



Kindness Empathy Respect Responsibility Honesty Resilience

Hospital and Home Education Learning Centre
Special Educational Needs and Disability
(SEND) Policy Report
February 2019

For a child, student or young person with Special Educational Needs or with a Disability that is unable to access their own school (home school) currently, there will be essential questions that must be addressed by the Hospital and Home Education and Learning Centre (HHELC). This policy aims to provide information and advice which would provide answers to the following important questions:

- How does the HHELC link with the home school?
- How will the HHELC ensure that education is continuous?
- How will the HHELC monitor and report progress?
- How do HHELC staff support children, students and young people and how is the curriculum matched to their needs?
- How do HHELC communicate with parents/carers (if appropriate) or young people around learning and progress?
- Do HHELC provide opportunities outside the classroom?
- What support is available for overall well-being?
- What specialist services and expertise are available in school/accessed by school?
- What training and experience have the staff working at HHELC had regarding SEND?
- What support will be available to reintegrate back to the home school?
- What information will be passed to the home school when leaving HHELC?
- Who to contact if any questions or concerns

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY REPORT

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Headteachers: Pat Fielding and Lynda Valentine

SEND Co-ordinator: interim co-ordinator Ann Baldwin / Chris Gillespie as of September 2019

Date for Review: February 2020

Aims

The aim of this policy is to ensure that all children, students and young people who attend HHELC are able to continue with their education to enable them to reach their full potential. Children, students and young people with Special Educational Needs and disabilities (SEND) will be supported and provided for in a way that recognises and values their strengths and capabilities. We understand that our SEND children, students and young people are individuals who are entitled to support that will empower them to develop their skills and independence. We have a person-centred approach to SEND with the child, student, young person and their parents/carers (where appropriate) at the centre of decision making. This policy will:-

- Set out how HHELC will support and make provision for children, students and young people with Special Educational Needs and disabilities (SEND)
- Explain both the process and the roles and responsibilities involved in providing for children, students and young people with SEND
- Answer questions that children, students and young people (or their parents/carers where appropriate) with SEND may have regarding HHELC and the provision we offer

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability Code of Practice and the following legislation:

- Part 3 of the children and families act 2014 which sets out schools' responsibilities for children, students and young people with SEND
- The Special Educational Needs and Disability Regulations 2014, which sets out schools' responsibilities for education, health care (EHCP) plans, SENDCO's and the SEND report

It has been written with reference to

- Equality Act 2010 (advice to schools DfE (2013))
- Supporting children, students and young people at school with medical conditions

Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2014 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."

A child or young person of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions

A child under compulsory school age has SEND if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if Special Educational Provision was not made for them.

Many children, students and young people who have SEND may have a disability under the Equality Act 2010 – that is “a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.

This definition includes children, students and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children, students and young people with such conditions do not necessarily have SEND but where a child requires Special Educational Provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition.

Schools must also have regard to statutory guidance re supporting children, students and young people with medical conditions (DfE 2014)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-children, students and young people-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-children,_students_and_young_people-at-school-with-medical-conditions.pdf)

and the document “Ensuring a good education for children who cannot attend school for health needs”

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/269469/health_needs_guidance_-_revised_may_2013_final.pdf

Special Educational Provision should be matched to the child or young person’s identified SEND. Children’s SEND are generally thought of in the following four broad areas of need and support.

- communication and interaction
- cognition and learning
- social, emotional and mental health
- Sensory and/or physical needs

Some children, students and young people also have a disability as defined by the Equalities act 2010 as well as having Special Educational Needs.

Other children, students and young people may have a disability as defined by the Equalities Act 2010 but not require any Special Educational Needs provision.

For Children, students and young people with a disability (Equality Act 2010) HHELC will;-

Make reasonable adjustments to what it would do normally, so far as is reasonable, to meet the requirements of disabled children, students and young people. We will ensure that we take reasonable steps to avoid substantial disadvantage’ of a child, student or young person.

Aims For Children with Special Educational Needs and Disability (SEND)

The aims of HHELC are based on the values derived from the Local Authority and guided by the Code of Practice, 2014 for Special Educational Needs (updated Jan 2015).

We aim to provide a first class educational provision across the city, with the aim of enabling all our children, students and young people to take advantage of a full range of opportunities; able to develop, progress and achieve their potential and ambitions.

We ensure that all children, students and young people access the best in educational opportunities, maintain their continuity of education and keep close links with their home schools. Our children, students and young people should feel safe and supported, and achieve to their full potential.

