



Special Educational Needs and Inclusion Policy

Reviewed on	2026/27, Term 1	Review frequency	Annual
Next review due	2027/28, Term 1	Author	Katie Kempsey
Owner	SHS Nell Giles	Approved by	LGB

Section 1: Purpose and Intent

At Southampton Hospital School (SHS), all children are equally valued. Through our school's values of 'aspiration, resilience and compassion', which are encapsulated in our policies, practices and provision, we are a fully inclusive school and have an environment where all children can flourish and feel safe. We are committed to giving all our children every opportunity to achieve the highest of standards.

We believe that educational inclusion is about equity for all learners, whatever their age, gender, ethnicity, challenges, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners. Our intention for Special Educational Needs and Disabilities (SEND) is to ensure that all pupils receive an ambitious, high-quality education regardless of any additional needs. We strive to ensure that learners are fully equipped with the resources that they need, in order for them to be inquisitive, resilient learners and to develop life-long learning skills.

At Southampton Hospital School we:

- will strive to identify any additional or new learning needs at an early stage, to ensure that learning opportunities are met
- will ensure that pupils have access to as ambitious, broad and balanced curriculum as possible within the context of our unique provision
- have a range of pathways (formal, semi-formal, pre-formal, therapeutic and engagement) which allow us to personalise all learning, identify strengths, remove barriers and enable meaningful participation and progress from each pupil's unique starting point
- develop the interests of each child and nurture independence
- will provide high quality staff training so that all staff have the knowledge and skills to support children with SEND
- ensure that all children progress towards their personal targets through quality first teaching
- will use a range of research-informed assessment tools to identify barriers to pupils' learning and plan adaptive teaching that enables rapid and sustained progress.
- will work closely with parents and primary caregivers to ensure a positive learning experience
- will work closely with outside agencies and other members of the UHS staff to undertake a pro-active, collaborative approach

We have two dedicated SENDCos – Gayle Doulton and Katie Kempsey

Both work across all areas of our school and can be contacted using their email addresses

gayle.doulton@southamptonhospitalschool.co.uk

katie.kempsey@southamptonhospitalschool.co.uk

Section 2: School ethos to inclusion of SEND pupils

Everyone at SHS is committed to providing a fully inclusive, safe and respectful environment. Our aim is to create a positive atmosphere that fosters physical, mental and emotional well-being whilst providing a stimulating educational experience for all pupils irrespective of any special educational need or disabilities they may have.

This policy has been developed by our two SENDCos in consultation with the Head Teacher, SEND 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
- SHS Safeguarding and Child Protection Policy 2006-2007
- Accessibility Plan
- Teachers Standards 2012

Objectives

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 adaptive 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 from staff to all of our pupils.

Section 3: Leadership and Management of SEND

Roles and Responsibilities

SENDCOs:

Gayle Doulton: gayle.doulton@southamptonhospitalschool.co.uk

Katie Kempsey: katie.kempsey@southamptonhospitalschool.co.uk

Designated Governor with specific SEND responsibility:

Bridget Durrant: bridget.durrant@southamptonhospitalschool.co.uk

Member of staff responsible for managing PPG/LAC/IMF funding: SHS is currently not in receipt of pupil specific funding including pupil premium, Inclusive Mainstream Fund (IMF) or LAC funding.

Member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils: Medical needs are overseen by the headteacher in conjunction with appropriate UHS staff (inpatients)/home school medical leads/Local Authority Medical Needs Officer (outreach)

Training and Resources

All teachers and support staff undertake induction on taking up a post and this includes meeting with a SENDCo/ Head teacher, to explain the systems and structures in place around the school's SEND provision and practices 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, staff are encouraged to undertake training and development. Staff undergo regular training throughout the year in weekly CPD meetings and have access to the National College training package for any personal training needs they may have. SENDCos attend regular SEND training by Hamwic Education Trust, and have the opportunity to network and share best practice with HAMWIC schools. In addition, regular monitoring of the provision is undertaken by SLT to inform further staff development and training.

