



## **SEND Information Report**

### **Evelina Hospital School**

The Evelina Hospital School Special Educational Needs and Disability (SEND) Information Report is available on the Evelina Hospital School website [www.evelina.southwark.sch.uk](http://www.evelina.southwark.sch.uk) The Evelina Hospital School Special Educational Needs and Disability (SEND) Policy is available on the school website <https://evelina.southwark.sch.uk/wp-content/uploads/2018/06/SEND-policy-Spring-2017.pdf>.

This SEND Information Report should be read in conjunction with the Evelina Hospital School Single Accessibility and Equality plan which is available on the school website [21-23-EHS-single-accessibility-and-equality-plan-Reviewed-May-2022.pdf](https://evelina.southwark.sch.uk/wp-content/uploads/2022/05/21-23-EHS-single-accessibility-and-equality-plan-Reviewed-May-2022.pdf) ([evelina.southwark.sch.uk](http://evelina.southwark.sch.uk)). This plan documents the ways in which the school is:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled pupils

Paper copies of the Evelina Hospital School SEND Information Report, the Evelina Hospital School SEND Policy and the Single Accessibility and Equality Plan are available from the school office. Please drop in to the school, or contact us on 020 7188 2267 or [office@evelina.southwark.sch.uk](mailto:office@evelina.southwark.sch.uk)

### **Our Vision and Mission Statement**

The Evelina Hospital School SEND Policy reflects and promotes our vision ('Excellent education; endless possibilities') and the school mission statement ("We provide an outstanding and personalised education for all pupils, so that they can achieve positive educational outcomes and feel valued, nurtured and respected.") and both of these underpin this report.

<https://evelina.southwark.sch.uk/about-us/aims-ethos/>

### **Admissions**

We are a community special school providing education for:

- Children and young people aged 2-19 while they are in hospital
- Children aged 2 (from the term after they are 2), if accompanied by a parent or carer. We may offer nursery times only e.g. mornings only for this age group

- Siblings (in exceptional circumstances, on request, spaces permitting)

We are based in the Evelina London Children's Hospital but can work by arrangement with pupils across the Guy's and St Thomas' Hospital Trust (GSTT). Children and young people who are admitted to hospital in the GSTT, whether as in-patients, day patients or outpatients are eligible to have lessons with our school on days they are staying in hospital or admitted to a ward.

Most pupils are dual-registered, and remain on the register at their own school. Evelina Hospital School serves local, regional and national patients. In the 2022 – 2023 academic year, 37% of pupils were registered as having some kind of special educational needs and / or disability, and 47% of sessions offered by school staff were to pupils with SEND. The needs of our pupils are extremely varied.

### **1. Who are the best people to talk to at Evelina Hospital School about my child's difficulties with learning, special educational needs or disability?**

- Your child or young person's hospital teacher will be available to talk to you about your child's education, either at the bedside or in the hospital schoolroom before or after lessons.
- Your child or young person will be allocated a link worker if they are a long-term pupil, or a liaison worker if they are a medium-term patient. They will also be allocated a link or liaison worker if they have recurrent admissions to a ward.
  - Children and young people who are under the care of the hospital for long-term treatment, such as patients coming for dialysis, will be allocated a link worker.
  - Children and young people receiving hospital care for more than a week will be allocated a liaison worker.
- Your child or young person's link or liaison worker will be the main person who contacts you and will contact your child's school. A Higher Level Teaching Assistant (HLTA) will often work alongside a teacher to ensure continuity.
- Our SEND team are responsible for co-ordinating special educational needs and / or disabilities (SEND) across the school. The Deputy Headteacher, Laura Perrett, will be able to let you know who the best person is for you to speak to regarding your child / young person's special needs and / or disability (SEND). You can contact Laura Perrett by emailing [deputyhead@evelina.southwark.sch.uk](mailto:deputyhead@evelina.southwark.sch.uk) or by calling 020 7188 2267. Please get in touch should you wish to make an appointment to discuss issues relating to your child's special educational needs and / or disability (SEND) in further detail.
- If you have any concerns or a complaint about our provision for your child's special educational needs and / or disabilities, please follow the complaints procedure on our website [Complaints-policy-Reviewed-May-2022.pdf \(evelina.southwark.sch.uk\)](#). A paper copy is available from the school office.

