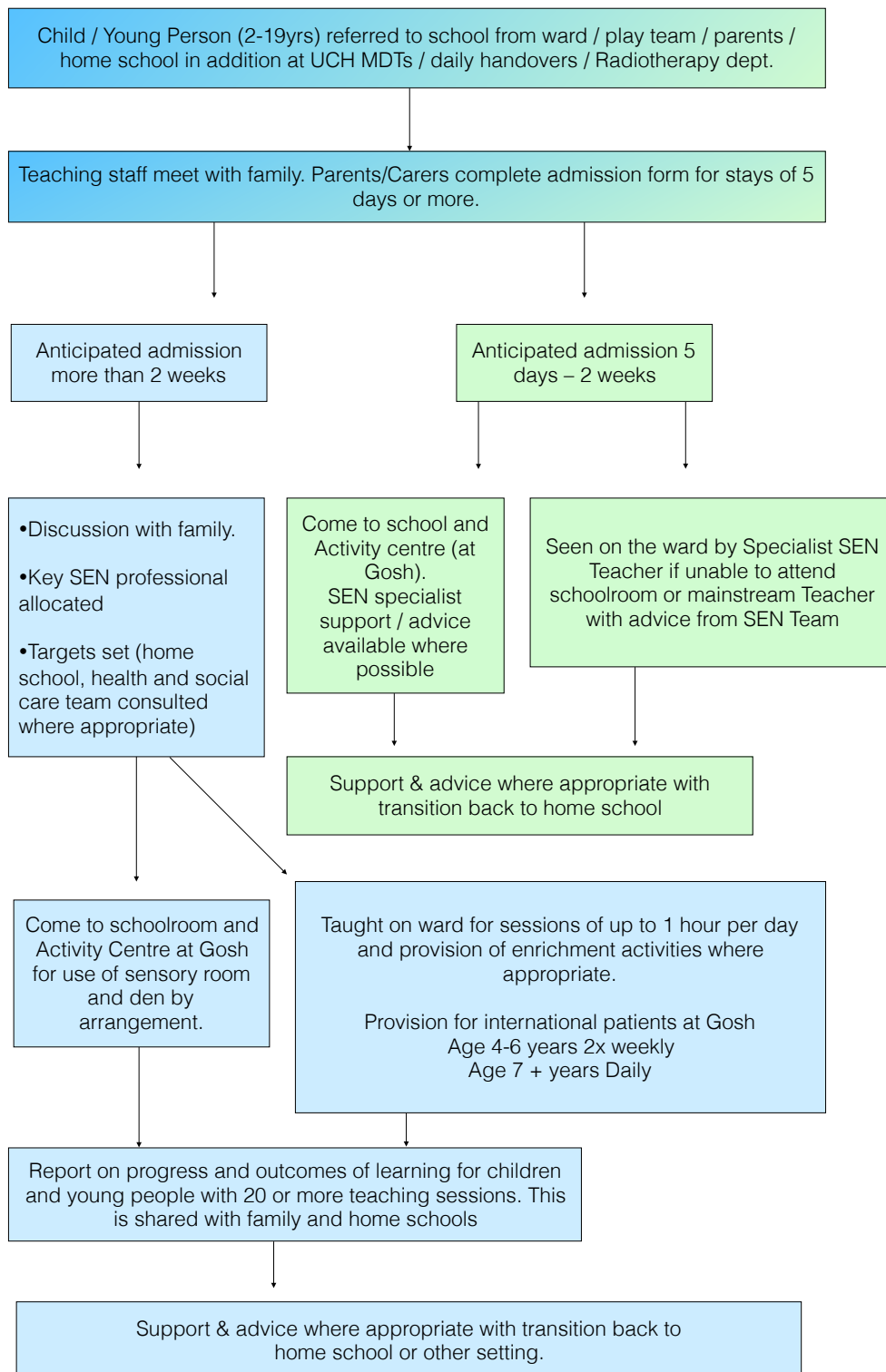
The Governor with responsibility for SEND will monitor and collect information about the School and Activity Centre's provision for children with SEND in a variety of ways, including:

- Meeting regularly with the Leading Practitioner SEN and Assistant Head teacher /SENCO
- Holding discussions with members of staff and parents
- Supporting the School and Activity Centre with any Local Authority (LA) reviews of SEND and in implementing any recommendation
- Supporting School and Activity Centre leaders in their evaluation of SEND provision and relating this to the School Improvement Plan (SIP)
- Reviewing the progress of children with SEND – for example, the number of children and outcomes for pupils with SEND
- Reviewing progress on inclusion matters in the SIP
- Reporting to the governing body

## Admissions arrangements

Children with special education needs and disabilities, including those under five with an Education, Health and Care Plan (EHCP) will be given equal consideration to other long stay and recurring pupils and children in terms of priority.

