



# **SPECIAL EDUCATION NEEDS AND DISABILITY (SEND) POLICY 2016**

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## Section 1: Responsibilities and School Ethos.

**Person responsible for SEND provision at Southampton Children's Hospital School:** Nell Giles (Head of School) C/O Bursledon House, 119 Tremona Road Southampton SO16 6HU. Telephone. 023 8120 6674. Nell Giles is currently the named responsible person.

**School ethos:** Everyone at SCHS is committed to providing an enjoyable, positive educational experience. Every teacher is a teacher of every child or young person, including those with SEND.

This policy has been developed in consultation with the Executive Head, SEN Governor, and the Senior Leadership Team.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0-25 (2015)
- Schools SEN Information Report Regulations (2014) (see [www.sendgateway.org.uk](http://www.sendgateway.org.uk) Hampshire's Illustrative Regulations as a guide for schools completing SEN Information Report)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England KS1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by Emma Millard (SENCO, Harefield Primary School) on behalf of Southampton Children's Hospital School, in liaison with Gary Hampton (Executive Head), Nell Giles (Head of School), the SEN Governor, SLT, and staff. Co-production of this policy is in line with the principles of the current reforms.

## Section 2: Aim and Objective

### Our aim

At Southampton Children's Hospital School (SCHS), we welcome all children, including those who have Special Education Needs and Disabilities (SEND). Our aim is to provide a broad and balanced curriculum, including Early Years and the National Curriculum. Our objective is to raise the aspirations of and expectations for all pupils with SEND, providing a focus on outcomes for children and young people, regardless of the limited time they spend with us.

A child at SCHS is defined as having SEND when their learning needs require support above and beyond that normally provided in the classroom or early years setting. The SEND Code of Practice describes the following four areas of difficulty and it is recognised that some children will experience difficulties in more than one area: -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical.

### Objective

In order to meet the needs of children and young people with SEND, in our setting, we must: -

- Identify and provide for those children who have SEND, as soon as possible, through discussion with both the parents/ guardians of the child and the home school.
- To work within the guidance provided by the SEND Code of Practice, (2015).
- Work in partnership with parents to support their child.
- Provide high quality teaching and a differentiated curriculum.
- Have high expectations of all children.
- Use a variety of teaching styles and cater for different learning styles.
- Use resources effectively to support learning.
- Assess and keep records of progress for children with SEND.
- Work as part of a multidisciplinary team to provide support for children with SEND.
- Encourage active participation by the child in meeting their own needs.
- Provide ongoing training, support and advice for all staff working with children with SEND.
- Celebrate achievement with pupils, parents and carers.

## Section 3: Identifying Special Educational Needs

At SCHS, we identify the needs of pupils by considering the needs of the whole child, which will include not just the Special Educational Needs of the child or young person. The SEND Code of Practice (2015) describes the four broad categories of need as: -

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/ or Physical.

Through discussions with parents/ carers and the home school, we will quickly identify any special needs children already have and will tailor our educational package to suit their individual needs. Whilst working directly with the child or young person, we may identify a need that has not previously been prevalent. This may be due to illness or injury. We will discuss this with parents and medical staff (if appropriate) to agree on the right provision and support for the child or young person.

## Section 4: A Graduated Approach to SEN Support

The SEND Code of Practice (2015) states that pupils are only identified as having SEN if they do not make adequate progress once they have had all the interventions/ adjustments and good quality personalised teaching.

At SCHS we aim to provide consistent quality first teaching, all of our teachers provide for ALL pupils in their class. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants and specialist teaching staff. The first step to responding to children and young people with SEN is high quality teaching, differentiated for individual pupils.

At SCHS, we regularly and carefully monitor and review the quality of teaching for all pupils, including those at risk of under achievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEN most frequently encountered.

In recording pupils needs on our SEN register, our criteria for "entering" a pupil on this record includes: -

- Details from the home school setting.
- Conversations with parents about the needs of their child.
- Conversations with the child (where appropriate)
- Discussions with outside agencies (i.e. Speech and Language Therapist, Physiotherapist, etc) connected to the child or young person, where appropriate.
- Discussions with medical staff, where appropriate.
- Class teacher and SENCO consider all of the information provided about the needs of the child, pupil progress, alongside national data and expectations of progress.
- For higher levels of need, SCHS draw on more specialised assessments from external agencies and professionals, where appropriate.