### **2. How will the school let me know if they have any queries or concerns about my child's learning, special educational needs and / or disability?**

- If your child or young person has complex learning needs, our hospital teachers will seek your advice before they start teaching your child as you are the person who knows your child best.
- Our hospital teachers will ask you for details of your child or young person's home school and may ask you who the best person is to contact to find out more about what your child or young person enjoys doing there and what topics and targets your child or young person is working on.
- Our hospital teachers will ask you if your child or young person uses a communication passport and if they have an Education, Health and Care Plan (EHCP or EHC plan) or whether they receive additional support in their home school. They will ask for copies of these documents when they contact your child's home school, and will need your consent to be given a copy of their EHCP.
- Our teachers will carry out informal assessments to find out what level of work to give your child or young person whilst they are in hospital.
- We aim to have open channels of communication between parents/carers, home schools and school staff. This helps ensure up-to-date and accurate information is made available.
- Your child or young person's link or liaison worker may contact you to arrange a meeting to discuss your child or young person's difficulties with learning and any possible support strategies our school might be considering.

**3. How will the school consider my views and those of my child or young person with regard to their difficulties with learning, special educational needs and / or disabilities?**

- We want you and your child or young person's educational experiences to be as positive as possible during what might be a very stressful period in your lives.
- Our staff aim to work in full partnership with you and your child or young person as well as with the other professionals in the hospital, along with any other external professionals who may be involved in your child's education.
- We believe that it is of utmost importance for parents/carers to be involved in all areas of their child or young person's learning and we actively encourage regular discussions.
- We believe, as far as possible, that it is essential to understand your child or young person's views on any difficulties they may experience with their learning.
- Our staff will make themselves available to discuss any of your concerns or those of your child or young person.
- If your child or young person has an EHCP, you and your child or young person will be able to share your views at the annual review of their EHCP at home school.

**4. How does Evelina Hospital School ensure the teaching staff are appropriately trained to support my child or young person's special educational needs and / or disability?**

- All our staff are trained to work with a broad variety of learning needs. Regular training opportunities ensure staff are skilled and up-to-date with evidence-based learning approaches.
- We have teachers who specialise in SEND teaching, who are able to support other staff to devise, adapt and deliver an appropriate curriculum.
- Staff with expertise in supporting children and young people with special needs and / or disabilities help to bring other staff up to the same level of knowledge.
- We use team teaching to support inclusive SEND delivery. This means two people might teach your child or young person at one time.
- Staff are trained to use Makaton, BSL, SSE (Sign supported English), Widget Symbols and accessibility tools on devices. Staff are able to adapt resources to meet the individual needs of pupils.
- The SEND team has developed a stand-alone sensory core curriculum
- The school has recently invested in more sensory resources and switch-adapted toys, software and Apps.
- We use lots of concrete resources, such as Numicon, shapes, fractions, letters etc which illustrate abstract concepts.
- Visiting specialists such as Singing Hands (Makaton-signing singers), and specialist dance teacher from RADiate (Royal Academy of Dance) enrich the learning experience of pupils.

## **5. How will the curriculum and the school environment be matched to my child's needs?**

- We believe that your child or young person's learning needs will first be met through the high-quality teaching delivered by our teaching and support staff.
- If your child receives SEND support in their home school or has an EHCP then we will try to support them in the same way whilst they are being taught here at Evelina Hospital School. If specialised equipment is used with your child or young person, it may be required for use in school.
- We create individual planning documents for all our long-term pupils. These contain initial assessments and fully-personalised SMART targets. We use information from home schools and complete our own assessments, to inform these documents. Planning documents get updated with your child or young person's progress towards their targets, and are reviewed at least once every six weeks.
- Staff put the needs of the child or young person at the centre of planning to create personalised lessons for pupils.
- Target-based learning approaches tailor activities to help pupils meet their goals.
- We aim for our provision to be matched to your child or young person's identified SEND, and acknowledge that their needs could cut across the four broad areas of need and support, and could change over time, especially within the context of different conditions and the medical setting:

- Communication and interaction

- Cognition and learning
  - Social, emotional and mental health
  - Sensory and/or physical needs
- For some of our pupils with SEND, we use the engagement model as a basis of assessment to inform our lesson planning (for more information please see the table below).
  - Staff understand that pupils may feel well on some days and unwell on other days, and adjust expectations accordingly. We always aim for high levels of learning in combination with high levels of engagement.
  - Our classrooms are fully accessible for wheelchairs and walkers.
  - Our staff will be constantly mindful of the medical needs of your child or young person and will seek extra support from you and/or the nursing team whenever needed.
  - We work in conjunction with our colleagues in the Multi-Disciplinary Team (MDT) in the hospital when planning and delivering sessions for your child or young person. This may include, for example: speech and language therapists, physiotherapists, nurses etc.
  - 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 / carers and hospital staff
    - Through contact with the pupils' home schools (for longer admissions)