Short stay pupils who are in hospital will be taught whenever possible but this will depend on staff availability. (cf. Admissions Policy) See 'First steps on your journey' in our School SEND Information report for more detail and the flow chart below.



## **Identification, assessment and planning for support**

We recognise that a pupil has SEND when their learning difficulty or disability requires special educational provision different from or additional to that normally available to pupils of the same age.

We meet pupils and families at the earliest possible opportunity where their stay is likely to be two weeks or more. At this point a 'listening conversation' takes place, which will ascertain whether a child has identified SEND. This will include whether they have a Statement of SEN or Education Health Care Plan (EHCP) or are categorized as having other SEN support and what support they are receiving. The focus is on sharing information that will enable us to plan effectively.

The key teacher meets with the pupil and family to identify targets, topics and strategies for learning. Home schools are contacted at the earliest opportunity to obtain information to support planning.

Where we are alerted in advance to pupils with additional needs, the home school will be contacted so early planning can be established.

We are committed to working collaboratively as a staff team and with outside agencies to meet the needs of pupils. Team teaching and assessment are viewed as core and good practice. Personalised planning and listening to the views of the child and their family are central to this.

Assessment is highly individualised and ongoing, with home school assessments often providing the starting point. These are supplemented by regular, careful and sensitive observations. Where appropriate, a range of published assessments are used, for example, Vision for Doing and Routes for Learning. National Curriculum P Levels and P level programmes of study are used to inform our assessments. We are currently piloting the use of the Engagement Profile and Pre-Entry Level assessments following the recommendations from the Rochford review.

For some pupils the School or Activity Centre will be the first to identify their special educational needs. When this occurs we follow national guidance for the identification of SEN. Where an EHCP is considered appropriate, the school or the parent may apply for this. At present where a child does not have a home school place, the school will support the process. Parents are advised to contact their child's LA for information and guidance.

Our SENCO and Lead Practitioner SEN oversee the identification, assessment, planning and sharing of information to meet the special educational needs of the child.

We recognise that identifying and assessing SEND for children or young people whose first language is not English requires particular care.

We identify areas of need for the pupils within the five broad categories, listed below. We then use this information to allocate the member of staff with the most relevant experience and qualifications.

Communication and Interaction – e.g. speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD).

Cognition and Learning; e.g. Specific Learning Difficulties (SpLD); Moderate Learning Difficulties (MLD), Dyslexia, Dyscalculia, Dyspraxia, Severe Learning Difficulties (SLD) Profound and Multiple Learning Difficulties (PMLD)

Social, Emotional and Mental Health; e.g. Attention Deficit Hyperactive Disorder (ADHD); depression, eating disorder, attachment disorder.

Sensory and/or physical needs; e.g. Blind or Visually Impaired (VI); Deaf or Hearing Impaired (HI); Multi-Sensory Impaired (MSI); Cerebral Palsy etc.

Medical Needs – All of our pupils, as hospital patients, have a medical condition and are under the care of the medical teams at GO/UCHS/UCH.

## **Inclusive teaching and effective support**

Given the significant medical needs of the children and young people and the need to prioritise medical treatment, we try to be as flexible as possible around the time and location of teaching. Schoolrooms sessions run between 10.00 - 12.00 pm and 2.00 -3.30pm. Children and young people taught on the ward are usually offered individual daily sessions of up to one hour.

