

Oxfordshire Hospital School SEND Policy

Person responsible for Policy:	Headteacher
This version:	February 2020
Date to Governors:	09/02/21
Date Agreed:	09/02/21
Review Due:	February 2022
Is this Policy to appear on school website:	Yes

Headteacher's Signature:	
Date: 09/02/21	
Signature of Chair of the Governors:	
Date: 09/02/21	

Updates to this version

Date	Section	Update	Reason

Contents

Governing Principles	3
Aims of the SEND policy	3
Objectives	3
Inclusion	4
Definition of Special Educational Needs and Disability (SEND)	4
Roles & Responsibilities	4
Governing Body	4
The Headteacher	5
Special Education Needs Coordinator - SENDCo	5
Leaders of Learning - LoL	5
Tutor	5
Teachers & Support Staff	5
Provision	6
The Graduated Response to Curriculum Support	6
Monitoring progress and provision	7
Statutory Assessment and the Education Health & Care Plan EHCP	7
Flowchart describing the process for considering an EHC Needs Assessment for pupils at OHS	7
Pupils that enter our service who already have an EHCP	8
Individual Pupil Profiles and Reviews	8
Continuous monitoring of individual progress	8
Provision of Curriculum Support	8
SEND information report	8
Monitoring and Evaluation of this Policy	9
Evaluating the effectiveness of SEND provision	9
Partnership Working	9
Parents and Carers	9
Pupils	9
External Partners	9
Between Schools	10
Appendix 1 - Letter to LA when a pupil with an EHCP is admitted to hospital	11

At the Oxfordshire Hospital School (OHS), pupils are taught at one of our inpatient settings or referred by their enrolled schools to our Outreach Teaching Service (OTS). While they are taught by us they remain on the roll of their enrolled school and our SEND register reflects the SEND register of the enrolled school. We continue to liaise with the enrolled school SENDCo, as well as other relevant staff, for the duration of the pupil's time with us.

The OHS's SENDCo is Daniel Lawrence. Daniel can be contacted on 07483 116 778 or by email at daniel.lawrence@ohs.oxon.sch.uk.

All work relating to SEND is overseen by the Headteacher (Steve Lowe) and the Governing Body.

In addition, each young person is assigned a Tutor who will closely monitor their progress and needs, including SEND, and will be in regular contact with families, carers and enrolled schools.

Governing Principles

The OHS is committed to:

- providing a secure, enjoyable and stimulating learning environment which will enable pupils to realise their potential as individuals in society;
- providing equal access to a broad and balanced curriculum;
- providing continuity of education for young people not able to attend their usual educational setting.

Which:

- (a) meets statutory requirements;
- (b) reflects the cultural diversity of society;
- (c) meets the needs of all pupils;
- (d) develops skills for independence and a pathway for an active role in society.

Aims of the SEND policy

- that practice reflects our school mission statement;
- that pupils receive the provision set out in their Statement of Educational Need or Education Health and Care Plan;
- to identify the changing needs of pupils;
- to identify previously unmet or undiagnosed needs
- respond to changing needs so that pupils can further develop their potential as individuals.

Objectives

These aims will be achieved by:

- providing all staff with up-to-date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils' needs;
- providing staff with regular professional development opportunities to expand their SEND pedagogy;
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- taking prompt actions when decisions are made;
- working with parents, pupils, enrolled schools and other professionals to ensure that pupils' needs are met in the longer term.

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCos) and the SEND information report;
- The Equality Act 2010, which includes disability as one of nine protected characteristics.

Inclusion

At the OHS, all pupils irrespective of ability, race, gender or need, are respected and valued as individuals. This is reflected in the school's organisational and curriculum structure, and its assessment systems. Pupils with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities.

The OHS believes that:

- the needs, rights and entitlements of individual pupils are the focus of both an educational and social environment;
- staff are entitled to an effective and supportive environment, consistent quality training, an effective learning environment and good quality advice;
- all stakeholders should work in collaboration to ensure the best possible outcomes for a young person.

Definition of Special Educational Needs and Disability (SEND)

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools. This includes certain chronic medical needs such as cancer.

Special educational needs provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At OHS, the majority of our pupils are considered as having some form of SEND. All pupils at the Highfield Adolescent Unit and many of those referred to our Outreach Teaching Service have social, emotional and mental health difficulties; in the Children's Hospital Teaching Service, a higher than usual proportion have complex needs.

Roles & Responsibilities

The roles and responsibilities of school staff with regard to special educational needs are given below. They are in accordance with Code of Practice (2014) guidelines.

