

**SPECIAL EDUCATION NEEDS AND DISABILITY
(SEND)
INFORMATION REPORT
2023**

SHS SEND Annual Report			
Version	Version 1.13	Approved by	SHS Governing Body
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Lead Officer	Jane Williams (SENDCo)	Review Date	November 2023
Contact	Jane.williams@southamptonhospitalschool.co.uk	Effective Date	September 2023

This report will tell you how the Southampton Hospital School (SHS) will support your child if they have a special educational need or disability.

The key aspects of our report can be found under the following headings:

1.	What kind of school is the Southampton Hospital School?
2.	How do we know if a child needs additional support?
3.	How do we work in partnership with parents and carers?
4.	How do we ensure that we offer appropriate support in class for your child?
5.	How do we develop the skills and expertise of our school staff?
6.	How do we ensure that our students with SEND enjoy a broad and balanced curriculum?
7.	How do we make trips and activities accessible to all of our students?
8.	How do we support the health and well-being of our students
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10.	How can we support transitions and reintegration to home schools?
11.	How can we be contacted for additional concerns or queries?

1. What kind of school is the Southampton Hospital School?

SHS is an Alternative Provision Academy based at Southampton General Hospital. We cater for children aged between 5 and 16. We teach in three classroom bases within the hospital and also offer an outreach service for children with medical conditions in Southampton. Our school is focused on enabling pupils with medical needs to access education and we are fully committed to providing support for pupils across the four areas of need as laid out in the SEND Code of Practice (2015):

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Young people taught within our service are enrolled at our school but also maintain their registration at their home schools. Education is tailored to individual needs and by arrangement we may teach siblings of long-stay pupils who are unable to attend their home school.

2. How do we know if a child needs additional support?

We communicate with parents and contact all home schools on admission to request information about current SEN provision including EHCP targets. We also communicate with the hospital teams on a regular basis with regards to students who need extra support as a result of their medical conditions. This information is incorporated into our Pupil Profile document. We use information provided by:

- Home schools
- Parents and carers
- Staff working with the children
- Medical practitioners within Southampton Children's Hospital
- Outside agencies can include:
 - (e.g. Educational Psychologists, Social Services, Child and Adolescent Mental Health Service, Occupational Therapy, Speech and Language Therapy, Physiotherapy)

All parents and carers are required, on their child's admission, to provide the school with consent to contact these agencies in order to gain this information. This will allow us to ensure that we are providing teaching that matches every child's individual needs.

3. How do we work in partnership with parents and carers?

At SHS, we strongly believe that close relationships with parents and carers are key in ensuring children are receiving the best education and care, often at a time when they are facing certain adversities and challenges in their lives.

We work closely with parents to ensure that each student achieves their potential whilst in our school. If a child has an Education, Health and Care Plan, we ask the home school or parents to provide us with a copy to ensure we are helping children achieve their individualised educational plans and targets. The class teacher would usually be the first point of call, however if a parent or carer has any more specific question, either our SENCo or Head Teacher are available to discuss specific needs. Please see contact

details at the end of this report to request an appointment. This can also be arranged through your child's teacher or by visiting the school office within Bursledon House.

On the children's wards, teachers are happy to meet with parents at a time that is convenient to both. Parents and carers should speak to the teachers in the classrooms or at the bedside to arrange this. In Bursledon House, we hold parents' evening every half term and the Head Teacher is available for individual appointments every Friday afternoon.

On a child's discharge, we will provide parents and the home school with a report, either written or verbal, depending upon the child's length of stay.

We welcome feedback and the school provides a questionnaire on the child's discharge. We use this information to review our provision.

Progress of children with a Special Educational Need or Disability is tracked by the SENCo. Progress of the whole school is tracked by the Head Teacher. This is reported to the designated governor for SEN.

SENCo: Jane Williams
Head Teacher: Nell Giles.
Governor for SEN: Sue Pitkin

We welcome parental involvement with all aspects of the school and if you are interested in becoming a volunteer at the school, to assist with reading or other areas of school life please contact the school office.

4. How do we ensure that we offer appropriate support in class for your child?

We are an inclusive school and all of staff at SHS are trained to work with children with special educational needs and will support students through quality first teaching.

We are a neurodiverse school. We believe that this is good practice and will result in an improved and inclusive learning environment for everyone. We celebrate neurological differences and adjust teaching accordingly to suit each individual learner.

All children, regardless of need, will be fully included in any teaching through differentiation and additional support where required. They will also be encouraged to work independently, where possible. On a daily basis class teachers are responsible for supporting your child. This is overseen by the SENCo. We use our Pupil Profiles as a rigorous system of tracking a student's progress in all four areas of special educational needs.