For Children, students and young people with a disability (Equality Act 2010) HHELC will:-

- Eliminate unlawful harassment and discrimination
- Promote equal opportunities
Promote positive attitudes towards disabled people
- Encourage participation by disabled children, students and young people in all aspects of schools life
- Take steps to meet disabled children's needs even if this requires more favourable treatment

About the Hospital and Home School Education Learning Centre (HHELC)

For many different reasons children, students and young people attending the HHELC are currently unable to attend their home school. The HHELC is one school, comprising of a number of different areas. The chart below helps to detail how the school is organised:

The Lookout at Hopewood

Hopewood is a hospital unit consisting of 3 wards where students and young people (usually key stage 3, 4 and post 16) are admitted to either of the 3 wards, and attend or are taught by teaching staff at/from the Lookout Education Base.

Pegasus Ward 12	Phoenix Ward 12	Hercules Ward 8
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The Sherwood Education Centre

The Sherwood Education Centre is for key stage 3 and 4 children, students and young people who are unable to access their home school for a variety of reasons. They attend the Sherwood Centre on a daily basis to continue with their education which would normally take place in small groups

Home Education

Home Education (part of the Sherwood Centre) is for children, students and young people who are either unable to attend their home school, or are unable to access the Sherwood Centre. These children, students and young people could consist of all age ranges.

The Children's Hospital School (QMC)

WARDS (number of beds)
D33 (17) Cystic Fibrosis/Respiratory
D34 (21) Orthopaedic/ Clean surgical
D35 (16) Surgical
E37 (20) Short Stay
E38 (9) CAU Children's Assessment Unit
E39 (15) Oncology
E40 (15) Neurology
PICU (10) Paediatric Intensive (Critical) Care Unit
PHDU (8) Paediatric High Dependency Unit
E17 (10) CAMHS

Dialysis Unit (9)
Burns (4)
TOTAL BEDS 154
Adult Wards (occasionally)
Wolfson Centre – at City Hospital – Year 12+ Cystic Fibrosis

Identification of SEND

Early identification of children, students and young people with SEND is essential in order that assessment of need can take place and to ensure that effective provision is put into place in accordance with the Code of Practice, 2014 (updated Jan 2015). Furthermore it is essential that children, students and young people who are attending HHELC are identified as early as possible as having SEND to enable an appropriate curriculum to be put into place and to ensure that progress is monitored accordingly.

At HHELC the majority of children, students and young people will be identified as having SEND, this is because all of the children, students and young people that attend HHELC are experiencing significant difficulties that are preventing them from attending their home school which is also having a significant impact on their ability to participate in education, and access learning.

All of the children, students and young people will have an individual/personalised learning plan that will enable them to participate at their level and to cater for their individual needs and requirements.

HHELC will also communicate with and gather information from their home school as early as possible to ensure that we are aware of all SEND information and strategies of support that are required. We can then begin to build a personalised package of teaching and support for each child, student and young person.

Links are also established with, schools, colleges, social care, health services and other educational settings to support and enable effective liaison and identification.

Although the majority of students at HHELC are identified as having SEND we are always alert to further emerging difficulties and we respond early where we have concerns. In particular, we listen to children, students and young people and their parents (where appropriate) when concerns about learning or development are expressed. Where appropriate parents/carers (or HHELC) will/should speak to the home school initially, and the Special Educational Needs co-ordinator as well as HHELC teaching staff.

Admission

Each site of the HHELC has its own admission criteria (see appendix 1) however in all cases liaison between the home school and HHELC is key, as well as liaison with parents/carers (where appropriate). HHELC will contact home schools to ensure that information about each child, student and young person’s educational provision and levels of progress are provided. If they have a Special Educational Need and receives/ has received specific support for this we will ask the home school about this, to ensure that we continue to provide as much of this support as is appropriate. This will be done in discussion with the home school and with children, students and young people and parents/carers (where appropriate).

Raising a concern

Meeting the needs of all of the children, students and young people in HHELC is the responsibility of individual teachers. The majority of children, students and young people attending HHELC will have already

been identified as having SEND, and individual teachers will ensure their needs are met and that they are able to access an appropriate curriculum.

For those children, students and young people who show additional difficulties or do not have an identified SEND, individual teachers will identify children, students and young people who are having difficulties (or further difficulties) early on through informal and formal assessments and observations. They will respond to those difficulties by keeping accurate records, which may include pieces of work, assessments and observations. The individual teacher will talk to the home school, the child, student or young person and parents/carers (where appropriate).

