SHS SEND Information Report: November 2026

How do we at Southampton Hospital School support students with Special Educational Needs and Disabilities?

SHS is a hospital school which provides education for patients in hospital, covering all age groups from year R to year 11. Our pupils have a wide range of backgrounds, language, learning and medical needs. We also have an outreach service which caters for pupils within the city of Southampton, who for varying reasons, are unable to attend their own schools at present. We are an all-inclusive school and cater for all types of learning need.

At SHS we are committed to provide support for all students with SEND, including those with:

- Learning difficulties
- Specific learning difficulties (SpLD)
- Profound and multiple learning difficulties (PMLD)
- Autistic Spectrum Disorders (ASD)
- Speech, Language and Communication difficulties
- Hearing Impairments
- Visual Impairments
- Physical disabilities
- Medical difficulties, such as cancer, acquired brain injuries, and kidney failure
- Social, emotional and mental health difficulties (SEMH)

How do we know if a child needs additional support?	Upon admission to our service, we communicate with parents and where relevant medical and therapy staff to assess initial need. We then contact pupils' home schools and request information about current SEN provision, and where applicable EHCP targets and request the most recent EHCP review document. We communicate with the wider hospital team on a regular basis to assess ongoing and changing needs, attending multi-disciplinary team meetings where relevant. All the information we collect is documented on our pupil profiles, which are working documents teachers use to assess, plan, do and review the ongoing learning needs of the pupils. We use information provided by: • Home schools/parents if EHE • Parents and carers

	• Staff working with the children • Medical practitioners within Southampton Children's Hospital • Hospital therapy teams including occupational therapists, physiotherapists, speech and language therapists, psychologists, play specialists • Southampton Paediatric Intensive Neurorehabilitation (SPIN) team for children on the neurorehabilitation pathway. • Outside agencies including Educational Psychology, Social Services, Child and Adolescent Mental Health Service, Occupational Therapy, Speech and Language Therapy, Physiotherapy, Community Medical Teams) • Charities such as Child Brain Injury Trust (CBIT) and Young Lives Vs Cancer (YLVC). 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 allows us to ensure we are providing bespoke teaching that matches every child's individual needs.
What do I do if I think my child has special educational needs?	If you have concerns about your child's progress, or their hospital stay has raised new concerns, please contact the Special Educational Needs and Disabilities Co-ordinators (SENDCos) katie.kempsey@southamptonhospitalschool.co.uk gayle.doulton@southamptonhospitalschool.co.uk Alternatively, please contact the headteacher nell.giles@southamptonhospitalschool.co.uk
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 of the most recent review to ensure we are meeting statutory guidance and supporting children to work towards appropriate educational plans and targets. In circumstances where it is appropriate to apply for an EHCP assessment, we work closely with parents, the medical team and a child's home school to gather information. It is the child's home school which submits the application to the relevant local authority. When parents wish to discuss their child's progress or additional needs, the class teacher would usually be the first point of call. However, for more specific questions, our SENDCos or headteacher are available to discuss these. Please see contact details above or 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. Parents are invited to a weekly parent drop-in session in our primary