Much of our teaching is delivered on a one to one or small group basis, so teaching can be tailored specifically to meet the requirements of individual children. If your child has an EHCP, they will receive the additional support set out in the EHCP. SHS will work with home schools to ensure that this provision is maintained during their stay in hospital wherever possible. SHS does not receive additional funding for children with an EHCP and we have to work within a learning environment that may be somewhat different to your child's usual provision. This does mean that occasionally we may need to meet children's EHCP targets in different ways than stated on their plan. This will always be in agreement with school and parents and will be recorded on the children's pupil profiles.

5. How do we develop the skills and expertise of our school staff?

Staff are given regular training to fit into the needs of the school. This provision is audited on a yearly basis so that we can assess the expertise within our school. Various courses for staff are run by our SENCo, throughout the year relevant to the needs of our children and character of our provision. Staff also regularly attend external courses and visit mainstream schools to ensure our SEND provision and practices are effective and current.

We will work in conjunction with medical staff within the hospital such as: speech and language therapists, physiotherapists, medical psychologists, occupational therapists and play specialists to share information and strategies to best support all children within the school. The Head Teacher, the SENCo and teaching staff regularly attend ward round, handovers and MDTs with medical staff to ensure we have all of the information we require to provide the best educational opportunities and activities for all children.

During the academic year 2022-2023, there has been a focus on Trauma Informed Practice for all of our staff and the adoption of an approach that incorporates the four principles of Protect, Relate, Regulate and Reflect. Furthermore, a new programme of staff training has been developed which incorporates the metacognitive model approach to learning. As a result of this there has been a focus on the impact of this learning philosophy on children and young people with a variety of learning needs.

In addition, there our Sensory Snippets sessions, provided by our Autism Champion have continued, along with our weekly programme of Makaton learning.

6. How do we ensure that our students with SEND enjoy a broad and balanced curriculum?

SHS is committed to providing a stimulating and broad based curriculum which is accessible to all students. We offer a bespoke programme of learning for each student tailored to their own specific need.

Curriculum Structure and Learning Partnerships

On arrival at SHS each student is assessed through a combination of discussions with their home school, the medical team and quality first teaching interactions. A personalised curriculum is then carefully planned and sequenced.

We welcome the opportunity to work in close partnership with each child or young person's home school. This is true not only in assessing their initial curriculum needs but also in reintegration back to school or to a new specialist setting following their stay in hospital.

Organising of Learning

For Key Stage 1-3 students with special educational needs who are usually based in a mainstream setting our curriculum consists of 3 teaching and learning units of study: Community, Time and Place and Journeys; the full details of which can be found in our Curriculum Policy. A flexible curriculum offer will be created by differentiating activities and adjusting where appropriate.

Students who are usually taught in a special educational needs school will have a personalised curriculum designed according to either the learning journey prescribed by their home school, or one based on their own interests.

If a child has an EHCP or additional needs, opportunities will be created to support them to achieve these more personalised targets, this will be included in a written Pupil Profile document.

Breadth of Curriculum

As part of each learner's bespoke curriculum offer, we make judgements about which skills and areas of knowledge each child would benefit the most from learning with us. For those children with special education needs based in a mainstream setting we will focus on gaps in numeracy and literacy abilities. This could also be true for many children from special educational needs schools however, for those with PMLD their personalised curriculum will be devised around sensory stories, usually.

We will always take the time to find out what interests and excites each child, allowing us to build engaging and enjoyable learning experiences for them, but ones that remain focused on key skills.

Assessment

At SHS we use assessment to identify pupils' next steps and ensure that they are suitably challenged. We do not use formal assessments to establish our initial baseline as we believe close interaction between teachers and children allows professional judgements to be made quickly and more reliably. However, for KS1 learners we screen sensitively to assess their phonics knowledge. Our teachers have an understanding of National Curriculum age related expectations as well as the pre-KS standards and have been trained to use the Engagement Model for students with PMLD.

7. How do we make trips and activities accessible to all our students?

At SHS, we endeavour to include ALL children from across our entire school on trips and extra-curricular activities. If there are concerns we will always seek to make adaptations, and will discuss this with you. It is school policy that medical staff are in attendance during all off site activities. In the past, children from all areas of our school have attended activities such as theatre trips in Southampton, the Science Centre in Winchester, Paulton's Park near Romsey and festive celebrations at a local church. In certain circumstances, parents can accompany their children.