Storing and Managing Information

Documents are stored electronically on a secure system and subject to data protection and retention requirements and policy.

Section 4: A Graduated Response

At SHS, we identify the needs of the whole child. 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 requirements children already have and will tailor our educational package to suit their individual needs. We use Hamwic Barriers to Learning and Quality First Teaching assessments to identify pupils' individual barriers and emerging needs, using these insights to inform pedagogical decision-making and precisely adapt teaching to secure rapid, meaningful and sustained progress.

Whilst working directly with the child or young person, we may identify a need that has not previously been observed. This may be due to illness or injury. This will be shared with parents, medical staff and home schools (if appropriate) in order to consider and plan the right provision and support for the child or young person.

A Graduated Approach to SEND Support

The SEND Code of Practice (2015) states that 'a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

At SHS we aim to provide a consistent quality first teaching approach. All our teachers provide for ALL pupils they are teaching. 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 SEND 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 SEND most frequently encountered. We contact all home schools on admission to request information about current SEND provision including EHCP targets. This information is incorporated into our Graduated Approach document.

We use the Assess, Plan, Do and Review cycle for monitoring our SEND provision of pupils. All our pupils are taught in small intervention style classes or on a one-to-one basis and we constantly monitor their progress against the targets stated on their EHCP or pupil profiles and review the teaching and learning as needed.

Teachers' observations are often made 'in the moment' and are recorded in the Pupil Profile document, where they feed into the Assess, Plan, Do, Review cycle.

In recording pupil's needs on our SEND register, we consider information from the following sources:

- Details from the home school setting.
- Conversations with parents about the needs of their child.
- Conversations with the child (where appropriate)
- Discussions with other 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 SENDCO consider all 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.

Section 5: Interventions

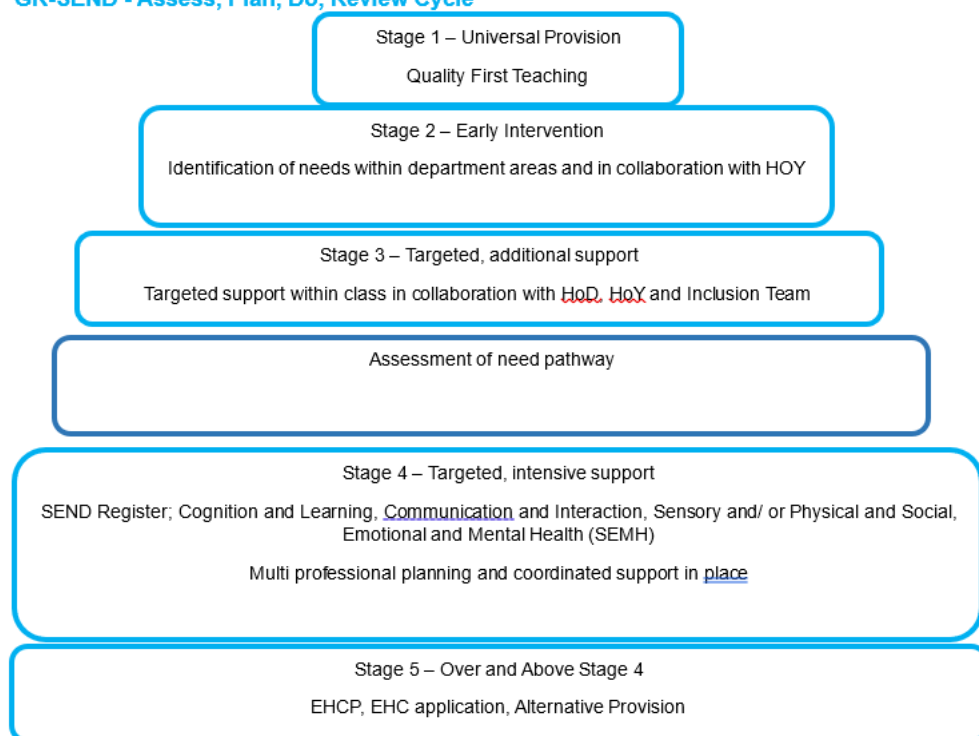
Southampton Hospital School is privileged in that we are able to teach all pupils in small classes or on a one-to-one basis. Therefore, our teaching involves individual interventions for our pupils, whether they have SEND or not. We do not often require specific subject or out of class interventions for this reason. We do provide ELSA where necessary, particularly focussed on transition, and we have a qualified ELSA within our learning support team.