Advice can be sought from the SENDCo, and the individual teacher will try and resolve the difficulty by using alternative teaching strategies within their lessons/the classroom. A change in strategies may mean that the child or young person is then able to access the curriculum and make progress. If this is the case the individual teacher will continue to monitor those difficulties to ensure that they continue to offer the support that is required.

High Quality Teaching which targets areas of weakness may include:

- Differentiated learning materials
- Differentiated teaching approaches
- Group support or a focused intervention
- Specialist equipment
- Strategies of support recommended by outside agencies

The home school, children, students and young people and parents/carers (where appropriate) will always be consulted to help identify the reasons for the difficulties being encountered, learning patterns and/or behaviour and we will all work together to provide the support required.

If the individual teacher continues to be concerned that despite a personalised learning plan and good quality teaching and intervention that the child or young person is still experiencing difficulties and that they are not making expected progress, then the SENDCo and the individual teacher will discuss the strategies that have already been tried and the progress that has been made as a result of that. Then together they will look at the rate of progress that can be expected for the child or young person, and the progress they have made, consideration will be given as to what else can be put in place to help support that child, student or young person.

It is the individual teacher's responsibility to carry out and monitor any general teaching recommendations made from formal assessments such as from specialist teachers, Educational Psychologist (EP) or other outside agencies. Specific interventions would also be carried out by individual teachers.

Teacher's will always give the child or young person the opportunity to make choices and make their views known. They will be encouraged to determine the direction of their learning and personal development.

Provision for children or young people with SEND

The majority of children, students and young people who are attending HHELC will be included on the HHELC Special Educational Needs register. This is because the majority of the children, students and young people that attend HHELC are experiencing significant difficulties that are preventing them from attending their home school and this is also having a significant impact on their ability to participate in education, and access learning.

Further information is always gathered from the home school and from children, students and young people as well as parents/carers (where appropriate) around their specific difficulties and whether they require any specific equipment or strategies of support.

The HHELC school adopts a four part cycle called the graduated approach which uses the process of assess, plan, do and review.



Continued assessment ensures that SEND support always matches needs and monitors that the support is effective.

Plans of support should be appropriate to the child and young person's need and these should be shared with parents/carers (where appropriate) and the home school. At HHELC all children, students and young people, including those with SEND, will have an individual pupil progress reports that monitors their progress.

For some children, students and young people provision may include medical and/or psychiatric support from the NHS and so this will also form part of their provision. In these instances review meetings may be held by the NHS with HHELC contributing towards the review process whilst also reviewing educational support. Educational support is reviewed separately where this is not appropriate.

Those involved in this review could include:

- The SENDCO
- The individual teacher
- A Specialist Teacher e.g. Behaviour Support
- Health professionals
- Other organisations/professionals e.g. Speech Therapist, Physiotherapist, social worker or counsellor
- The home school
- Parents/carers
- Children, students and young people
- An Educational Psychologist
- Representative from Child and Adolescent Mental Health Services
- NHS clinical staff

The HHELC school will then continue with the graduated approach of assess, plan, do and review.

Individual teachers will always remain responsible for working with children, students and young people on a daily basis; they will need to liaise closely with the SENDCO to monitor the SEND support and progress children, students and young people receive.

SEND Support may include:-

- Specialist equipment
- A personalised curriculum
- Specific SEND interventions/programmes of work
- 1-1 support or specific small group support
- Support from outside agencies

In some circumstances if, despite both home school and HHELC taking relevant and purposeful actions to identify, assess and meet the SEND needs of a child or young person, they are still failing to make expected progress an application for an Education and health care plan can be made to the Local Authority. This will be in discussion with the home school, who will need to apply to their own Local Authority. The HHELC SENDco and individual teachers will support the home school with that process by providing relevant information

Education and Health Care Plan (EHCP)

Home School, HHELC and or parents/carers (where appropriate) can together make an application for statutory assessment.

In order to submit an application, documentary evidence showing strategies of support and interventions that have been carried out is needed. This is why it is important for both the home school and HHELC to work together to provide all the information that is required.

Evidence from assessments made by other professionals will also be required and any additional assessments or information.

Documents regarding the process and the criteria can be found on the local authority website from the area of the home school.

If the child or young person lives in Nottingham City then information can be found at:-

<https://www.nottinghamcity.gov.uk/education-and-schools/special-educational-needs-service/education-health-and-care-plans-and-statutory-assessment-of-SEND/>

In exceptional circumstances a child may be referred for an EHCP as soon as they are admitted to or join HHELC or as soon as a diagnosis or medical assessment has been carried out. This can be done in partnership with the home school and the parents/carers (where appropriate) .

