



SEND Policy

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Introduction

We provide an outstanding and personalised education for all pupils, so that they can achieve positive educational outcomes and feel valued, nurtured and respected.

The Evelina Hospital School SEND Policy reflects and promotes the above School Mission Statement.

We welcome all learners including those who may be identified as having Special Educational Needs and Disabilities. All children and young people including those with SEND are entitled to a broad, balanced and relevant curriculum and to be fully included in all aspects of school life.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners.

The guiding principle informing this policy is therefore, that all children and young people including those with SEND and disabilities are given equal opportunities to achieve, fulfil their potential and progress in their academic, social and emotional development.

We are committed to a whole school approach and believe that meeting the needs of all pupils including those with SEND is the responsibility of the whole schools, home schools and other education providers.

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 states that:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions or;

- The SEN Code of Practice describes the following areas of difficulty and it is recognised that some children will experience difficulties in more than one area;
- The need might be associated with a different learning style, emotional, behavioural, physical, communication, sensory needs or a combination of these.

- Learning
- Behaviour, Social and Emotional Development
- Language, speech and communication (including children with autistic spectrum condition)
- and medical needs (including sensory difficulties – sight and hearing)

- Physical

We recognise that in a hospital setting, many children will have special educational needs, even if only of a temporary nature and some children will have more complex and possibly long term needs. We aim to provide continuity and a broad and balanced curriculum, including the Early Learning Goals and National Curriculum.

A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory schools age or would do so if special educational provision was not made for them.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2014)

Aims

Evelina Hospital School provides education for pupils of all abilities who are in-patients, out-patients or siblings of patients at St Thomas’ Hospital. Some pupils are taught in main classrooms in the ‘atrium school’, others are taught on their hospital ward (ward school) or in the dialysis unit (dialysis school). Some pupils have severe disabilities, whilst others have a statement of special educational needs from their home schools.

The overall aim of this policy is to ensure that the Special educational needs of pupils are met whilst they attend the Evelina Hospital School. The policy will describe how we make high quality provision for these pupils.

Objectives

The objectives of this policy are:

to ensure that The School follows the national guidance on Special Educational Needs and Disabilities (SEND), which is set out in the revised SEND Code of Practice (0-25 years) (2014), The Children and Families Act (2014), The Equality Act (2010) and the statutory guidance re supporting pupils with medical conditions

- to provide a curriculum for all pupils that is appropriate to their individual needs, learners will be offered full access to a broad, balanced curriculum including where appropriate the NC
- to identify students with special educational needs and disabilities as soon as possible and ensure that their needs are met
- to ensure staff are skilled in meeting the needs of pupils with SEND
- use a variety of teaching styles, and cater for different learning styles to allow children with SEND to access the Early Years Goals and the National Curriculum
- to promote effective partnerships and liaison with all the health service, support agencies and partners
- to develop and maintain positive relationships with parents and involve them in plans to meet their child’s additional needs

- to ensure that learners express their views and are fully involved in decisions which affect their education by encouraging them as much as possible
- to ensure that all learners make the best possible progress through assessing their daily achievements through evaluation logs and specific case studies and setting appropriate and individual targets, we aim to create a passport for 85% of our learners with PMLD in order to provide a personalised learning programme which is based on understanding the learners response to stimuli
- to celebrate learners achievements with their parents/carers and school community through appropriate recognition and rewards

Objectives of the Governing Body

- to ensure that the necessary provision is made for pupils identified as having SEND
- to ensure that staff are aware of the importance of identification of and provision for SEND
- to have regard to the SEND Code of Practice when carrying out its duties toward all pupils with SEN
- to report to parents on the implementation of the school's SEND policy
- to ensure that children with SEND join in activities with pupils who do not have SEND as far as is possible

Coordinating SEND provision

-Whilst the Headteacher and Governing Body have overall responsibility for the implementation of the SEND policy, all staff have responsibility for meeting the needs of all learners including those with SEND. Our SENCo works in partnership with all the teachers and support staff in ensuring our learners with SEND needs are met.

Lead teachers in each area of the school: Sun, Moon, Dialysis Unit and Ward School are deemed to be Special Needs Coordinators for their respective areas.

