

Policy Title:	SEND Policy		
Last Reviewed & Updated:	July 2024	Due for Review:	June 2026

## Hospital Education Service, Coventry

### Special Educational Needs and Disabilities Policy

#### i OVERVIEW

The Hospital Education Service (HES) forms part of the Education Entitlement Team in Coventry and works in partnership with the local authority's SEND team and Alternative Provision offer:

Coventry Local Offer:

<https://www.coventry.gov.uk/coventrys-special-educational-needs-disability-send-local-offer>

Coventry Alternative Provision: <https://www.coventry.gov.uk/work-related-learning>

*The policy, in its design and implementation, sits within the legislative framework / remit of the Equalities Act 2010, SEND Code of Practice 2014 and the Children and Families Act 2014.*

#### ii DEFINITIONS OF NEED

HES follows a cumulative three-tier approach to differentiating levels of need, consisting of:

Wave 1: Quality First Teaching (QFT) in context – primarily classroom-based approaches designed for the benefit of all students, all of the time. Additionally, low-demand Goals-Based Outcomes underpin our enhanced universal SEMH offer as a PRU and is offered to all pupils attending group learning at our Whitmore Park Annexe (WPA) site.

Wave 2: SEN Supported Intervention – Tier 1 universal offer plus additional in-house or commissioned input delivered as 1:1 direct work.

Wave 3 1:1 QFT educational offer – bespoke 1:1 tuition to address persistent barriers to learning – these may be medical or SEMH in nature. Students unable to move into small group learning at this stage in KS4 are identified by the SENCo for potential transfer to an *Education Health Care Plan (EHC*

*Plan*) before Post-16 placements commence.

Wave 4 1:1 QFT plus specific intervention – as per Tier 3 with the addition of 1:1 in-house or commissioned intervention for pupils able to access direct therapeutic support. Again, pupils at this level of support are identified by the SENCo for potential transfer to an *Education Health Care Plan (EHC Plan)* before Post-16 placements commence.

#### **Flexing between the waves:**

The progress that a child has made in response to any support previously provided pre-referral and the types of presenting behaviours seen in response formalise the level of support pupils are initially inducted into. Progress in the tier of support will inform the Senco and advising SLT of the right stage to move into group learning, or equally, if group learning is not adequately meeting the needs of the pupil's current situation. For this reason, the flexibility of the personalised approach offered at HES is critical to the progress of the pupils being supported. The judgement of this offer lies solely with the staff at HES, and working with parents to support pupils with the timeline of these changes in their best interests is part of the nature of the short-term provision.

Due to the nature of referral to our service, pupils accessing HES will typically:

- have a learning difficulty and/or social, emotional and mental health need and/or a disability identified by recognised specialists. A GP referral is not consistent with the level of need consistent with input from HES.  
and
- present with a persistent level of need that prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age (*SEN Code of Practice: 0 - 25 Years, 2014*)
- In accordance with the 2023 supporting attendance documentation <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>, schools are responsible for ensuring that the attendance of pupils with long-term physical needs is met by reasonable adjustment and thus medical referrals to HES are limited to those linked with acute or short-term attendance implications versus life-long physical needs.

### **III) INITIAL CLASSIFICATION OF STUDENTS ON-ROLL**

The referral routes for HES include commissioning via the Local Authority's ESNAAP (Extended Non-Attendance Advisory Panel) through which Coventry Schools identify specific pupils for advice. In turn, if HES is considered an appropriate placement then HES consider the pupil to be automatically deemed to have evidence of additionality.

As such, all young persons are designated on HES *Register of Additional Need* as being at our Tier 1 support, which we equate to 'SEND Support'. This listing sits alongside a basic outline of the nature of their needs. Typically we will outline these needs under "Communication and Interaction difficulties" with an additional second primary need of 'social, emotional and mental health needs' for the majority of pupils but may also include a specific learning need.

This support begins with the provision of a smaller overall setting, higher staff to student ratio, a curriculum with a strong social-emotional component and scope for personalisation, smaller

teaching groups and a staff body with a high level of expertise in working with ASC and SEMH needs.

In the role as a PRU, HES is not a designated specialist provision for young people with an Education Health Care Plan although it may offer a period of transition support via the SEND team for pupils working towards attending their designated specialist settings (short to medium-term transition support). HES may also be involved in identifying needs for non-attenders where the picture of need for consultation of placements is unclear. In these circumstances, the mainstream school remains as named setting and HES is commissioned via ESNAAP to deliver the transition support ahead of taking up these specialist placements.