Once an EHCP has been made and accepted, HHELC will assist the home school to

- Maintain the child's records
- Record and monitor progress on a regular basis. This will include an Annual Review, reporting results and recommendations to the LA
- Provision, curriculum and pastoral care will be monitored

Any changes in the child's Special Educational Needs will result in the home school, in liaison with HHELC, arranging a review meeting being at the earliest opportunity.

Working with Other Agencies

As a school we may consult with outside agencies (not previously involved) and their support and suggestions are invaluable to both teaching and support staff, and children, students and young people with SEND.

When advice is sought from outside agencies, parents/carers (where appropriate) and children, students and young people will be fully involved in this process and advice will not be sought without explicit permission.

An example of the outside agencies that we might consult with are:-

Health visitors
Social Care
Inclusive Education Service (specialist teaching service)
Behaviour support
Educational Psychologists
Hospital specialists/health staff
Speech Therapists

Provision

As the majority of the children, students and young people attending HHELC are identified as having SEND (and are included on the school SEND register) then the personalised learning/curriculum that is provided for all of the children, students and young people also forms the SEND provision received.

Within this each child, student and young person will have their own specific requirements which will need to be met e.g a specific SEND intervention which they need to carry out, or they may require specialist equipment and adapted resources or particular programmes of study and support , all of which will be carried out by individual teachers as part of each child, student or young person's normal provision.

Staff at HHELC have a wealth of knowledge and experience in the education of children, students and young people with SEND. Staff, currently have experience of and/or have received training in working with children, students and young people with:

Dyslexia,
Dyspraxia,
ASD - some with severe sensory issues
Asperger's syndrome - with hypermobility
Behavioural difficulties - social, emotional & mental health difficulties
ADHD
Cerebral palsy
Severe epilepsy - leading to ongoing health issues e.g. further brain bleeds, memory retention
Down syndrome
Heart problems
Global learning difficulties/ development delay
Anxiety
Hearing impairment
Visual impairment - albinism
Pathological demand avoidance
Tourette's syndrome

Scoliosis
Foetal alcohol syndrome
Muscular dystrophy
Physical difficulties
Selective mutism
Acquired brain injury
A range of long term medical conditions including oncology, neurology, cystic fibrosis, renal dialysis
Guillian Barry Syndrome
Functional disorders

The SENDCo role will be incorporated into role of Senior Assistant Head Teacher who will have designated protected time each week to oversee SEND provision.

HHELC will ensure that staff receive appropriate and up to date training to ensure that they can continue to meet the needs of all children who attend the school. The SENDCo and Headteacher meet fortnightly to monitor SEND training to ensure it continues to meet the needs of all children, students and young people within the school. As different needs are identified and new children, students and young people join the school training will be sought in areas where we previously have no expertise/experience.

All of the children, students and young people at HHELC do have a specific need and all of them will receive High Quality Teaching which is personalised to the needs and targets of the individual.

- Differentiated learning materials
- Differentiated teaching approaches
- Personalised work plan
- Group support or a focused intervention group
- Some specialist equipment
- Strategies of support recommended by outside agencies
- 1-1 support

As part of SEND provision they may also require:-

- A very different personalised curriculum to other learners
- A small steps curriculum/assessment to monitor their very small steps of progress
- Specialist equipment
- Particular requirements around their education
- A therapy based approach which address social and emotional and mental health
- A clinical element to their education

Organisation of support, teaching and inclusion

At HHELC we make every effort to ensure children, students and young people with SEND are included with their peers (where possible), while still meeting the needs of individual children, students and young people. The structures and systems in place are:

- Opportunities to work in small groups, whilst still working on their own individual targets (where appropriate)
- Opportunities to take part in extracurricular activities (where appropriate) and with support
- The promotion of self-worth and the raising of self-esteem

- Access for all of the children, students and young people to an appropriate curriculum that will enable them to continue to make progress whilst they attend HHELC, and will not put them at a disadvantage when they return to their home school (wherever possible)
- A personalised learning plan which ensures that the individual's needs are met
- High expectations and suitable targets for all children, students and young people
- An equalities policy.
- An accessibility Plan.
- Clear guidelines and expectations of behaviour.

HHELC currently employs an interim SENDCo, Ann Baldwin, who has dedicated SENDCo time of 1 to 2 days each week. Ann will be replaced by Chris Gillespie in September 2019.