## **6. What types of support may be suitable and available for my child or young person?**

- Our staff aim to make our classrooms and lessons inclusive for all through differentiation when teaching.
- We will offer 1:1 teaching or 1:1 / 2:1 support to your child or young person as necessary.
- We have the time and staffing to offer high levels of pastoral care and support.
- We see each child or young person as an individual and we will not make assumptions about what learning needs they may have.
- We are sensitive to the fact that a child or young person may be experiencing a range of emotions about being in hospital and that they may have additional needs as a result of their medical condition.
- We aim to have an informal and flexible approach to introducing your child or young person to school whilst in hospital.

- We will liaise with your child or young person's home school to support continuity of provision where possible. We routinely contact home schools for medium or long-term pupils.
- We can support communication and interaction through the use of Makaton, visual timetables, symbols, augmented communication systems (low and high tech) and picture exchange resources.
- We can offer your child or young person access to a wide range of technology and specialist equipment, including switches, to support learning and communication.

	<b>Quality First Teaching strategies</b>	<b>Targeted SEN Support</b>	<b>Specialist Support</b>
<b>Cognition and Learning</b>	<p>Differentiated planning</p> <p>Assessment for learning</p> <p>Peer and self-assessment</p> <p>Adult modelling is used to aid understanding, for example, use of appropriate language</p> <p>Use of support staff</p> <p>Concrete, practical and visual resources</p> <p>Specialist SEND teachers</p> <p>Experienced, flexible staff</p> <p>Engaging activities</p> <p>Specialist music, PE and dance sessions</p>	<p>English and Maths intervention – small group and 1:1 teaching</p> <p>Use of Lexia and Dynamo for English and Maths assessment and interventions</p> <p>1:1 or small group reading development</p> <p>Visual resources for routines, rewards and managing workload</p> <p>ICT Software: Communication in Print, iPads, cause and effect games, switches and switch-activated toys and activities</p>	<p>Referrals made to the hospital multidisciplinary team (MDT) where required (e.g. speech and language, psychology, occupational therapy)</p> <p>EHCP specific programmes</p>

	<p>All staff have training in SEND</p> <p>Contact with home schools for access to specific targets and strategies where appropriate</p> <p>Unit Awards are used to evidence and celebrate pupils' achievements</p>		
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	<b>Quality First Teaching strategies</b>	<b>Targeted SEN Support</b>	<b>Specialist Support</b>
<b>Communication and Interaction</b>	<p>Communication friendly, inclusive classrooms (e.g. Communication in Printsymbols and visual timetables)</p> <p>Speaking and listening tasks integrated into lessons</p> <p>Printed materials are sensitive to different needs</p> <p>Contact with home schools for access to specific targets and strategies where appropriate</p> <p>Key vocabulary is explicitly taught and displayed with visuals where appropriate</p>	<p>Individualised visual cues and prompts including personalised visual timetables, 'now, next and then boards'</p> <p>Social stories</p> <p>Use of PECs</p> <p>AAC books / devices</p> <p>Use of switches</p> <p>Speech and language therapy programmes as outlined by the pupils' SALT service</p> <p>Use of specific targets around communication</p> <p>Use of visual and audio cues</p>	<p>Referrals made to speech and language therapist where required</p> <p>Liaison / joint sessions with the SALT team</p> <p>EHCP specific programmes</p>

	<b>Quality First Teaching strategies</b>	<b>Targeted SEN Support</b>	<b>Specialist Support</b>
<b>Social and Emotional Mental Health (SEMH)</b>	<p>All staff provide a nurturing learning environment</p> <p>Drama and role play</p> <p>PSHE resources</p> <p>Specific training in SEMH</p> <p>Whole school behaviour policy</p>	<p>Learning mentors</p> <p>Review meetings and joint planning for needs with other professionals (including CAMHS)</p> <p>School reintegration support</p> <p>Individualised behaviour plans and reward systems</p> <p>Social stories</p>	<p>Referrals made to hospital MDT (psychology, CAMHS, and safeguarding teams)</p> <p>EHCP specific programmes</p>