Where a pupil is viewed to require more formalised support through an Educational Health Care Plan, HES will liaise with the home school to initiate statutory assessment and contribute to the statutory assessment process.

## IV FURTHER IDENTIFICATION OF NEED

Assessing how a student's learning needs are being met, whether those needs have changed / likely to change and what needs to happen next to further meet those needs can be measured, generally speaking, in consideration of the following key factors:

- A closing of the attainment gap between the child and their peers
- Prevention of the attainment gap growing wider
- Progress similar to that of peers starting from the same attainment baseline but less than that of the majority of peers
- Matching or bettering the child's previous rate of progress and taking account of their difficulties
- Progress that ensures access to the relevant curriculum
- Progress that demonstrates an improvement in self-help, social or personal skills
- Progress that demonstrates improvement in confidence, self-esteem or behaviour
- Engagement in school life and learning evidenced primarily by attendance and engagement data

HES builds an initial profile of a student through:

- Risk assessment, using referral information, CPOMs record sharing on induction and professional observation via home visits by SLT if tuition in the home is indicated.
- Baseline testing in line with HES consistent framework conducted within the first four weeks of a student commencing with HES (\*exceptions may be made for those very reluctant learners where bespoke engagement does not align with academic assessment reporting)
- Academic tracking, based on subject progress data provided by teachers every half-term
- Engagement tracking, monitoring attendance and behaviour logs available live to identified staff at home school via secure sharepoint site (staff named in commissioning documentation)
- For those group learners attending WPA, Goals-Based Outcomes identifies student's own profile of needs to focus on over a 6-week period.
- Ongoing professional observation, shared via live lesson logs/behavioural logs taking into account presentation of both learning and SEMH needs within 1:1 lessons or key behavioural indicators of SEMH in group lessons, feedback from parents/carers and any feedback from other commissioned intervention staff also via the live logs.

HES places importance on undertaking any considerations in collaboration with parents/carers, outside agencies, the mainstream school (as pupils accessing HES are dual-registered) and the young person themselves. This is carried out through various review meetings – and where applicable, Annual Review meetings and TAC / TAF meetings.

In considering the factors above, HES will seek to further clarify and collate evidence that will build up a picture of:

## Severity

- Severity may depend on the setting and context in which students are taught
- Severity is a measure of how a student compares with his or her peers across Coventry or nationally
- Where possible it is based on standardised tests, rating scales or structured observation which provide evidence (e.g. NGRT used to determine reading age)
- Attainment scores/centiles are used as comparisons with other students

## Complexity

- Complexity takes account of the number and range of factors which may contribute to a child's SEN. It ensures each pupil is considered as an individual and as a member of the HES community.
- The existence of complexities does not necessarily mean that the pupil's learning will be affected. Resilience and an ability to cope mean that each pupil will respond differently
- Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Learning and overall development targets - and evaluations of these targets - should take full consideration of the complexity of a pupil's needs.
- Such complex needs might be due to a variety of issues including;
  - Lack of continuity in education due to moving schools or home setting
  - Missed opportunity for education due to illness or adverse life experiences (ACEs)
  - Bereavement or loss
  - Mental health issues
  - Child protection issues
  - Disability requiring therapy, medical support or equipment

## v) REVIEWING AND PLANNING SUPPORT ARRANGEMENTS

On arrival to HES, pupils take part in induction to familiarise them with the ethos and vision of the service along with expectations of safeguarding in our school community, reporting and responsibilities around safe IT use. Commissioning schools may utilise Phased Integration Plan (PiP) and as such provision is formally reviewed alongside HES as commissioned provider at 6-weekly intervals to identify if the intervention from HES is the right one at the right time and work promptly to signpost additional/alternative arrangements the home school could commission to ensure successful engagement for their pupil.

For pupils attending HES Senior Leaders review levels / nature of educational need (which incorporates SEND / SEN) with commissioning schools 6 weekly, which aims to review any attendance, promptness or engagement difficulties and any actions that can be taken to address them. Parents will then be informed and invited to discuss responses with both home school and HES. For those pupils with an EHCP parents/carers are entitled to receive a termly review, one of which is then designated an Annual Review meeting. One coincides with parent consultation day where an invitation to meet with the Senco is offered.