Responsibilities

The Head Teacher:

- Works with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in HHELC
- Has overall responsibility for the provision and progress of learners with SEND and/or a disability

The Special Educational Needs Co-ordinator:

- The day to day operation of the school's Special Educational Needs profile across all sites
- Ensuring appropriate provision for all children, students and young people with SEND
- Liaising with and advising teachers and support staff as appropriate
- Liaising and working with children, students and young people and parents/carers (where appropriate)
- Advise and manage staff around SEND
- Contributing to in-service training for staff
- Detailed monitoring of pupil progress (as part of SLT & monitoring whole school data)
- Liaising with external agencies as required
- Keep the HHELC SEND register up to date

Individual teacher responsibilities:

- Individual teachers are responsible for the progress and development of every child they work with, including those with additional and Special Educational Needs
- Make contact with and gather information from the home school, including details of SEND support received
- Develop a plan of work/personalised learning plan for each child or young person they are working with (including those with SEND)
- Liaise with parents/carers (where appropriate)
- Seek the views of the pupil (pupil voice)
- Provide progress reports
- Work closely with support staff and other outside agencies, including the NHS, to plan and deliver an appropriate curriculum (in liaison with home school)
- Ensure that all children are able to access a rich and varied curriculum
- Differentiate work so that all children can access the content at their level
- Implement strategies of support suggested by outside agencies
- Deliver high quality teaching to all children including those with SEND

- Liaise with SENDCo
- Attend review meetings for children with SEND where necessary

Whole school responsibilities:

- SEND issues are raised at each site when lead teachers meet
- The Senior Leadership Team meet regularly to review SEND needs and provision
- The Head Teacher and SENDCO meet fortnightly
- SEND issues are regularly discussed at staff meetings
- The staff are given regular updates of their responsibilities towards children, students and young people with SEND
- Regular communication between individual class teachers and SENDCo
- Staff professional development for SEND is continually reviewed, updated and monitored to ensure that all staff continue to meet the needs of the children, students and young people within the school

In addition to school provision the SENDCo also has the following External Support Resources available:-

- Educational Psychology Service
- Specialist Teaching Service:
 - Hearing impairment
 - Visual impairment
 - Learning difficulties
 - Specific learning difficulties
 - Autism Team
- Special Educational Needs Assessment Service
- Health Services; e.g. Speech Therapy, Physiotherapy, Occupational therapy, Consultant Paediatricians
- Child and Adolescent Mental Health Services.
- Home school Nurse
- NHS medical staff (for those children staying in hospital)

Securing Equipment and facilities

If appropriate HHELC will ask the home school to provide or purchase any specialist educational equipment that is recommended for use.

Adaptions to the curriculum and learning environment

We make the following adaptations (site dependent) as part of good quality first teaching to ensure that all children, students and young people's needs are met:-

- Differentiating and personalising the curriculum
- Adapting teaching around medical needs
- Teaching in different locations depending on need e.g. on a ward
- Adapting lessons (throughout the lesson) to suit changing needs
- Responding to individual needs within lesson e.g. feeling unwell
- Following hospital protocol for the prevention of the spread of germs
- Following hospital protocol for the prevention of the spread of contagious conditions
- Following hospital legislation regarding cross contamination

Effectiveness of SEND Provision

HHELC adopts a four part cycle called the graduated approach which uses the process of assess, plan, do and review.



This system ensures that HHELC consistently review and evaluate the support that children, students and young people have received including children with SEND.

As the majority of children, students and young people at HHELC are identified as having SEND whole school progress Data is analysed by the Senior Leadership Team (including the SENDCo).

Progress is monitored using a variety of methods (see assessment policy for more detail)

We also evaluate the effectiveness of provision for children, students and young people with SEND by

- Reviewing progress within individual lessons
- Gathering accurate levels from home schools (baseline) when children, students and young people first attend, and monitoring small of steps of progress that are made towards their targets whilst attending HHELC
- Regularly reviewing children, students and young people' individual progress towards their goals
- Reviewing the impact of any interventions which are baselined before and afterwards
- Talking to children, students and young people
- Seeking parental feedback (where appropriate)
- Using pupil progress profiles to monitor progress
- Holding regular reviews meetings including those for children, students and young people with SEND

For some children, students and young people who attend HHELC initially they may be unable to access any learning, or may even find attending lessons impossible. For those children, students and young people attendance in lessons is monitored and recorded as health needs can override attendance in lessons. For some children and young for whom engagement in lessons is a difficulty, individual teachers work very hard to build relationships and gradually increase their attendance and engagement/readiness to learn.

