



## Evelina Hospital School

### Special Educational Needs and Disability (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 Special Educational Needs and Disabilities (SEND) Policy reflects and promotes the above school mission statement, along with our vision: 'Excellent education; endless possibilities'.

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 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.

The Evelina Hospital School SEND policy should be read in conjunction with the Evelina Hospital School SEND Information Report and the Single Accessibility and Equality Plan, which are also available on the school website. Both these documents, along with the Evelina Hospital School Special Educational Needs and Disability (SEND) policy, are available on the Evelina Hospital School website [www.evelina.southwark.sch.uk](http://www.evelina.southwark.sch.uk).

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

## **Definition of Special Educational Needs and Disability**

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 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 significantly greater difficulty in learning than the majority of others of the same age, or
- 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"

The SEND Code of Practice describes the following areas of need:



- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

It is recognised that individual children and young people often have needs that cut across all these areas and their needs may change over time. We recognise that in a hospital setting, many children and young people will have special educational needs, even if only of a temporary nature and some children and young people 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 SEND if they are 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 SEND 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 SEND 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.

Evelina Hospital School has due regard to statutory guidance with regards to supporting pupils with medical conditions (DfE 2014)

### **Aim of the policy**

Evelina Hospital School provides education for children and young people of all abilities who are in-patients at Evelina London Children’s Hospital. We also offer some places to siblings, in exceptional circumstances. Some pupils are taught in our main classrooms in the atrium others are taught on their hospital ward or in the dialysis unit.. We teach children and young people with a wide range of special educational needs and / or disabilities, and around a third of our pupils are supported by education, health and care (EHC) plans.

The overall aim of this policy is to ensure that the needs of pupils with special educational needs and / or disabilities are met whilst they attend the Evelina Hospital School. The policy will describe how we ensure high-quality provision for these pupils.

### **Objectives of the policy**

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 national curriculum;
- to identify pupils with special educational needs and / or 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;
- to ensure that staff 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 / carers and involve them in plans to meet their child's additional needs;
- to ensure that children and young people express their views and are fully involved in decisions which affect their education;
- to ensure that all pupils make the best possible progress through assessing their daily achievements through evaluation logs, specific case studies and setting appropriate and individual targets. Our target setting documents include key information (akin to a pupil passport) for our LT pupils, including those with PMLD. This supports us in creating a personalised learning programme which is based on understanding the learners' response to stimuli;
- to celebrate pupils' achievements with their parents/carers and school community through appropriate recognition and rewards.

### **The Governing Body**

The responsibilities of the governing body are:

- 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 SEND;
- to report to parents / carers on the implementation of the school's SEND policy;
- to ensure that children / young people with SEND join in activities with pupils who do not have SEND as far as is possible;
- to ensure that the Evelina Hospital School child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in children with SEND.



## **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 Deputy Headteacher and SEND specialist teachers work in partnership with all the teachers and support staff in ensuring the needs of our learners with SEND are met.

The Senior Teacher and Senior HLTA, with guidance from the Deputy Headteacher, have day-to-day responsibility for ensuring that the needs of pupils with SEND can be met through appropriate staffing allocations. Additional support may be provided through differentiated teaching resources and/or flexible deployment of support staff, students and volunteers.

The staff routinely share information to ensure that the needs of individual pupils can be met. In addition, regular opportunities to share expertise about specific needs, resources and the curriculum are included within the school's annual calendar. Staff are encouraged to give feedback from courses attended to inform our practice.

## **Identification, assessment and reporting**

All staff have a responsibility to find out whether a pupil has been identified as having special educational needs and / or disabilities as part of the handover process from clinical staff. The nature of the special educational needs / disability and whether or not they have an EHC (Education, Health and Care) plan, will be confirmed through the registration process for Evelina Hospital School. Staff also recognise that whilst attending hospital, a child or young person may have additional needs that are linked to their medical needs and may therefore need additional support whilst attending Evelina Hospital School.

Information about any special educational needs / disability is gathered from a variety of sources including discussion with parents and carers, liaison with ward staff, contact with other professionals working with a child or young person and from their home schools. Evelina Hospital School routinely contact children's home schools to obtain further information about individual children e.g. curriculum information, Individual Learning Plans (ILPs) and copies of EHC (Education, Health and Care) plans (with parental consent). Home schools may also share reports, information about levels of achievement, and teaching / curriculum plans. Staff at Evelina Hospital School will use information gathered e.g. targets from home schools to inform planning for individual pupils. Staff may also contribute to, and use information from, Multi-Disciplinary Team (MDT) team meetings. Staff at Evelina Hospital School will also undertake informal assessment in order to set appropriate learning tasks and individual targets. We aim to gather information as soon as possible to inform our planning and teaching.