We know that high quality teaching and well-matched support will make a big difference to the progress of children and young people with SEND. The school leaders work with teachers and support staff to provide effective teaching and support for children and young people with SEND in a variety of ways. These include:

- Providing a staged induction to schoolroom and ward lessons
- Highly individualised, carefully differentiated planning so that all pupils are able to make progress and persevere in circumstances where they may find learning challenging
- Supporting teachers to take full responsibility for the learning and progress of all children and young people
- Using a wide variety of teaching approaches, taking into account different learning styles
- Valuing a team teaching approach that facilitates and promotes high quality teaching and assessment
- Providing stimulating, rich, interactive and responsive teaching environments



- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps
- Providing additional adult support from well trained and well supervised teaching assistants
- Making available specialist equipment and digital technology to support access and participation in learning

## **Reviewing progress**

Where possible, parents and carers will receive regular progress reports. These may be verbal or written documents and may include photographs, video and audio recordings. There is on-going liaison with all those involved with the child's or young person's education.

Targets are set and reviewed at least termly by the lead teacher and the senior leadership team, to ensure that pupils are making good progress where possible. If a target is met or no longer appropriate, it will also be reviewed. Targets may be adapted or new targets set.

Due to medical circumstances, some children and young people may not make progress or may regress. In these circumstances the teacher will meet with the family and members of the SEN team to discuss if a change in approach or curriculum content is appropriate, for example, changes in timing, frequency or focus of sessions.

We ensure that parents / carers are included in the decision making process with regard to setting targets and next steps for learning.

We report formally on the work covered and the progress of all children and young people who have engaged in 20 or more teaching sessions by the end of their stay. Where relevant, pupil progress will be reported with reference to the curriculum they are working on. This report is shared with the child or young person, their parent(s)/carer(s) and home school. Families may also receive photo books, Learning Journeys, Records of Achievement or videos illustrating experiences and progress made during the pupil's time at the hospital school.

Practitioner dialogues and case studies are used regularly, to moderate teaching, learning and progress across the school.

## **Physical Access**

The schoolrooms and Activity Centre are accessible to children with SEND including those in beds, in wheelchairs and attached to lines. Within the hospital there is wheelchair access via ramps and lifts to all facilities. In addition, teaching is available on the wards, at the bedside, for children who are not mobile and for those in isolation such as those in transplant suites.

Accommodation includes:

- Main Schoolroom, Southwood Building, (including a sensory garden) at GOSH
- Schoolrooms on level 11 (primary) and level 12 (secondary) at University College Hospital
- The Activity Centre at GOSH with specialist facilities for early years, and a well resourced adolescents' room, sensory room and garden

## **Curriculum Access**

Whenever possible and appropriate, all children, whatever their special educational needs will be incorporated into the academic, social and general life of the School and Activity Centre. We provide support and differentiated activities to give pupils access to the Early Years Foundation Stage Curriculum (EYFS) and National Curriculum at an appropriate level.

Individual learning programmes and staff support will be provided whenever possible for those who are ward based and unable to participate in group work. Teachers and teaching assistants will plan and work together to ensure that they provide well planned, stimulating lessons with varied activities to meet the needs of all children.

We use a variety of curriculum frameworks to support the planning of effective teaching and learning. Aims and objectives will be discussed with the learner so that assessment may be shared, ensuring the child's active involvement in his/her learning programme. Some learning may be self-directed or resourced, but in all circumstances teaching and learning activities will be adapted to meet individual needs.

All pupils are welcome to join our extra-curricular activities, e.g. half-term school and educational visits and we work hard to remove barriers to participation. Information and details are available from the schoolrooms and Activity Centre.

## **Information Access**

We will make every effort to ensure that we recognise and respond to a pupil's preferred means of communication. We actively promote the use of Makaton signs and symbols with on-going training of staff. We are active in a hospital learning disability steering group. In addition to our own resources, the support and services of external agencies are sought to complement our provision.

The Accessibility Action Plan illustrates our commitment to continuing to improve access for disabled pupils over time and is incorporated into the school's improvement plan and policies.

## **Inclusion**

The School supports the principles of inclusion and actively promotes the involvement of pupils with SEND in all areas of school life. We believe that inclusion is successful when attitudes are welcoming, positive and empathetic. It is essential that sufficient and appropriate support for the child, the parents and the school is in place, to ensure the establishment of strong links.