Progress for those children, students and young people is measured in increased attendance and in a positive increase in the behaviours required for successful learning and engagement. Small steps of progress towards being ready to learn are recorded and monitored. HHELC staff will work with the child, student and young person until they are able to engage in learning and then continue to provide them with a personalised learning plan.

Assessment

(see assessment policy for more detail) Children, students and young people with SEND are often working below age related expectations and/or their progress may slow down or stop (because of current circumstances). Progress may consist of very small steps of achievement (which to them are huge achievements and not to be underestimated).

For children with SEND working below the Primary National Curriculum, working towards or at the level of pre key stage standards, a small steps assessment (B Squared) is used to monitor and record the small steps of progress they make. Information on levels is collected from the home school where possible, and this is recorded, performance is then monitored and recorded, and small steps of progress are reported to the home school when the child, student or young person returns to them. Progress is also regularly reported on to the home school and parents/carers (where appropriate) during the time spent at HHELC.

For children, students and young people with SEND working at the level of the Primary National Curriculum (but below age related expectations) a small steps assessment (Rising Stars) is used to measure the small steps of progress they make.

For young people with SEND who are in key stage 3 and 4, or above, who are unable to access the key stage 3, 4 or GCSE syllabus, they can still have the opportunity to work towards recognised qualifications which they can build upon. For these students they can do the following qualifications:

Across our 3 sites one or more of the following are offered (as appropriate):-

Aim Awards – AIM Awards are accredited qualifications offered in a wide range of academic and non-academic subjects - from Core subjects to gardening, sport, citizenship. They are offered at a variety of levels - from pre GCSE to A level.

Entry Level Qualifications are offered in English, Maths and ICT (ICT Sherwood site only) and are for students and young people working below GCSE Level.

Functional skills qualifications are offered in English, Maths and ICT (ICT Sherwood site only) at level 1 and level 2 and provide a more practical approach for students working around level 3/4/5 for GCSE.

Furthermore there is always a full consultation with the home school to ensure continuity of learning and to follow the same programmes of study that they were following at school.

For some children, students and young people we also offer Functional Skills as an additional qualification that they can work towards alongside GCSE's, or if they are unable to take GCSE's due to current circumstances/health.

For children, students and young people for whom we do not have any, or sufficient information regarding the level at which they are working, individual teacher assessment will play an important role, where appropriate standardised tests may be carried out.

Some children, students and young people with SEND may require Access Arrangements (special arrangements which are made to help them access and complete external examinations e.g. additional time, reader or scribe)

Access Arrangements should be based primarily on normal classroom practice for children with particular needs. They must never provide an unfair advantage. HHELC will consult with the home school to ensure that where they are required access arrangements are put into place.

In most cases the home school will be responsible for ensuring that any arrangements for access arrangements has been made. However if for some reason this is not possible, HHELC will, in liaison with the home school make arrangements to organise testing/reports or other paperwork required in order to ensure that access arrangements are in place.

Social and emotional well-being

HHELC is responsible for the social and emotional wellbeing of all of its children, students and young people.

The school have a number of policies which enable it to support this. Examples are:-

Safeguarding Policy
Behaviour Policy
Anti-bullying policy
(for a full list see the website)

The aim of our school organisation is to help all of the children to feel confident of their place in our school community. We want them to know that they will be valued as individuals.

Activities to help children, students and young people feel part of the HHELC community vary across the sites however it is an important part of HHELC life and some of the activities undertaken include:

A community allotment/garden for children
Visits to the tennis centre
Visits from outside organisations e.g Notts County in the community, scientists, orchestra's ballet, drama groups, film making
Visits to the library, shops, cafe
Ice stadium visits
Lakeside theatre
Assemblies (where possible)

Children, students and young people are also encouraged to take part in fund raising events being organised across different sites within HHELC.

Friendships can also be an issue for some children with SEND and so at HHELC we ensure that (wherever possible) the children, students and young people have the opportunity to develop friendships. For primary aged children a buddy system is in place. Opportunities to learn with their peers are always on offer and that might include paired and group work activities. Children, students and young people can also be supported to write letters and send photo's to their home school to maintain contact (where appropriate).

Some home schools have virtual learning platforms and children, students and young people are supported to access this (where appropriate).

Free time with their peers is also important and this is integral to the school day (where possible) Opportunities to take part in activities also encourages children, students and young people to build friendships.