Governing Body

- In partnership with the Headteacher, the Governing Body have responsibility for deciding the school's general policy and approach to meet the needs of pupils with SEND.
- Ensuring, through the appraisal process, that the Headteacher sets objectives and School Improvement Plan.

- Monitoring the policy through the school's self-review procedures.
- All governors are informed of the school's provision, including funding, equipment and staffing.
- The Governing Body will have a named lead for SEND who will liaise directly with the OHS SENDCo. The named Governor lead for SEND is Tom Aubrey-Fletcher.

The Headteacher

- Setting objectives and priorities in the school development plan, which includes SEND;
- Line-managing day-to-day provision for pupils with SEND;
- Work with the OHS SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school ;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability;
- Informing the Governing Body.

Special Education Needs & Disabilities Coordinator - SENDCo

- Disseminating information and raising awareness of SEND issues throughout the school;
- Overseeing the provision offered;
- Supporting the teaching and learning of pupils with SEND;
- Overseeing the preparation of and reviewing Individual Pupil Profiles for those with SEND and others, as required;
- Monitoring the delivery of the SEND Policy;
- Liaising with other SENDCos, both locally and nationally;
- Liaising with outside agencies;
- Liaise with TLA lead to ensure curriculum plans are shared fully;
- Contributing to in-service training and external training (as appropriate).

Leaders of Learning - LoL

- Clear communication with and involvement with the OHS and enrolled school SENDCos at all points of the journey;

Tutor

- Monitoring day-to-day progress and provision for their tutees, including those with SEND;
- Recording observations on pupil needs, with reference to OCC guidelines, and referring concerns to LoL and/or OHS SENDCo where appropriate;
- Updating IPPs to document strategies and triggers;
- Communication with enrolled school staff regarding needs and provision for pupils, in liaison with OHS SENDCo when appropriate.

Teachers & Support Staff

- Ensuring appropriate curriculum provision and delivery clearly stated in their schemes of work;
- Ensuring appropriate teaching resources for pupils with SEND;
- Raising awareness of school responsibilities towards SEND;
- Supporting the view that "All teachers are teachers of special needs";
- Devising strategies and identifying appropriate differentiated methods of access to the curriculum;
- Recognising that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in their classes;
- Ensuring Individual Pupil Profiles inform lessons;
- Monitoring progress of all pupils against agreed targets and objective;
- Be fully aware of the school's procedures for SEND;

- Raising individual concerns to the OHS SENDCo & enrolled school SENDCo.

Provision

At OHS, teaching pupils with SEND is a whole school responsibility. Central to the work of every teacher and subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the pupils. The majority of pupils at the OHS learn and progress through these differentiated arrangements.

A Graduated Response is adopted for all pupils, including those with SEND, as part of our bespoke delivery of teaching. Personalised support is provided to enable the pupil to make excellent progress in the context of their medical situation. Provision is identified and managed by the LoL, in collaboration with the OHS SENDCo for lower incidence needs, but will be planned and delivered by teaching and support staff.

As with all pupils taught at the OHS, provision for pupils with SEND is regularly reviewed and revised. It is the responsibility of individual teachers, curriculum leads and the SLT to ensure the National Curriculum is met for those pupils with SEND in partnership with the OHS SENDCo.

The Graduated Response to Curriculum Support

This is achieved through

1. Identifying and assessing individual pupil's needs according to the Assess – Plan – Do – Review model. Reviews take place during weekly Pupil Progress Meetings but often an immediate response is enacted when pupils experience significant events.
2. Reporting of pupils' needs to all members of school. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.
3. Providing an appropriate curriculum, taking into account;
 - National Curriculum and examination syllabuses
 - Continuity and progression
4. Delivering an appropriate curriculum, taking into account;
 - Suitable teaching materials
 - Effective, differentiated teaching strategies
 - A supportive learning environment
 - Encouraging a positive self-image.
5. Providing learning support through;
 - Curriculum development
 - Support teaching
 - Bespoke training
 - INSET
6. Using outside agencies where necessary and appropriate.
7. Monitoring individual progress and making revisions where necessary.
8. Where possible, ensuring families understand the process and involving them in the support of their child's learning.
9. Encouraging pupils with SEND to actively participate in all decision making processes and contributing to the assessment of their needs, meetings and transition process.