We aim to strengthen our commitment to inclusive practice by:

- Maintaining an inclusive ethos
- Providing a broad and balanced curriculum for all and planning to meet individual needs by including differentiated activities in all schoolroom schemes of work, lesson plans and ward teaching
- Removing barriers to learning in everyday situations and through monitoring and reviewing the school accessibility plan
- Providing and supporting staff training
- Good employment practice and effective recruitment
- Involving pupils with SEND in their own learning. Listening to and learning about their needs and expectations, by for example, encouraging self-advocacy, choice making, active involvement in the target setting and reviewing process and contributions to the statutory assessment process.
- Developing the role of the Specialist Teaching Assistants to improve access for all students
- Seeking external validation of our approach (Inclusion Quality Mark awarded for the second time in July 2016)

## **How we work in partnership with parents/carers**

Parents and carers are at the heart of our work with children and young people. They have a knowledge and understanding of their child (and their medical condition) and can provide valuable information and advice to help teachers get to know the child quickly and plan appropriate activities and experiences.

Teachers will involve parent(s)/carer(s) in decision-making, target setting and reviewing their child's progress. When appropriate, parent(s)/carer(s) may also be involved in working with their child in the schoolroom / Activity Centre or on the ward.

Advice from the Communications Officer, is available to parents. We are able to provide telephone numbers of local services and help groups and have copies of the Department for Education SEND leaflets, (written for parent(s)/carer(s) and in several languages). These are provided upon request or available for reference/collection from the information display pockets in the school entrance.

## **How we link with hospital and external services to support children with SEND**

We acknowledge the need for close co-operation between all agencies and the need for a multidisciplinary approach to meeting special educational needs.

Within both Hospital Trusts there are strong multidisciplinary networks to help plan and implement programmes to meet individual needs. This can include joint sessions where teachers and therapists work together sharing skills and good practice.

The Communications Officer or a relevant staff member usually attends ward rounds, case conferences and meetings with other professionals.

The Children's Hospital School has established good links with the Multi-Disciplinary Teams and is represented and actively involved in hospital groups and initiatives that promote inclusion, for example the LD steering group, The ORCHID research project into communication for patients and families with learning disabilities and the Family and Equality Diversity group.

Health Professionals are invited to give guidance as necessary for:

- Contributions to Education, Health and Care needs assessments
- Referrals e.g. for home tuition
- Additional assessments

The School and Activity Centre work successfully with outside agencies to support children with SEND. We have established strong links with the Local Authority advisory services, the Medical Needs Pan London Network and the Pan London Hospital and Home Tuition service.

## **How we link with home schools and early years providers**

Continuity in education is one of our main aims, so every effort is made to establish and maintain good links with the child's home school or early years provision for the duration of their hospital stay and around transitions.

When a child is likely to receive 10 or more teaching sessions, the relevant staff member or Communications Officer at GOSH / UCH will:

- Contact the home school / early years provider and request information on pupil's capabilities, progress and programmes of work, including copies of the pupil's IEP, Levels and EHCP, where appropriate.
- Liaise with the home school / early years provision, pupil, parents and ward staff to support the personal education plan (PEP) and the extent to which continuity of provision is appropriate.
- Support and encourage pupils to maintain links with home schools/early years provision and peers through visits, cards, email and video links etc.
- Liaise with parents and the home school /early years provision to prepare for discharge from hospital and to facilitate the reintegration of the pupil into the home school/early years provision, or home teaching service.
- For pupils who have had 20 or more teaching sessions, a discharge pro-forma and school report is sent to the home school or Early Years provider.

## **Links with other schools**

As part of our continuing professional development programme, teachers are encouraged to visit and learn from other special and mainstream schools. Visits are also made for the purposes of benchmarking, moderation and the reintegration of pupils.

Teachers from mainstream, special schools and home tuition services are regularly invited to visit the Children's Hospital School and Activity Centre.

We are one of the leading schools in the Pan London .5 PMLD forum. The Forum meets at least once a term to share and discuss good practice and for the purpose of moderation.

## **How we link with the local community**

We use community links as a resource to enrich our curriculum and aim to ensure pupils with SEND are not disadvantaged when organising educational visits.

Within the hospital there are many links, for example, the Chaplaincy, the Volunteer Department and the Play Department. Some of the volunteers work regularly in our school and Activity Centre.

## **Training**

We have considerable SEND expertise among the staff group and this is shared within the School and Activity Centre on a regular basis through buddying and team teaching. We also work with wider audiences within and beyond the hospital in an outreach capacity.