Involvement of Parents/carers

At HHELC we work in close partnership and communicate clearly, effectively and responsibly with parents/carers (where appropriate) at all times. To this end we:

- Keep parents/carers informed as fully as possible about their child's needs, changes to educational provision, achievements and assessments.
- Welcome participation in review meetings, where we monitor progress, set appropriate targets, discuss progress and consider next steps
- Expect attendance at Annual Reviews of Education and Health Care Plans – if appropriate
- Listen to and respect the parents/carers' views and needs, taking account of parental knowledge and experience of their child
- Provide support for parents/carers who may have needs of their own
- Discuss advice given to support the school in the education of the child
- Liaise with parents/carers to ensure that any issues can be freely discussed, addressed and resolved at the earliest opportunity.
- Ensure, wherever possible, that parents/carers are aware of the support that is available from outside agencies
- Ensure that staff are available to speak to parents/carers about their concerns outside of normal reporting periods

Involvement of Children, students and young people

At HHELC we work in close partnership and communicate clearly, effectively and responsibly with children, students and young people at all times. To this end we:

- Keep children, students and young people informed as fully as possible (where appropriate) about their needs, changes to educational provision, achievements and assessments.
- Welcome participation in review meetings, where we monitor progress, set appropriate targets, discuss progress and consider next steps
- Welcome attendance at Annual Reviews of Education and Health Care Plans –if appropriate
- Listen to and respect the child, student or young person' views and needs
- Provide support for children, students and young people to help them communicate their thoughts and feelings
- Discuss advice given to support them (where appropriate)
- Ensure that staff are available (where appropriate and where possible) to speak to children, students and young people

Children, students and young people with SEND are encouraged to take an active part in the HHELC school community, for example, students take part in fund raising events and are encouraged to organise fund raising events as well as supporting local and national charities.

Whenever possible, children, students and young people's views and opinions are sought. Some children, students or young people may need to be supported in this but we believe our children students and young people have a right to the decision-making process and make a valuable contribution.

Children, students and young people will also be involved, in review meetings where appropriate by either attending or by their views being represented. We try to make the review meeting child focused to promote pupil participation.

Children, students and young people can speak to their individual teacher during the school day if they have concerns. The teacher will ensure they find time during the day to speak to the child, student or young person on their own if they indicate that they have a concern.

The SENDCo will regularly talk to children, students or young people in order to understand the SEND process from their perspective, similarly the SENDCo is also available for children, students and young people to discuss any worries or concerns they may have.

Transition

Successful transition is important for all children, students and young people but is particularly significant for those with SEND. Transition can be a particularly challenging time for children, students and young people with SEND and so the smooth transition between HHELC and schools or other settings is imperative.

Transition activities at each site will be slightly different, however it is equally important in all of the four sites.

See Appendix 1 for individual transition offers

Transition activities always ensure that the children, students and young people transition smoothly and successfully from one setting to another. We ensure that the children, students and young people feel ready and prepared for the change they are about to make and feel confident that they are able to make the change.

Accessibility

Disability Access plans are available for all 3 sites - see website

The Role Of The Governing Body

The governing body takes great care to ensure the best possible provision for children, students and young people with SEND. All governors are aware of their responsibilities for SEND and discuss the issues regularly.

SEND matters are included in the Head teacher's Report to the governors.

We also have a nominated governor with responsibility for SEND, Jamie Hutchinson, who will 'champion' SEND within school and provide support for the SENDCo.

The governing body evaluates the success of the education we provide, using the following criteria:

- The budget allocated to school and how this is used for SEND provision
- Adjustments in budget allocation to reflect changing needs
- The existence of accurate, up to date record keeping
- Monitoring and tracking of pupil progress and attainment
- Attendance by parents/carers at Review meetings (where appropriate)
- Number of children, students and young people with on SEND
- Links with home schools
- SEND policy
- management involvement in SEND issues
- SEND Governor and SENDCo meetings, gaining insight into SEND issues and recommendations for formulating policy
- OFSTED Inspection reports and Review Process
- Inclusion of SEND issues in development planning

- Time allocated to planning for children, students and young people with SEND
- Feedback from children, students and young people and parents/carers (where appropriate)
- Routine examination by the Governors of individual but anonymous case studies of students attending HHELC (majority have SEND)
- Attendance at or involvement in leadership of INSET courses by all staff.
- To respond immediately to any complaints received by the school in respect of children, students and young people with SEND
- Admission Arrangements

The specific SEND Governor will:-

- Raise SEND issues at Governing Body meetings
- Work with the SENDCo and headteacher to determine the strategic development of the SEND policy and provision within the school
- Keep abreast of changes in policy and legislation and raise awareness with the other governors
- Meet with the SENDCo regularly to keep abreast of SEND issues within the school

Complaints Procedure

Initially parents/carers should talk to their child's individual teacher if they want to raise an issue or have any concerns. A further discussion with the SENDCo may also be appropriate.