With formal review meetings, the student is generally invited along with any closely involved external agencies for those pupils where there has been a significant change in their presentation. The HES Senco also annualises EHCP targets into SMART targets for staff to support pupils to measure progress against, working to the following principles and processes:

- Targets are constructively worded and based around learning, development and the SEMH needs of our pupils and their presentation generally.
- Targets will, be it explicitly or implicitly, focus on the next transition point being into 'mainstream settings' which variously includes school, post-16 college, the workplace, family and neighbourhood.
- Targets will be shaped, in part, by the progress pupils reflect on in their GBOs
- Targets will also draw on - and be consistent with – information from baseline academic and emotional testing.
- Targets will be SMART:
  - Sensitive
  - Measurable
  - Achievable
  - Relevant
  - Time-Related
- Targets will be written in 'plain English'.

In agreeing the annual targets, HES works to the following principles and processes:

- Parents, mainstream school and outside agencies are given access to the baseline testing results at the next calendared progress data point
- Parents, mainstream school and outside agencies are given ample opportunity at the review meeting at parent consultation day to suggest targets be modified, rejected or supplemented.
- Parents/carers are given opportunity to express their views alternatively or additionally in writing, via letter or more commonly in this era by email.
- Any parties invited to the meeting who could not attend are provided feedback on the discussion and any actions, where appropriate.

Where targets are updated and new information around nature and complexity of needs arises, the document is shared with staff via the HES sharepoint site to provide direct guidance / mentoring to students on their targets / priorities, and all staff being mindful and proactive of these in their day-to-day work with students.

The third review opportunity for EHCP pupils (which for Year 11 pupils actually occurs in the Autumn Term of their Year 11) is their Annual Review meeting. The Annual Review will consider the extent to which the student has achieved the outcomes in the EHC Plan and whether further action is necessary. Further action may include setting new targets, discontinuing the EHC Plan (if sufficient progress has been made or if all outcomes have been achieved) or considering whether further support is necessary. Recommendations will be made by the school in the Review report, and the Local Authority will consider the

recommendations when deciding what action to take. As with other review meetings, the Annual Review meeting is attended by parents/carers, the pupil's mainstream school (if they have one) and the pupil themselves in a way that they feel comfortable to communicate in their preferred style. Any involved agencies will also be invited.

Young people registered as being a 'Young Person in Care' also receive a Personal Education Plan (PEP).

Some young people will also be placed within the Team Around the Child (TAC) process and some may also be in the Child Protection process. This will be factored in where appropriate. Where possible and productive, HES will attempt to align meetings to reduce the impact on parents/carers other commitments with work, family etc.

## vi TYPES OF SUPPORT AND INTERVENTION

HES unique position in the Coventry area is reflected in an ethos of calm, compassion and safe spaces for learning. The bespoke and small group offers emphasise the personalised approach QFT can fulfil, and the role in feeling safe allowing learning to happen is central to what we do.

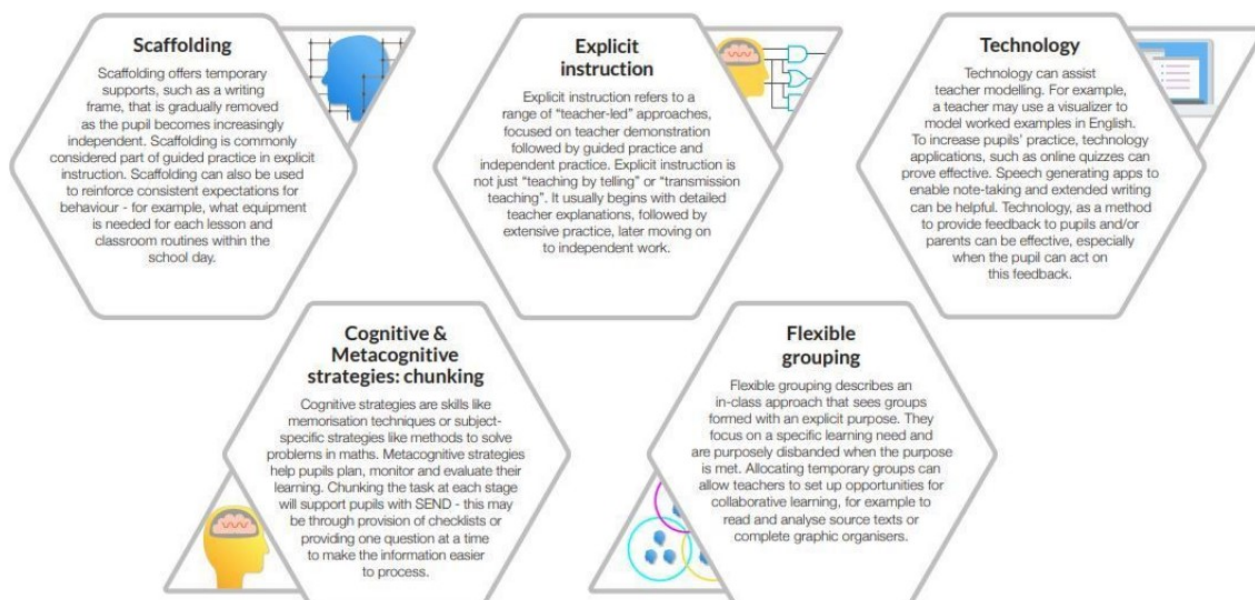
### SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS High-quality teaching for pupils with SEND