There is an annual audit of staff training needs with opportunities to participate in school based and external courses. Training is responsive to need and priority is given to staff training needs identified in the School Improvement Plan.

## **Resources**

We have a substantial level and variety of general resources available to enhance curriculum access. We have particularly good ICT resources, including communication devices, switches, computer hardware and software, iPads and adaptive gaming technology.

Some larger and more expensive pieces of equipment are occasionally purchased through donated funds as and when required for specific pupils. Although there is an SEN budget for the purchase of everyday equipment and resources, funding is also available from other curriculum budgets. The provision of education for SEND pupils is seen as an integral part of the hospital school's teaching and this is reflected in the way it is funded.

The Activity Centre has facilities for practical /sensory activities. It has a sensory room, which is accessible and resources that are switch operable.

Pupils have access to sensory rooms on both hospital sites which are organized and maintained by hospital staff.

## **How we respond to complaints from parents**

Should a parent/carer feel dissatisfied with the SEND provision for their child, they should approach the child's lead teacher. It is hoped that any matter can be settled quickly and effectively through meeting with the teacher. If the matter is not resolved they should then approach the Assistant Head Teacher SENCO (Achievement for All).

If a parent/carer feels the need to proceed further, they should approach the Head Teacher, stating their complaint in writing if possible. The Head teacher will respond within two working weeks.

If both approaches above have been explored fully and parent(s)/carer(s) are still dissatisfied they should address their grievance, in writing if possible, to the governor responsible for SEND. The governor will respond within two working weeks.

See School Complaints Policy

## **Monitoring and evaluation**

The Head Teacher, Assistant Head/SENCO, Leading Practitioner SEN and Extended Leadership Team (ELT) will be responsible for:

- Regularly updating the SEND policy, SEND Information Report and procedures in light of recent government led changes
- Reviewing the School Improvement Plan to ascertain the provision for pupils with special educational needs
- Reviewing the School and Activity Centre's Accessibility plan
- Monitoring the budget to ensure provision is adequate
- Ensuring that the Governing Body is informed of developments in Special Educational Needs and Disabilities.

The Assistant Head /SENCO and Leading Practitioner SEN will actively support, model, monitor and advise on practice in teaching on a regular basis

Feedback from parents, ward staff and home schools is welcomed and encouraged. Parents have been involved in co-producing our Information Report and this informs our SEND policy.

This Policy for Children with Special Educational Needs and Disabilities will be published on our website and be available for Parents and Local Education Authorities.



## Appendix

### Vision for Doing

Assesses the functional vision of learners who are multiply disabled. Authors Stuart Aitken and Marianna Buultjens 1992

[www.ssc.education.ed.ac.uk/resources/vi&multi/visionbook.pdf](http://www.ssc.education.ed.ac.uk/resources/vi&multi/visionbook.pdf)

### Routes for Learning

Assessment materials for learners with profound learning difficulties and additional disabilities. They focus on early communication, social interaction and the cognitive skills that are crucial for all future learning

[dera.ioe.ac.uk/11124/1/100426curriculumforlearnersen.pdf](http://dera.ioe.ac.uk/11124/1/100426curriculumforlearnersen.pdf)

### The Rochford Review

[The Rochford Review: final report - Gov.uk](http://www.gov.uk/government/uploads/attachment_data/file/244442/The_Rochford_Review_final_report_-_Gov_UK.pdf)

[https://www.gov.uk/government/uploads/attachment\\_data/file/244442/Rochford\\_Review\\_Report\\_v5\\_PFDA.pdf](https://www.gov.uk/government/uploads/attachment_data/file/244442/Rochford_Review_Report_v5_PFDA.pdf)

This review of statutory assessment arrangements for pupils working below the standard of national curriculum tests is an independent review chaired by Diane Rochford. This includes information about the Engagement Profile and the Pre Assessment Levels.

The Engagement Profile and Scale (EPS) is an assessment tool, developed by the CLDD Research Project (2011). It can be used to establish a baseline and for continuing assessment to measure and progress pupils' levels of engagement, in an educational setting.

For further information see:

The Complex Learning Difficulties and Disabilities Research Project (CLDD): Developing Meaningful Pathways to Personalised Learning.

Project director – Professor Barry Carpenter OBE  
(Supported by Department for Education)

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