Parents/carers who are dissatisfied with the school's work in respect to children, students and young people with SEND are invited to follow the guidelines as set out in the LA . This is available on the school website.

Links to other policies

A number of associated policies can be found on the school website.

The Local Offer

Links to other services that are available for children, students and young people with SEND within the community can be found at:

www.asklion.co.uk

Appendix 1

Sherwood Centre

Admission

All children, students and young people who attend the Sherwood Centre have been referred by Home Education. These young people are likely to have been taught at home and will be supported by their Home Education teacher to smoothly transition into the Sherwood Centre.

Information for those children, students and young people has already been gathered by the Home Education teacher from the home school, and they are likely to have been working with the child, student or young person, and so know them well. All of this information is passed to the Sherwood Centre to ensure they continue with their educational studies.

A letter of referral is also required from either a medical practitioner or CAMHS.

Transition

Transition into the Sherwood Centre is from Home Education, and the Home Education teacher will work 1-1 with the child, student or young person to create a bespoke transition package to ensure a smooth transition into the Sherwood centre.

This may include many transition visits, to begin to feel comfortable inside the building, as well as the individual teacher needing to stay with the child, student or young person until they feel able to be independent within the small group at Sherwood.

Transition is taken at the pace of the child, student or young person and their views are sought throughout the process. The individual teacher is able to be flexible and respond to difficulties as they arise, and work to alleviate those difficulties.

For students and young people who are leaving the Sherwood Centre to go to further education or other organisations HHELC have excellent links with futures who are able to work with the students and young people to ensure that there is a smooth transition. HHELC also have excellent links with the Special Educational Needs team within Nottingham City Local Authority who work with HHELC and the children, students and young people to ensure that necessary support is in place once they begin the next stage of their education.

Hopewood

Admission

Admission is via admission to hospital following NHS procedures, and in conjunction with hospital staff.

Transition

At Hopewood a full time re integration officer ensure smooth transition for students and young people moving to new settings/places. The role includes linking with students home school/colleges and/or work placements to carefully plan transition back as successfully as possible alongside the wards multi-disciplinary teams discharge planning package. Contact is made with education providers to ensure the best possible pathway is devised for them, linking in other agencies as and when required.

Home Education

Admission

Children, students and young people who are unable to attend an educational setting, for a variety of reasons will be taught at either their home, or wherever is deemed to be suitable, this may be a library or other community facility.

A letter of referral is also required from either a medical practitioner or CAMHS

Transition

Many of the children, students and young people will move into the Sherwood Centre and the Home Education teacher will work 1-1 with the child, student or young person to create a bespoke transition package to ensure a smooth transition into the Sherwood centre.

This may include many transition visits, to begin to feel comfortable inside the building, as well as the individual teacher needing to stay with the child, student or young person until they feel able to be independent within the small group at Sherwood.

Transition is taken at the pace of the child, student or young person and their views are sought throughout the process. The individual teacher is able to be flexible and respond to difficulties as they arise, and work to alleviate those difficulties.

For those children returning to their home school transition can be flexible and is planned to suit the individual child, student or young person. The process is planned at Home Education Review Meetings with the child, student or young person and family support network as well as with the home school and the other agencies and professionals involved. We take particular note of the views of the Medics/CAMHS when planning transition.

Queens Medical Centre Hospital

Admission

Enter the school by being admitted to hospital and in conjunction with the medical staff

The HHELC operate a system of engaging with the child, student or young person, in conjunction with NHS staff, using a 3 part contact system. Initial contact is made, when the child, student or young person first enters hospital, the HHELC introduce themselves and set the scene for what the school offers. Second contact is an age appropriate work pack which can be completed independently and perhaps a short session to introduce it. The 3rd contact is when taught sessions begin, and HHELC try and work towards taught sessions a day, again in conjunction with NHS staff).

Transition

Throughout the time the child, student or young person is at HHELC liaison with home schools takes place, this includes ensuring where possible that the children, students and young people continue with their school learning/topics of study. Reports are prepared and sent to the home school when the children, students and young people are discharged. Staff have regular contact with the home school to ensure that

(where possible) children, students and young people can return to school having covered some of the same topics/areas.

Children, students and young people are encouraged to keep in touch with their school by sending photographs and letters, and for schools that have learning platforms children, students and young people are encouraged to use these. Some schools offer skype lessons and children, students and young people are encouraged /supported to take part and contribute to those. They can also be supported to maintain their school email account and access homework (if appropriate).