Logs are written to record all teaching sessions, including those for children with special educational needs and / or disability. This information is stored on our Management Information System (MIS) and is used to inform future sessions and reports that we write for home schools, parents / carers, the MDT and to contribute to Educational, Health and Care (EHC) plans reviews, and for other educational purposes, such as Personal Education Plan (PEP) meetings. Reports are routinely written for medium and long-term pupils when they are discharged, or at the end of term if they are with us longer than that. Long-term pupils, including those with SEND, are allocated a link teacher. Long-term pupils are set individual and personalised targets, to help them progress during their time at Evelina Hospital School. For medium and long-term pupils with SEND, their learning is also captured through the use of Tapestry, a secure online learning journal. Staff take photographs to record a pupil's experiences, development and progress towards their individual targets.



## **Provision**

Detailed information about Evelina Hospital School's provision for children / young people with SEND is available in our SEND Information Report.

All staff are trained to work with a broad variety of special educational needs / disabilities. Staff ensure that all children / young people's learning needs are met through the high-quality teaching delivered. If a pupil receives SEND support in their home school, or has an EHCP, then staff will try to support them in the same way whilst they are being taught at Evelina Hospital School. Staff put the needs of the pupil at the centre of planning in order to create personalised lessons for pupils. Staff create individual planning documents for all long-term pupils, including those with SEND. Information from home schools, and teacher assessments, inform these planning documents and subsequent teaching and learning activities.

Evelina Hospital School follows a four-part graduated approach in supporting pupils in reaching their learning goals. This consists of: Assess, Plan, Do, Review:

1. Assessing a pupils' needs
2. Planning a way to support them, an intervention
3. Doing or carrying out this intervention
4. Reviewing how well that intervention has or hasn't worked

Termly schemes of work have been created for pupils who have PMLD (Profound and Multiple Learning Difficulties) and SLD (Severe Learning Difficulties). The themed scheme of work focuses on the four key areas:

1. Cognition and learning
2. Communication and interaction
3. Social, emotional and mental health
4. Physical and sensory

All support receive training and support in the use of the learning objectives and resources, which can be personalised to meet the needs of individual pupils. The themes in the unit reflect themes underpinning our curriculum planning as a whole.

Evelina Hospital School is an inclusive school. After taking into account the medical needs of all of our pupils, staff 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 enabled all our pupils to take part in together. Staff are able to offer 1:1 or 2:1 support as necessary. Staff offer pupils access to a wide range of technology and specialist equipment, including switches, to support learning and communication.

## **SEND CPD**

Regular training sessions keep our staff proficient and up-to-date with evidence-based educational methods. Our specialist teachers in SEND support this process. They assist their colleagues in crafting, modifying and implementing suitable curricula, ensuring all team members reach a uniform level of expertise. Our staff frequently employ collaborative strategies, such as team-teaching and join lesson planning, fostering best practice in sharing and developing essential skills.



All staff have access to high-quality Continued Professional Development (CPD) to support them in meeting the needs of all learners, including those with SEND. Priorities for CPD are outlined in the School Development Plan (SDP) and through the performance management structure. Individual training needs are also identified through the performance management structure; targets are set in line with the priorities of the School Development Plan, and in relation to individual needs. Staff are expected to undertake regular training, to ensure they are able to meet the needs of all learners, including those with SEND.

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. SLT encourage staff to spend time in specialist settings to develop their knowledge of working with a wide range of learners, including those with SEND.

### **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, SEND departments, hospital staff, social care home school SENDCOs.

### **Liaison and integration**

Staff recognise Evelina Hospital School's role to in supporting the reintegrating of long-term pupils into their home schools, or into other educational provision. They regularly attend meetings to support the continuity of education for pupils, including discharge planning meetings, EHC meetings and reviews, team around the child meetings and MDT meetings. Staff work closely with clinical staff in enabling smooth transitions to home schools, considering necessary adaptations, amendments or changes in individual educational plans that may need considering.

### **Working with parents / carers**

Staff work closely with parents / carers to support all learners, including those with special educational needs and /or disabilities. Parents / carers are able to speak with staff informally on a day-to-day basis. Parents / carers can also make appointments to talk to staff. The process for this is described in the Evelina Hospital School SEND Information Report. Evelina Hospital School values feedback from parents / carers in the Ofsted Parent View Survey which can be found here: [Welcome to Ofsted Parent View | Ofsted Parent View](#).

### **Safeguarding**

Evelina Hospital School acknowledges the additional safeguarding challenges that children with special educational needs or disabilities can face both online and offline. As specified in 'Keeping Children Safe in Education 2023, Evelina Hospital School:

- ensures that the child protection policy reflects the fact that additional barriers can exist when recognizing abuse and neglect in children and young people with special educational needs and / or disabilities;
- ensures close liaison between the Designated Safeguarding Lead and the SENDCO;
- considers extra pastoral support and attention for children with special educational needs and / or disabilities, and ensures appropriate support for communication is in place.



September 2015 Reviewed and updated May 2023. Reviewed and updated May 2024

Laura Perrett, Deputy Headteacher

Signed on behalf of the Chair of Governors .....

Ratified at Full Governing Body Meeting on:.....(Date)

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