In order to make a decision as to whether the pupil is put on the SEN Register, SCHS will follow the Graduated Approach; teachers continually assess, plan, implement and review their approach to inform further teaching.

## **Section 5: Managing Pupils Needs on the SEN Register**

As a Hospital School, the time your child spends with us could vary from 5 days to a number of weeks so each child's needs and length of stay are factored into how SCHS manage their needs. On/ before admission, the teaching staff will contact the home school and parents, to discuss each pupil's individual needs and levels of attainment, and whether the child is on the SEN Register at their home school. The teaching staff will also speak to the child or young person and, when appropriate, give the child specific tasks so that they can be assessed. This assessment, along with information gathered from the parents, home school and child, provides the foundations for further planning to meet each child or young person's individual needs. The teachers are responsible for maintaining this information and following a continual graduated approach to each individual child or young person. This information is then passed back to the home school on discharge.

## **Section 6: Criteria for Exiting the SEN Register/ Record**

It is unlikely, due to the time constraints of most of the pupils with SEN within the school that a child would be taken off the SEN register. However, through the Graduated Approach, if the needs

of the child change dramatically, and their needs can be met with reasonable adjustments and good quality personalised teaching they will be taken off the register (SEND Code of Practice 2015).

## Section 7: Supporting Pupils and Families

For more information about services that support pupils and families, for example the Local Offer, our Admissions policy etc., please refer to our website [www.schs.co.uk](http://www.schs.co.uk)

## Section 8: Supporting Pupils at School with Medical Conditions

As a hospital school, all of our admissions are children with temporary or permanent medical conditions. We work directly with the medical staff to support all of the pupil's medical needs, whilst they are attending the school. There are weekly multidisciplinary meetings to discuss all the needs of each child or young person, including medical needs, educational needs, etc.

Some children attending SCHS may be disabled and were this is the case SCHS will comply with its duties under the Equality Act 2010.

## Section 9: Monitoring and Evaluation of SEND

SCHS regularly and carefully monitors and evaluates the quality of provision we offer to all pupils. We do this through observations, work scrutiny, sampling of parent views, pupils views and staff views. In addition, the Governors meet regularly to monitor, challenge and support the school at a strategic level. Meetings focus on a range of areas including standards, finance, safeguarding & strategic planning. By continually evaluating and monitoring the provision at SCHS, this promotes an active process of continual review and improvement of provision for all pupils.

## Section 10: Training and Resources

All teachers and support staff undertake induction on taking up a post and this includes meeting with the SENCO/ Head of School, to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. In addition, regular monitoring of the provision is undertaken by SLT to inform further staff development and training.

## Section 11: Roles and Responsibilities

SENCO: Jane Williams: [jane.williams@shs.jetrust.org](mailto:jane.williams@shs.jetrust.org)

SEN Governor role - Sue Pitkin: To develop an awareness of special needs provision in the school on behalf of the governing body.

Designated Governor with specific safeguarding responsibility - Sheila Peters

Member of staff responsible for managing PPG/LAC funding \_ SCHS is not in receipt of pupil specific funding including pupil premium or LAC funding.

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Medical needs are met by appropriate in house staff of the NHS.

## **Section 12: Storing and Managing Information**

Documents are stored in the central School Office, Bursledon House. Records are subject to Data Protection Issues.

Records for Primary children are retained while at school and then transferred to the next school.

Records for Secondary children have a statutory 25 years retention and are then shredded.

Most pupils are at SCHS for a very limited time and records are transferred to home school.

## **Section 13: Accessibility**

SCHS provides a nurturing environment where children work in small groups and/ or individually, within a classroom, bedside or as arranged on Outreach. The main teaching areas are accessible to children with a physical disability i.e. those in wheelchairs or attached to lines (if on wards).

SCHS operates within NHS premises and are subject to NHS accessibility plans.

## **Section 14: Dealing with complaints**

See Complaints Procedure

## **Section 15: Bullying**

Please refer to the behaviour policy on our website.

## **Section 16: Reviewing the Policy**

This policy was updated in October 2016 and will be reviewed annually.

## **Section 17: Appendices**

- Our school website - [www.schschool.co.uk](http://www.schschool.co.uk)
- Contact us: - Southampton Children's Hospital School, 119 Tremona Road, Southampton, SO16 6HU. Tel: 02381 206667. Office Hours: 9.00am - 3.00pm Monday to Friday, Term time only.