Section 6: Assessment and management of learning for SEND pupils

As a hospital school, the time a 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 their needs. 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 ascertain whether the child is on the SEND 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 to subtly assess their engagement and abilities. 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 for each individual child or young person. For every pupil in our school, we produce a pupil profile, which is used as a working document to record interventions and progress made. Using an Assess, Plan, Do, Review model (see below) we update this document throughout a pupil's admission regularly to allow a clear written record of their learning journey with us. We also include progress across a range of other areas which may not be purely academic which is captured in our Progress

Tracker Document for all pupils (see below). This document is shared with parents and home schools shortly following discharge.

GR-SEND - Assess, Plan, Do, Review Cycle



As a school we use Pre-Key Stage standards when required. These 'Building Blocks' are teacher assessment tool which we use to help us support pupils who are engaged in subject specific study below the key stage in which they are in. Your child's teacher at the hospital school will make an assessment judgement based on several 'pupil can' statements linked to one of 3 subject areas:

- English language comprehension and reading
- English writing
- Mathematics

The 'pupil can' statements seek to determine if pupils can demonstrate recognisable and specific skills, knowledge and understanding in these subject areas. The assessment will be supported by a broad range of evidence, which will come from your child's day-to-day work in the classroom. This will then enable teachers to understand how pupils are performing and where they may need further support to allow them to progress.

For children who are not engaged in subject specific study, (including those with PMLD) the engagement model is used to give a holistic overview of progress in the areas of exploration, realisation, anticipation, persistence and initiation. This is focussed around a largely sensory curriculum.

We have a range of Learning Pathways which can be used to plan personalised pathways to engage all pupils no matter where their current learning is.

- Formal Learning: Pathway Working at/near age-related expectations. Able to engage with subject-specific work now.
- Semi-Formal Pathway: Typically MLD/SLD — or ABI where current function, not diagnosis, means content needs to be well below ARE.
- Pre-Formal Pathway: Typically PMLD/complex needs — or an ABI where current function, not diagnosis, means subject content isn't yet meaningful. Judged on presentation now, not a learning-difficulty label.
- Engagement Pathway: Pupils not yet ready for structured learning. Generally/developmentally able to learn, but not currently in a position to engage with learning due to their present circumstances
- Therapeutic Pathway: Significant SEMH needs. Dysregulation is the immediate, primary barrier; cannot yet safely attempt tasks.

Pupils can move between pathways depending on how their learning journey develops and their medical needs change.

We track pupils' progress in terms of: Attendance, Participation, Readiness to Learn, Relationships with Adults, Relationships with Peers, Communication, Self-management, Confidence, Curriculum Access, Cognition, Independence in Learning, School Readiness, Future Aspirations, and Location of Lessons using a clear tracker document. This allows steps of progress to be clearly identified and tracked in all areas of learning and personal development. Every child in our service is therefore able to make progress across a wide range of areas in addition to, as a precursor of, or alongside academic achievement.

All the information gained, assessments data and strategies used will then be passed back to the home school and parents on discharge.

Section 7: Supporting Pupils at School with Medical Conditions

As a hospital school, all 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 the pupil's medical needs, whilst they are attending the school. Staff often attend and contribute to multidisciplinary team meetings to discuss the needs, both medical and educational, of our pupils. All pupils will have an Individual Health Care Plan which is produced on admission with input from both parents/carers and relevant members of the medical teams. These are regularly reviewed and adapted as required to ensure medical needs are fully incorporated into learning plan and do not create unnecessary barriers.

