



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



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| SHS SEND POLICY   |  |                |                    |
|-------------------|--|----------------|--------------------|
| Version           | Version 1  | Approved by    | SHS Governing Body |
| Date last amended | November 2020  | Approval date  | November 2020      |
| Lead officer      | Jane Williams (SENDCo)   | Review date    | November 2021      |
| Contact           | <a href="mailto:Jane.Williams@southamptonhospitalschool.co.uk">Jane.Williams@southamptonhospitalschool.co.uk</a> | Effective date | November 2020      |

## Section 1: School Ethos and Responsibilities

### Our School Ethos

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

The person responsible for SEND provision at Southampton Hospital School is:

Jane Williams, SENCo.

C/O Bursledon House, 119 Tremona Road Southampton SO16 6HU. Telephone. 023 8120 6667

This policy has been developed in consultation with the Head Teacher, 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 2013
- SEND Code of Practice 0-25 (2015)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England framework document December 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- This policy was created by Jane Williams, SENCo on behalf of Southampton Hospital School, in liaison with Nell Giles, Head Teacher, 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 Hospital School (SHS), we welcome all children, including those who have special educational 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.

We are committed to ensuring that our school environment is a Neurodiversity Friendly one and in so doing, ensure that it is an inclusive learning environment for all our students.

### 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.
- Ensure welcoming, positive and empathetic attitudes by staff to all of our pupils.

### Section 3: Identifying Special Educational Needs

At SHS, 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 relevant interventions/ adjustments and good quality personalised teaching.

At SHS we aim to provide a consistent quality first teaching approach. 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 SHS, 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. We contact all home schools on admission to request information about current SEN provision including EHCP targets. This information is incorporated into our Graduated Approach document.

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.
- The 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, SHS 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, SHS will follow a Graduated Approach. Our 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 3 days to a number of weeks so each child's needs and length of stay are factored into how SHS manage these. On or 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, having used a graduated approach to assess and review a student, if their needs change dramatically, and can be met with reasonable adjustments and good quality personalised teaching (SEND Code of Practice 2015), then they could be removed from the SEN Register.

## 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 [southamptonhospitalschool.co.uk/](https://southamptonhospitalschool.co.uk/). See also the link to the Local Offer: <https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>

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

As a hospital school, all of our students are children with temporary or permanent medical conditions, as well as siblings of those children on certain occasions. We work directly with the medical staff to support all of the pupil's medical needs, whilst they are attending the school. There are regular multidisciplinary meetings to discuss the needs of each child or young person, both medical and educational.

Southampton Hospital School also runs a home tuition service to support pupils currently unable to attend school for medical reasons. The admissions are dealt with on a referral basis. Home tuition aims to reintegrate pupils back into

their home schools and tutors liaise regularly with the home school, hospital SENCo and any other relevant organisations.

Some children attending SHS may have a disability and where this is the case SHS will comply with its duties under the Equality Act 2010.

## Section 9: Monitoring and Evaluation of SEND

SHS 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 SHS, 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 teacher, 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@southamptonhospitalschool.co.uk](mailto:jane.williams@southamptonhospitalschool.co.uk)

SEN Governor: Sue Pitkin

Designated Governor with specific safeguarding responsibility: Sue Pitkin

Member of staff responsible for managing PPG/LAC funding: SHS 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 and data for Secondary children have a statutory 25 year retention and are then deleted.

## Section 13: Reviewing the Policy

This policy was updated in November 2020 and will be reviewed annually.

## Section 14: Accessibility

SHS provides a nurturing environment where children work in small groups and/ or individually, within a classroom, bedside or as arranged on Outreach. Teachers work to ensure that each student's needs are addressed on an individual basis and the learning environment is adapted to facilitate high quality teaching whatever their need. The main teaching areas are accessible to children with a physical disability i.e. those in wheelchairs or attached to lines (if on wards).

## Section 15: Dealing with complaints

If a parent has a concern or complaint regarding the provision of special educational needs, they are encouraged, in the first instance, to arrange to speak to their child's class teacher. If the matter remains unresolved then a meeting with the SENCo should be arranged. If this is not satisfactorily concluded, the Headteacher should then be notified.

If the concern is not settled through communication with the relevant school staff, parents have the right to ask for an examination of the complaint by the Governing Body.

## Section 16: Bullying

Please refer to the behaviour policy on our website.

## Section 17: Appendices

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