	and secondary classrooms in Bursledon House. The headteacher is available for individual appointments every Friday afternoon and will in most cases attend the weekend discharge meetings with the medical staff. 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. On a pupil'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 parent and pupil questionnaire on the pupil's discharge. We use this information to review our provision. Progress of children with a Special Educational Need or Disability is tracked by the SENDCos. Progress of the whole school is tracked by the headteacher. This is reported to the designated governor for SEN. SENDCos: Katie Kempsey and Gayle Doulton Headteacher: Nell Giles. Governor for SEN: Bridget Durrant
How will the curriculum at Southampton Hospital School be matched to my child's needs?	SHS is committed to providing a stimulating and broad-based curriculum which is accessible to all students, and we follow the National Curriculum and Early Years Foundation Stage (EYFS) frameworks. We are able to provide bespoke planning, which is individually adapted for the needs of the pupils within our classes. 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. Pupils are taught on a one-to-one basis or in small classes and so the teachers and support staff are able to identity and adapt to changing needs on a lesson-by-lesson basis. Teachers adapt the learning resources and lessons according to the needs of the individual pupils. Within the hospital we teach pupils within our classrooms or at bedside, dependent on their presenting medical needs and infection control guidelines. On our outreach service we can teach pupils in a variety of settings: within their own home; in local libraries; at their home schools to support reintegration; in our outreach teaching space, the 'Hub', on the hospital site. Discussions take place to consider which environment is most suitable for pupils' current learning and emotional needs. Curriculum Structure and Learning Partnerships We welcome the opportunity to work in close partnership with each pupil's home school. On admission we gather information about attainment and progress and school, to guide our work, and on discharge we can support reintegration back to school or to a new specialist setting following their stay in hospital.

	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 documented in their pupil profile. 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 from. For those children with special education needs based in a mainstream setting we will focus on ensuring foundational knowledge in numeracy and literacy. Alongside this we offer science, history, geography, art, cooking, Personal, Social and Health Education (PSHE), Relationships and Health Education (RHE, primary), Relationships sex and health education (RSHE, secondary) and current affairs. For pupils in Y9 and above we offer lessons around career guidance. Our lessons are tailored and inclusive to ensure they can be accessed by all pupils. When we teach children who attend special educational provisions, we are guided by the home schools as to how best to structure learning and choose appropriate content. For pupils with PMLD their personalised curriculum will usually be devised around sensory experiences. 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 understand National Curriculum age related expectations as well as the pre-Key Stage standards and have been trained to use the Engagement Model for students with PMLD. Once your child reaches key stage 4, they are taught in line with their homeschools GCSE and vocational courses, and we help them to make informed choices about their learning post GCSE where necessary. Learning Pathways At SHS all pupils will follow a specific learning pathway depending on their current needs. Our pathways are: • Formal: Working at/near age-related expectations. Able to engage with subject-specific work now. • Semi-formal: Typically MLD/SLD — or ABI where current function, not diagnosis, means content needs to be well below ARE. Needs heavily differentiated, small-step teaching.

	• Pre-formal: 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. • Therapeutic: Generally/developmentally able to learn, but not currently in a position to engage with learning due to their present circumstances. • Engagement: Significant SEMH needs. Dysregulation is the immediate, primary barrier; cannot yet safely attempt tasks These pathways allow us to personalise all learning, identify strengths, remove barriers and enable meaningful participation and progress from each pupil's unique starting point. Pupils are able to move between pathways during their admission depending on how they are presenting and their needs change. We will make these changes based on discussions with both the wider teaching and medical teams. Throughout your child's time with us we will carefully monitor and develop their wider learning skills covering domains of engagement, relationships, independence, learning, and reintegration. This will be carefully tracked to show progress in these areas as well as their learning against their pathway.
How will the staff at Southampton Hospital School support my child?	All teachers at SHS are teachers of SEND. We are an inclusive school and all staff at SHS are trained to work with children with special educational needs and will support students though 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, scaffolding, 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 SENDCo. 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, as appropriate and possible within our setting. 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 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.
How is the decision made about what type and how	The SENDCo will oversee any additional support or interventions your child receives. This is highly personalised and depends on your child's specific needs. This may include: • in-class support from a teaching assistant