Southampton Hospital School is also the current service provider for Southampton Local Authority's medical outreach service. Referrals to the Outreach provision are made by Southampton schools to the Local Authority and considered by a panel of professionals led by the local authority's inclusion officer for children with medical needs. The panel meets twice a month to review and consider each referral received. Home tuition aims to reintegrate pupils back into their home schools and tutors liaise regularly with the home school, hospital SENDCos 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 8: Admission and transitions for SEND pupils/Criteria for exiting the SEND Register

In compliance with the Equality Act 2010, SHS does not discriminate on the grounds of disability. Students with SEND are admitted on an equal basis with others in accordance with our admissions policy.

Close liaison with the child's home schools (or parents if EHE) during the admission process means comprehensive information is obtained, enabling our teaching staff to have specific strategies in place for individual students where required.

When it is time for discharge SHS will liaise with the pupil's home school to help them transition back. We can also support phased returns if required. It is unlikely, due to limited admission lengths, that a child would need to be taken off the SEND register during their time at SHS. 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 SEND Register, in discussion with home schools and parents.

Section 9: Accessibility

SHS provides a nurturing environment where children work in small groups and/or individually, within a classroom, bedside or as arranged with Outreach provision. Teachers work to ensure that student needs are addressed on an individual basis, and the learning environment is adapted to facilitate high quality teaching, whatever the 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 10: Trips and Extracurricular Activities

SHS often runs trips to expand our curriculum offer and these are carefully risk assessed and planned to allow for every pupil to attend. The trips are always accompanied by members of the school staffing team as well as members of the nursing team, and often occupational therapists. This means any medical needs can be met on the trip. Planning for pupils with SEND to attend the trip is done in consultation with their main teacher to make sure it can meet their learning needs. All trips are fully inclusive; pupils from the wards will be invited if the medical teams think it is appropriate. Outreach pupils will be invited and transport offered if required.

Section 11: Local Offers

For more information about services that support pupils and families in Southampton please follow the link to the local offer.

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>

Southampton Children's Hospital serves a broad geographical area across Southern England. Therefore, many of our pupils come from beyond the city of Southampton. We advise parents to seek information from their local authority regarding the local offer for SEND in their area.

SHS admissions policy is available on the school website:
<https://southamptonhospitalschool.co.uk/>

Section 12: Supporting Pupils and Families

SHS is able to signpost families to outside agencies that may be able to offer support.

We also work closely with the wider hospital team and as such your child may have input from occupational therapists, physiotherapists and psychologists as a part of their overall hospital admission.

The Special Educational Needs & Disability Information Advice & Support Service (SENDIASS) is also available to support families. Its aim is to empower children and young people with special educational needs/disabilities and their parents/carers to make informed decisions about education, health and social care.

<https://www.southamptonsendiass.info/>

For pupils who live beyond the city of Southampton we signpost parents to the SENDIASS provision in their area.

Section 13: 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 learning walks, work scrutiny, shared reflective practice, and sampling of stakeholder views. In addition, the Governors meet regularly to monitor, challenge and support the school at a strategic level.

Governor 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 14: Reviewing the Policy

This policy was updated in September 2026 and will be reviewed annually.

Section 15: Dealing with complaints

A parent who feels that the Local Offer is not being delivered, or not meeting their child's needs should contact their child's class teacher in the first instance.

For further concerns, contact one of the Special Educational Needs Coordinators

Gayle Doulton: gayle.doulton@southamptonhospitalschool.co.uk

Katie Kempsey: katie.kempsey@southamptonhospitalschool.co.uk

If you have any query related to SEND after discussion with the class teacher and SENDCo you are welcome to make an appointment with the headteacher.

If you are not happy with the outcome of this appointment, please follow the Complaints Policy and Procedure, which is available on the school website and HAMWIC education trust website. (About Us, statutory information)

Section 16: Appendices

- School website www.southamptonhospitalschool.co.uk
- Hamwic website <https://www.hamwic.org/>

Contact us:

Southampton Hospital School

119 Tremona Road

Southampton

SO16 6HU.

Tel: 023 8120 6667

E-mail info@southamptonhospitalschool.co.uk

Office Hours: 8.30am - 4pm Monday to Friday, term time only