	<b>Quality First Teaching strategies</b>	<b>Targeted SEN Support</b>	<b>Specialist Support</b>
<b>Sensory and Physical</b>	<p>Engagement model of learning. Use of sensory stimulus to develop engagement, anticipation, persistence and choice making.</p> <p>Specialist sensory curriculum</p> <p>Accessible classrooms</p> <p>Access to adapted equipment e.g. writing slopes, pencil grips and wobble cushions</p> <p>Assistive technology (e.g. laptops, readers, switch-accessible resources)</p>	<p>Individual support to access specialist curriculum</p> <p>Joint working with MDT to deliver tailored programme</p>	<p>Referral to hospital MDT for specialist services</p> <p>EHCP specific programmes</p>



	Access to physical resources, such as PE and maths equipment that promote pupils' independence		
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## 7. How will you support my child or young person to reach their learning goals?

- As outlined by the SEND Code of Practice 2015, staff at Evelina Hospital School will follow a four-part graduated approach in supporting pupils in reaching their learning goals. This four-part graduated approach will consist of Assess, Plan, Do, Review:
  1. Assessing a pupil's needs
  2. Planning a way to support them, an intervention
  3. Doing or carrying out this intervention
  4. Reviewing how well this intervention has or hasn't worked
- For long-term pupils, information gathered from the assessment process will be used to produce targeted plans tailored to the individual needs of the pupil. We will also take into account information received from home schools.
- If a pupil does not make adequate progress despite the interventions put in place for them then we will seek more specialist advice from the hospital MDT and the local authority services where appropriate. These could include the Visual Impairment Advisory Teacher, EYFS advisors, SEN departments, hospital staff, and home school SENDCOs. All liaisons are logged.
- The staff will then put in place the recommendations made by these professionals, within the scope of our provision as a hospital school.
- If a pupil continues to struggle to achieve the learning outcomes expected for their age, despite advice and support being put in place from specialist professionals, then we may suggest that parents/carers consider applying for statutory assessment (with the MDT/ home school).

## 8. What is an EHCP and who can request one for my child or young person?

- An Education, Health and Care Plan (EHCP or EHC plan) is a legal document that specifies the provision that is needed to meet the special educational needs of a child or young person in order to secure improved outcomes for them across education, health and social care and, as they get older and to prepare for adulthood.
- An EHCP contains:

1. The views and aspirations of the parents/carers and the child or young person.
  2. A full description of a child or young person's special educational needs as well as any health and social care needs.
  3. Agreed outcomes for a child or young person's progress.
  4. Details of the provision that will be provided by education, health and social care to support the achievement of the agreed outcomes.
- The Local Authority of a child or young person's family will decide if an EHCP is to be granted following an Education, Health and Care Plan Needs Assessment (EHCPNA).
  - During an EHCPNA the Local Authority will consider information from the child or young person and their parents or carers along with advice from all of the professionals working with that child or young person.
  - A parent/carer can request an EHCPNA.
  - A young person aged 16 or over can request an EHCPNA for themselves.
  - The home school of a child or young person, usually the Head Teacher or the SENDCO, can request an EHCPNA.
  - At Evelina Hospital School, the Headteacher and Deputy Headteacher and the teaching staff will support a parent/carer who makes a request for an EHCPNA.
  - Usually, Evelina Hospital School will not lead a request for an EHCPNA as this should be held by the home school. In exceptional circumstances, for example if a child is not registered at another school, the Headteacher or Deputy will decide if it is appropriate for Evelina Hospital School to lead a request for an EHCPNA.

## **9. How will you help me to support my child or young person's learning?**

- Whilst your child or young person is in hospital, their medical needs will always come first.
- The staff at Evelina Hospital School will liaise with the other professionals within the hospital to ensure that your child or young person has the maximum opportunity to access education either in the school or at their bedside.
- The staff will work in partnership with your child or young person's home school and help you to communicate with them as required. If your child or young person is a medium or long-term patient, we will let their school know when they are discharged from hospital.
- If your child or young person is educated at the hospital school for ten days or more the teaching staff will liaise with your child's school to summary of their learning at the hospital school; this will include feedback on activities they have taken part in and the learning outcomes that your child or young person has achieved. We will also provide an attendance report. Home schools can register children as being 'educated off-site' whilst they are attending at the hospital school.

- If your child or young person is unable to return to school following their discharge from hospital, we will send a referral for home tuition to your Local Authority or your child's home school as appropriate.
- We welcome regular feedback from parents and carers about their child or young person's experiences of learning at Evelina Hospital School.