- Upon identification of SEND, see below, additional support may be provided through differentiated teaching resources and/or flexible deployment of Support Staff, students and volunteers. Usually, this will be within departments but staff also moves between departments as needed.

- The staff share expertise about specific needs, resources and curriculum updates, through feedback from attended courses and CPD needs are identified as well as identified targets for the school development plan.

Identification, assessment and reporting

-All teachers have a responsibility to find out whether a pupil has been identified as having SEND and whether they have a Statement for Educational Needs or an EHCP (Education, Health Care Plan)

-Staff may also recognise that whilst attending hospital a child or young person has additional needs that are linked to their medical needs and therefore will need additional support whilst attending the Evelina Hospital School.

-Information about SEND is gathered from a variety of sources including parents and carers, ward staff, other professionals working with a child and home schools. Home schools may provide reports, statements or EHCP for SEND, information about levels e.g. 'p' levels or APP data, or teaching plans that show levels of differentiation.

-In order to promote continuity Staff at The Evelina Hospital School will implement any existing individual targets or objectives from statements, from the child's home school or education providers. Staff may also contribute to and use information from multi disciplinary Team (MDT) meetings.

- Working with the medical team in the hospital highlights children with newly acquired SEND, for instance as a result of stroke, brain tumour or encephalitis.

-In addition to the above staff at The Evelina Hospital School carry out assessment tasks and activities in order to set appropriate learning objectives.

-For long stay pupils all of the above sources of information could be used and staff aim to obtain relevant information as quickly as possible.

-For regular recurring pupils all of the above will be relevant and we will also have information on our MIS and we are in the process of developing case studies for these children for us to refer to.

-For short stay pupils advice from parents, ward staff and pupils, in addition to assessment activities inform our aim to provide successful outcomes for all learners.

-Daily progress logs are kept. Reports are written for long stay pupils upon discharge and twice yearly for Dialysis pupils.

Provision

-All staff are able to work effectively in a way that is flexible to meet the needs of learners to implement our mission statement; "We are committed to providing personalised education so each child feels valued, nurtured and respected in our hospital community". -Teachers provide differentiated work in a variety of ways. These may include open ended tasks enabling learners with a range of needs, abilities and interests to achieve a successful outcome.

-Pupils are encouraged to take advantage of our child centred approach to learning and initiate tasks that they are interested in as a staff we believe that the best learning occurs when we extend learning from the pupils' starting points.

-Departments organise their staff so that where necessary smaller groups and one to one support can be provided.

SEND CPD

-Staff access appropriate CPD. This may be in response to needs outlined in the school development plan, or in order to meet the specific needs of an individual or cohort of long stay pupils (such as those with profound and multiple learning difficulties). CPD may be provided through attendance at courses, staff meetings, and lectures from visiting experts or the sharing of staff interests, expertise and CPD experience.

Use of resources from outside school, including support services

-the school works closely with other agencies as needed. These could include the Visual Impairment Advisory Teacher, EYFS advisors, SEN departments, Hospital staff, Connexions and Home school SENCOs. All liaisons are logged.

Liaison and integration

-Staff recognises the hospital school's role to in supporting the reintegrating of long stay pupils into their home schools. They may attend EHCP and Annual Reviews, Team around the Child meetings and Ward Rounds. They support the ward team in informing home schools about necessary adaptations, amendments or changes in individual educational need that may need considering.

Links with health and social services

The school communicates daily with hospital staff and information is shared at our daily briefing sessions.

- Relevant staff will ensure that they liaise closely with Health Care professionals such as Speech and Language and Occupational Therapists and also Social Services when necessary. Liaison is prompt.

Working with parents

-Staff and parents work together to support learners identified as having additional needs.

-Parents are able to meet many staff informally on a day to day basis. They are also welcome to make appointments to talk to staff.

-Parents' input is valued at formal and informal meetings.

Safeguarding

We welcome the addition to 'Keeping Children Safe in Education' 2016 recognising possible extra vulnerabilities of children with SENDs which reads:

We acknowledge that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. We are aware that additional barriers can exist when recognising abuse and neglect in this group of children. This can include assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.

September 2015

Signed on behalf of the Chair of Governors

Ratified at Full Governing Body Meeting on:(Date)