

## Mission statement and rationale

**“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 and underpins this report.

## Context Statement

The school works with young people receiving treatment at Evelina London Children’s Hospital, some of whom are in wards at St Thomas’ Hospital.

For most schools the Special Educational Needs and Disability (SEND) Information Report describes what the school can do for pupils and their parents in the local area. However, hospital schools serve local, regional and national patients. Our pupils are dual registered with their home schools and are either patients or siblings. Around 25% of our pupils are registered as having special needs and these needs are extremely varied.

## Information on policies, people and statutory guidance

The school discharges its statutory duties as laid out in the **Special educational needs and disability code of practice: 0 to 25 years** (June 2015) in the following ways:

- 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 our work 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.



### **Personalising the learning to meet the needs of pupils**

Evelina Hospital School staff are adept in finding out about pupils' abilities in a range of ways:

- Through formative assessment (i.e. informal assessment that takes place over the course of the lesson)
- Through more formal types of assessment (e.g. reading age tests)
- Through ward handover information
- Through discussions with parents and hospital staff
- Through contact with the pupils' home schools (for longer admissions)

Staff understand that pupils may feel well on some days and unwell on other days, and adjust expectations accordingly, but always aiming for high levels of learning in combination with high levels of engagement. Staff are adept at balancing the need to engage pupils with the need to ensure they make progress through an appropriate level of challenge. We are mindful of the positivity implied in the guidance in the Rochford Report that:

- *Every pupil should be able to demonstrate his or her attainment and progress.*
- *Parents and carers should receive meaningful information about the achievement and progress their child makes and should be involved appropriately in assessment processes.*
- *Equality is not always about a blanket approach to inclusion. Sometimes equality is about altering the approach according to the needs of the pupils.*
- *The language used to describe the achievements and progress of these pupils should always be positive, inclusive and should be jargon free.*

### **The SEND code of practice recognises four areas of need:**

- Social, emotional and mental health – this is the foundation upon which learning is built
- Physical and Sensory – key ways in which learning is acquired and applied
- Communication and Language – key ways in which learning is acquired and applied
- Cognition and learning – this is dependent on the other areas being supported

We also recognise that 'engagement is the liberation of intrinsic motivation': children want to learn, and for learning to take place we need to excite pupils through the curriculum we offer.



## **What support do we offer for those with Special Educational Needs and Disabilities?**

### **Children working outside the National Curriculum or EYFS framework**

Some pupils at Evelina have profound and multiple learning difficulties, and some have severe learning difficulties. For these pupils, exploring activities that are multi-sensory, finding what motivates them and using this to promote learning is fundamental to learning. Staff with expertise in this area help to bring other staff up to the same level of knowledge. The SEND team is developing stand-alone curriculum packs to accompany the core curriculum for subject specific learning. There is a store of relevant resources in the Sun Classroom, as well as a 'sensory audit' box for initial assessment. Staff work with parents, carers and hospital staff to create pupil passports for children who cannot easily communicate their preferences. Assessment for this group is based on the engagement measures. Music is often important for this group of children, and visiting specialists such as Singing Hands (Makaton-signing singers), our music teachers, and specialist dance teachers enrich the learning experience of these pupils.

Resources for sensory learning are stored in the Sun Classroom

### **Children working below age-related expectations of the National Curriculum**

For pupils in this category, we aim to identify barriers to learning and to select stimulating, motivating activities to help build their confidence to address gaps in their understanding and knowledge.

### **Children with physical disabilities working on the National Curriculum or EYFS framework**

We constantly strive to provide resources to meet a range of needs. For example, we have Braille books and a Braille keyboard to support children who are visually impaired. In the classrooms, we use a visual timetable to outline the planned lessons for the day to enable pupils to navigate their way through the day and to give them a sense of structure.

### **Relevant documents and policies**

SEND policy

Assessment at Evelina – rationale and good practice

### **Summary**

The school provides education for pupils who are referred to the hospital by doctors, both locally and from any part of the country. We work with any child with any level of need and ability. We aim to focus teaching at a level that provides both challenge and the opportunities of success for each pupil.

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