**10. How is support allocated to children and young people and how do they move between the different levels of support in school?**

- The support needed by our short-term and long-term pupils will be assessed on a daily basis by our teachers. We aim to match our timetable and staffing to the needs of all pupils at all times.

**11. How will the Evelina Hospital School review the support that they have put in place and how can I and my child be included in this process?**

- Staff will encourage pupils and their parents and carers to talk about their experience of Evelina Hospital School and what ongoing or extra support they may need to take part as much as possible.
- Parents / carers can talk to their child or young person's link or liaison worker, the Deputy Headteacher, or the Headteacher about their experience at our school. Please let the school office know if you would like to make an appointment. You can call into school (Level 3, Evelina London Children's Hospital), phone 020 7188 2267 or email [office@evelina.southwark.sch.uk](mailto:office@evelina.southwark.sch.uk)
- We encourage all parents / carers to complete the Ofsted Parent View Survey which can be found here [Welcome to Ofsted Parent View | Ofsted Parent View](#). This survey includes a section on how well you feel that your child is supported by Evelina Hospital School.

**12. What support will there be for my child's happiness and well-being at Evelina Hospital School?**

- We believe the happiness and well-being of all our pupils is of paramount importance.
- Our staff will offer a high level of pastoral care and will be sensitive to the fact that your child or young person is in hospital and may therefore be in pain or feeling overwhelmed by their experiences.
- Unless it is an emergency, no medical procedures can take place in our classrooms.
- Our staff try to make all hospital learning as fun as possible and plan activities that engage pupils who may initially seem reluctant to join in.
- We actively assess the well-being of pupils in lessons to help us pick up early when things don't seem to be going well.

**13. How will my child or young person be included in the same activities as their peers within the hospital school?**

- We are an inclusive school. After taking into account the medical needs of all of our pupils, we aim to give all our pupils equal access to our school and resources regardless of their special educational needs and / or disabilities.
- As far as possible we will plan activities that enable all our pupils to take part in together.

**14. How will Evelina Hospital School support my child in transition stages?**

- We acknowledge that children and young people often require additional support at transition stages, for example, the transition from primary to secondary school, or from school to college.
- If your child is a medium or long-term pupil, we are able to offer personalised support around these transition times. This could include specific liaison with home schools, support with application forms, working with the wider MDT to support specific need around transition, support preparing for interviews.
- If your child is a medium or long-term pupil, we will contact their school when they are discharged.
- Careers forms an important part of our curriculum, and we provide personalised support with careers according to need.

**15. What if my child is due to sit an exam whilst they are in hospital?**

- If your child or young person is due to sit an exam whilst they are in hospital, we will contact their home school.
- If your child or young person is well enough to sit the exam in hospital, we can ask their home school if it is possible for them to provide the paper and staff to facilitate this. We will endeavour to provide a quiet space for the exam to take place in; this might be in the school or on the ward, depending on your child or young person's medical needs.
- If your child or young person is not well enough to sit the exam in hospital, we can support with seeking letters from medical professionals to share with your child or young person's home school / the examination board. We can also support with seeking medical letters to support a home school's application for special consideration. We would seek your consent first.
- Evelina Hospital School is not currently registered as an examinations centre so we are not able to transfer candidates here.

**16. What is the Local Offer and where can I find it?**

- The Local Offer is a website provided by the borough in which you live. You can use this website to find out information about the range of professional services that are available to children and young people with special educational needs and/or disabilities and their families.
- You can find the local offer for the London Borough of Southwark here:  
<https://localoffer.southwark.gov.uk/>

#### **17. Who can I contact if I have a concern about the SEND provision made for my child?**

- If you have a concern about the SEND provision made for your child or young person, please talk to their teacher in the first instance. If they are a medium or long-term child, please speak to their Link or Liaison worker.
- Following this, you can arrange an appointment with the Deputy Headteacher by contacting the school office on 020 7188 2267 or by emailing [office@evelina.southwark.sch.uk](mailto:office@evelina.southwark.sch.uk). You can also email the Deputy Headteacher directly at [deputyhead@evelina.southwark.sch.uk](mailto:deputyhead@evelina.southwark.sch.uk).
- If you have a complaint about the SEND provision made for your child, the Evelina Hospital School complaints policy is available here:  
<https://evelina.southwark.sch.uk/wp-content/uploads/2021/06/LA-Complaints-Policy-May-2019.pdf>

**Laura Perrett**

**Deputy Headteacher**

**September 2022**

**Reviewed and amended October 2023**