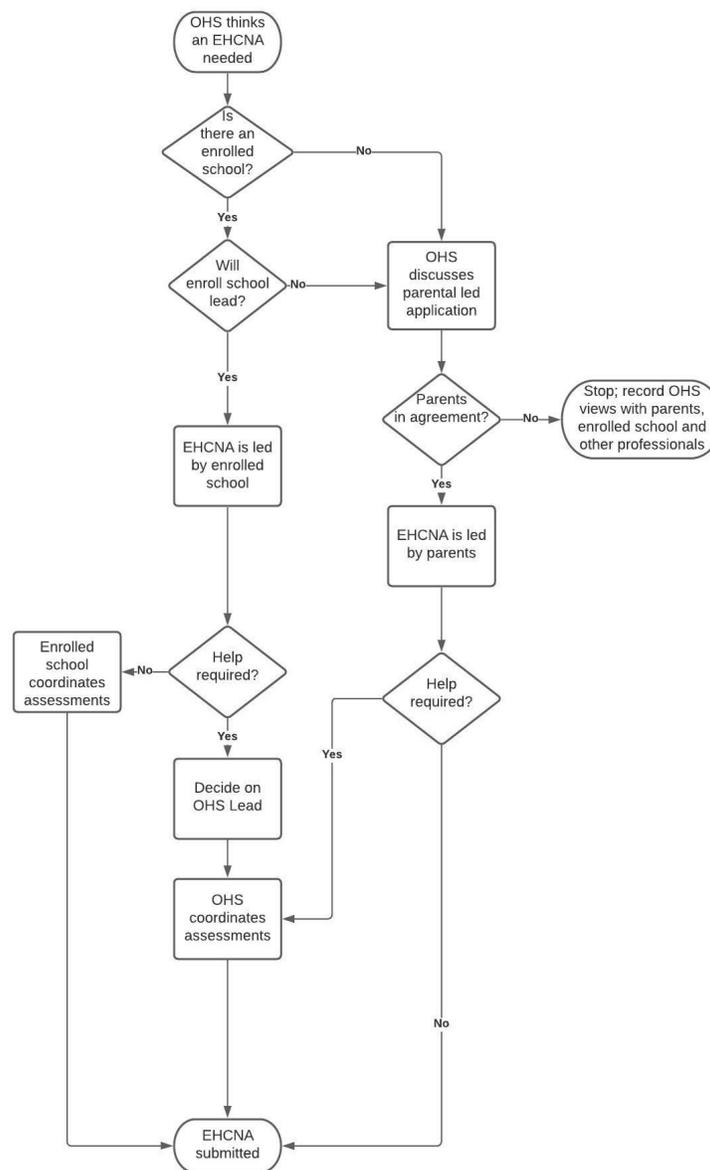
Monitoring progress and provision

Statutory Assessment and the Education Health & Care Plan EHCP

If, in the opinion of the Leader of Learning, the pupil is not making expected progress, due to a long term need that may not be able to be met by existing provision, we will advise the enrolled school or a parent/carer that they may wish to request that the LA undertakes an Education, Health and Care Needs Assessment. This may lead to the pupil being provided with an EHC Plan. The OHS SENDCo will work collaboratively with the Leader of Learning to quality assure the reports and information to assist the process.

The enrolled school retains the responsibility for achieving the outcomes documented in the EHCPs.

Flowchart describing the process for considering an EHC Needs Assessment for pupils at OHS



Pupils that enter our service who already have an EHCP

For all pupils with an EHCP we will seek to obtain a copy of the plan as soon as possible so that our provision can be tailored to their needs and so that we can contribute to the outcomes by focused and personalised educational delivery.

When a pupil with an EHCP is admitted to the Highfield Unit, and for long term pupils at the JR, we will inform the Local Authority in line with section 10.49 of the SEND Code of Practice using the letter in Appendix 1. The aim is to get the earliest possible input from the SEN Officer to review the plan and placement and make adjustments as necessary.

Individual Pupil Profiles and Reviews

The strategies that will be employed at Wave 2, Wave 3 and for pupils with EHC plans are recorded on the Individual Pupil Profiles (IPPs); reflecting provision that is additional to, or different from, normal differentiated provision.

Continuous monitoring of individual progress

Monitoring of individual progress is completed rigorously by staff reviews, screening tests and through procedures described in the school TLA Handbook. Where a previously unrecognised need is observed by OHS staff, we will liaise with enrolled schools and potentially conduct a relevant screening test in order to provide further evidence for support a pupil may require.

Provision of Curriculum Support

The SEND Team can help subject areas in the following ways (although this is not an exhaustive list):

- a) Curriculum development:
 - Planning with individual members of staff;
 - Selection / design and preparation of suitable materials;
 - Selection / design of teaching strategies.