much support my child will receive?	• specific teaching to improve literacy or numeracy skills • KS4 Study Support – for help with literacy, numeracy and GCSE subjects • Individual support from our two trained ELSAs, particularly regarding transition back to the community. • Advising home schools on possible access arrangements for examinations (assessed in KS4) • adjustments within the classroom setting for students with visual impairments, hearing impairments, physical disabilities or medical needs Any support which is additional to or different from another student is decided by the SENDCo in liaison with class teachers and the wider hospital team.
How do we develop the skills and expertise of our school staff?	Staff are given regular training in line with statutory guidance, HAMWIC Education Trust, and the school development plan. 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 SENDCos, throughout the year relevant to the needs of our children and character of our provision. Staff also attend external courses and visit mainstream and specialist provision schools to ensure our SEND provision and practices are effective and current. We will work in conjunction with medical staff within the hospital including 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 headteacher, the SENDCos and teaching staff regularly attend ward round, handovers and Multi-Disciplinary Team (MDT) meetings with medical staff to ensure we have all of the information we require to provide the best educational opportunities and activities for all children. As a school we are trained in Trauma Informed Practice. All of our staff have been trained in the adoption of this approach that incorporates the four principles of protect, relate, regulate and reflect. Furthermore, all staff are trained to plan and use 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 we will use Makaton if needed. Outcomes, wellbeing and pupil voice are monitored regularly by SEND and school leaders. This monitoring informs the identification of training needs and supports continuous improvement, ensuring that learning is embedded into both staff development and the ongoing enhancement of provision.
How do we make trips and activities accessible to all our students?	At SHS, we endeavour to include 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 to theatres, Cathedrals, Fort Nelson, Royal Victoria Country Park, festive celebrations at a local church, and a visit to a Hindu Temple

	amongst others. In certain circumstances, parents can accompany their children. All trips are thoroughly risk assessed. More information regarding educational visits can be found in the educational visits policy.
What support will there be for my child's overall health and well-being?	The personal well-being of our students is extremely important to us and we strive to make sure all 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 homeschool teachers are always welcome. SHS places the student at the heart of our school, and 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 well-being and safety while in school. Pupils are offered a personalised and bespoke PDWB (Personal development and wellbeing) curriculum which has 5 pillars. This curriculum covers: Religious Studies, Wider Opportunities (including trips and careers), Inclusion, British Values and PSHE. 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. Our ELSA provision focuses on supporting pupils to prepare for and thrive with transition back to home and their own school.
How do we ensure our school is safe and accessible?	At SHS we will be delighted to welcome your child into our school, irrespective of their medical condition, disability, level of mobility or 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 (level G of the main hospital building – serviced by lifts) • Piam Brown Ward (level G of the main hospital building – serviced by lifts) • The Hub (Bursledon House, ground floor) All classrooms can utilise technologies and equipment to enable participation and engagement from young people. A member of nursing staff, and often therapists, will 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. Children resident at Bursledon House have access to an outdoor space for education and recreation, and we work alongside the medical team to risk assess any such activities for each child.

	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.
What specialist services and expertise are available at or can be accessed by SHS?	As we are part of the larger University Hospital Southampton we are lucky that we have access to the expertise of a wide range of professionals for support and training. All children within our setting will be undergoing a holistic approach to their medical, emotional and learning needs. This may include input from: • Occupational Therapists • Psychologists • Physiotherapists • Child and Adolescent Mental Health Service (CAMHs) • Educational Psychologists • Medical teams • Speech and Language therapists • Social Care • Children's charities such as CBIT, YLVC, Abbey's Heroes, Read for Good
How can we support transitions and reintegration back 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 SENDCos, Head of School or medical staff if you think this would be appropriate and helpful for your child. We 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 school and the medical team at MDT meetings. Whilst a child with SEND 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 SENDCos 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. Where appropriate ELSAs support pupils to prepare for discharge and transition back to home and school.
What steps should I take if I have a concern about Southampton Hospital School's SEND provision?	If you have concerns about your child's needs or their current support, please contact one of our SENDCos: katie.kempsey@southamptonhospitalschool.co.uk gayle.doulton@southamptonhospitalschool.co.uk If there are still concerns, you may wish to contact our headteacher: nell.giles@southamptonhospitalschool.co.uk 023 8120 6667
Where can I go to get further information	If you want further information about Southampton's Local Offer, contact: https://www.southampton.gov.uk/localoffer

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