8. How do we support the health and well-being of our students?

The personal wellbeing of our students is extremely important to us and it is important to us that our students feel safe and secure. We encourage positive relationships and respect for those in our community and as such we facilitate peer friendships in the hospital school. Visits from home school teachers are always welcome.

SHS places the student at the heart of our school and has in the past, run regular Student Council meetings where the pupils discuss both ways of improving our school and also raising money for worthy charities of their choosing. We now have Tutor Time once a week which brings the whole school together by live link. Pupils are also asked to complete a feedback form at discharge which includes questions related to their happiness and safety while in school.

All young people are offered a personalised and bespoke, RSHE and PSHE offer during their stay. A specific SEN framework is in place for children which focuses on topics such as self-awareness, self-care, managing feelings, changing and growing, healthy lifestyles and the world I live in.

In many situations, we work very closely with the psychology team here in the hospital to ensure that the children receive the specialist support they require. SHS is also lucky enough to have two qualified Emotional Literacy Support Assistants. They have been trained by educational psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer-term additional emotional needs. The majority of ELSA work is delivered on an individual basis, but sometimes, small group work is more appropriate, especially in the areas of social and friendship skills. The aim is to make sessions fun and we use a range of activities such as: games, role-play with puppets or arts and craft. ELSA sessions can take place at bedside or in a place in the hospital where the young person feels safe and comfortable.

9. How do we ensure that our school is safe and accessible?

At SHS we will be delighted to welcome your children into our school, regardless of their medical condition, disability or level of mobility and communication needs. The Hospital School's offer includes a combination of teaching at bedside or in one of our 4 classroom areas within the hospital. These classrooms are situated in:

- Bursledon House (ground floor)
- Ward G3 (floor G of the main hospital block – serviced by lifts)
- Piam Brown Ward (floor G of the main hospital block – serviced by lifts)
- The Hub (Bursledon House, ground floor)

All classrooms utilise technologies and equipment to enable participation and engagement from young people who may be non-verbal or have profound and multiple learning difficulties. Young people will be accompanied by occupational therapists for activities such as cooking if this is deemed appropriate through the risk assessment process. Medical staff and/or therapists will also accompany children on all school trips off site. These trips are open to all of our children and we will ensure they are able to fully access any transport, sites or activities during the day.

Outdoor activities for those children in Bursledon House are also accessible to all, and we will work alongside the medical team to risk assess any such activities for each child. All children are able to access PE at least once a week, if their medical condition allows.

The classroom on ward G3 is a small classroom within the ward, fully equipped to be able to take a small number of children in wheelchairs or using mobility aids or medical equipment. Medical professionals will always be involved in ensuring access is suitable and fully risk assessed.

Piam Brown classroom is open to all children undergoing treatment for cancer and is able to facilitate the use of medical equipment necessary for this to continue whilst they are being taught. If children are in isolation in their rooms, we will follow the NHS infection control guidelines and provide education at the bedside.

The Hub is available for our students being taught as part of our Outreach service and is specifically designed for students with Autism Spectrum Disorders in that, it is a quiet and calming space.

10. How can we support transitions and reintegration to home schools?

At SHS we know that your child's reintegration back into mainstream education can be a challenging time for children and a worrying time for parents, so we endeavour to support every child through this process. We can arrange visits from home school staff and, alongside medical staff, we can help to organise a programme of reintegration visits. Please speak to the SENCO, Head of School or medical staff if you think this would be appropriate and helpful for your child.

We are able to liaise with home schools closely, following a child's stay in hospital. If a child has a special educational need we will often have communicated with both schools and the medical team through a multi-disciplinary team meeting (MDT). Whilst a child with SEN is in our school we follow a graduated approach, assessing and refining our understanding of the pupil's needs, details of which are then passed onto the home school along with a progress report. In specific cases our SENCO can assist in applying for a new EHCP in cooperation with the home school.

All students will also complete a reintegration questionnaire before discharge. This requires students to discuss and outline areas they may be worried about in terms of returning to their own school. This is then shared with parents and schools to ensure that the transition is as smooth as possible and that the child's needs are being met as fully as possible.

11. How can we be contacted for additional concerns or queries?

When your child is admitted to hospital, it is a worrying and difficult time. If you are at all anxious about your child's period of stay and educational provision at SHS during this time, please contact the SENCO in the first instance. If you have further concerns, please contact the Head Teacher.

SENCO, Jane Williams, jane.williams@southamptonhospitalschool.co.uk
Head Teacher, Nell Giles, nell.giles@southamptonhospitalschool.co.uk
Telephone: 023 81 20 6667

Please also see Southampton City Council's local offer.

<https://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page?localofferchannel=0>