- b) Support teaching:

This is achieved by working collaboratively with a subject teacher, tutor and LoL. The OHS SENDCo can assist by:

 - Planning appropriate programmes of work;
 - Preparation of relevant and differentiated materials;
 - Team and individual teaching;
 - Helping to facilitate a wide range of teaching and learning styles;
 - Evaluating and reviewing what has been achieved.

SEND information report

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

- Moderate/severe/profound and multiple learning difficulties

For further information, please refer to our full [SEND Information Report](#).

Monitoring and Evaluation of this Policy

The degree of success of the policy and its implementation will be evaluated using the following indicators:

- Recorded views of pupils, parents or carers and the wider multidisciplinary teams.
- Recorded views by teachers on pupils' competence, confidence and social acceptability.
- Measurable or observable gains from pupils, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.
- The SEN Co-ordinator/s reviewing procedures in consultation with stakeholders

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals during Pupil Progress meetings and in preparation for CPAs and Review Meetings
- Reviewing the impact of interventions after an agreed number of weeks (see LSPs)
- Using pupil questionnaires and surveys
- Holding or contributing to EHCP meetings/annual reviews for pupils with statements of SEN or EHC plans

Partnership Working

Parents and Carers

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the young person
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and shared with parents when appropriate.

We will formally notify parents and enrolled schools when we believe a pupil should be receiving SEN support. .

The OHS actively seeks to work with parents / carers and values the contributions they make.

- Family views are recorded as part of education review procedures;
- Families are encouraged to attend meetings where their child's progress is discussed;
- Effective communication is achieved through regular contact via Education Reports and contact with tutors.

Pupils

The OHS acknowledges the pupil's role as a partner in their own education.

- Pupils are actively encouraged to be involved in decision making by participating in all reviews and to be involved with negotiating and evaluating their targets;
- pupil views are recorded as part of the teaching and learning process and their views are valued and listened to.

External Partners

The OHS sees working in partnership with other agencies as an essential part of our offer, in order to provide an

integrated support based on the needs of the pupil.

Between Schools

The OHS liaises with enrolled school SENDCos, department heads and pastoral leads as appropriate at pupils' enrolled or prospective schools. This is often undertaken by Leaders of Learning and/or Tutors, and overseen by the Senior Leadership Team.

In addition, OHS networks with other schools on local and national SEND issues.

Appendix 1 - Letter to LA when a pupil with an EHCP is admitted to hospital

Highfield Unit:

Dear Sir/Madam,

Re: <Pupil Name, DOB>

In line with section 10.49 of the SEND Code of Practice (2015), I am writing to inform you that <Pupil Name>, who has an EHC plan, has been admitted to the Highfield Adolescent Unit in Oxford. This is a CAMHS inpatient unit for children with acute mental health needs.

They were admitted here on and they are currently here under a Section 2 / 3 of the Mental Health Act.

We ask that this patient be allocated a SEN Officer / representative who can attend Care Programme Approach Meetings (CPAs) to ensure that the reintegration plan is linked to a child or young person's EHC plan or individual healthcare plan (Section 10.50 SEN Code of Practice 2015)

It may be necessary to hold an EHC plan review or reassessment alongside the CPA meeting to ensure the plan remains appropriate, reflective of the child's current need and the child's SEN continue to be met.

At times it may become necessary to consider the appropriateness of the child's placement prior to discharge from the Highfield Unit. It is crucial that you are involved in these discussions from the earliest opportunity so that a seamless transition can be arranged.

Yours faithfully

Steve Lowe
Headteacher
Oxfordshire Hospital School

Children's Hospital:

Dear Sir/Madam,

Re: <Pupil Name, DOB>

In line with section 10.49 of the SEND Code of Practice (2015), I am writing to inform you that <Pupil Name>, who has an EHC plan, has been admitted to the Oxford Children's Hospital.

They were admitted here on and are expected to be on a course of treatment for

We ask that this patient be allocated a SEN Officer / representative who can attend MDT meetings that will include the pupil's enrolled school to ensure that their current needs are fully documented on the child or young person's EHC plan or individual healthcare plan (Section 10.50 SEN Code of Practice 2015).

It may be necessary to hold an EHC plan review or reassessment alongside the MDT meeting to ensure the plan remains appropriate, reflective of the child's current need and the child's SEN continue to be met.

At times it may become necessary to consider the appropriateness of the child's placement prior to discharge from the Oxford Children's Hospital. It is crucial that you are involved in these discussions from the earliest opportunity so that a seamless continuity of educational provision can be maintained.

Yours faithfully

Steve Lowe
Headteacher
Oxfordshire Hospital School