The evidence review for this guidance report found strong evidence that improving high quality teaching for all pupils will improve outcomes for pupils with SEND. Teachers should develop a repertoire of these strategies they can use flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils, including those with SEND.

"The importance of good quality teaching cannot be underestimated. The SEND Code of Practice is clear that schools should regularly check that high-quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching."

Rachel Rossiter, Assistant Head and SENCo in a school in Suffolk



In addition to this, HES' ordinarily available provision includes a number of general strategies and interventions used to support students. Examples of these strategies include:

- 1-to-1 check in and check out sessions with the SEMH coach to help students express any anxieties or other difficult thoughts / emotions on arrival at WPA and on leaving, particularly on a Monday morning and Friday afternoon.

- 1-to-1 and small group wellbeing delivery with Acceptance and Commitment Therapy at it's core
- In-house ACT practitioner/Level 4 Counsellor with clinical psychology oversight.
- Personalised timetabling.
- Access to intervention lessons for those pupils identified during baseline or teacher assessment as having significant remaining gaps in subject areas.
- Structured small group activities at break times to reduce social anxiety
- Potential to access hybrid teaching offer via home school where subjects not covered at HES can be continued with home school in an agreed and reviewed format.
- Visits to next settings and Post-16 placements supported by the Assistant Headteachers/SEMH team.
- Assessment and application for access arrangements relating to examinations and other controlled assessment activities.

With specific areas of need such as dyslexia, ADHD, Autism etc., HES makes use of previous intel and also has established strategy banks to draw upon. We invest significantly in staff training to create expertise in these areas so that there is a high-level of expertise on site.

Examples of training include:

- National SENDCo Award
- All staff working at the service in Jan 23 are Adolescent Mental Health Trained via MHFA England
- RSE SEND Training via Coventry & Warks Partnership Trust
- Anna Freud Senior Mental Health Lead Training
- Acceptance and Commitment Therapy Training via Louise Hayes
- University of Derby 18-hr Understanding Autism, Asperger's and ADHD accreditation
- Specialist Dyslexia Teacher trained in Speech, Language and Communication Needs

As a Pupil Referral Unit, HES may be allocated additional LA funding and this falls under 'supplementary funding' alongside Pupil Premium Grant. The school has a stated strategy around use of this supplementary funding as found here:

<https://www.coventry.gov.uk/downloads/file/40906/pupil-premium-3-year-strategy-statement-2023-2025>

and which sits within a policy found here:

<https://www.coventry.gov.uk/downloads/file/40900/pupil-premium-policy-2023-2024>

It is important to distinguish this funding from 'personal budget'.

As all pupils are dual registered, HES works in partnership with a pupil's home school to support independence and prepare them for their next destinations whether this be reintegration, transition to a specialist provision or a move to Post-16.

Through the disability discrimination duties HES works to provide protection for disabled students by preventing discrimination against them on the grounds of disability – either from a developmental position or a physical presentation. The two key areas involved in this are to ensure that we do not treat disabled students less favourably and that we take reasonable steps to avoid putting disabled students at a substantial disadvantage. This is known as the reasonable adjustments duty.

## vii) MEETING THE NEEDS OF GIFTED AND TALENTED STUDENTS

With regards to Gifted and Talented students, HES works according to the following principles:

1. Inclusion means recognising the rights of able students - this is about entitlement, not elitism. All students accepted on referral to HES are deemed to be demonstrably “learning ready” according to communication & interaction needs and SEMH presentation. Induction procedures identify those pupils who sit at the highest abilities. We recognise that the presentation may only be in one subject area, particularly our learners with ASC.
2. Differentiation through QFT is our primary route in supporting students who learn faster, with greater depth and breadth.
3. Where possible (logistically speaking and with consideration of ‘social-emotional’ readiness), gifted and talented students attending HES should be provided with the potential to achieve beyond the recognised Year 11 national curriculum expectations. The broad range of qualifications and accredited schemes of learning attached to these enable a personalised curriculum in these circumstances. One example of this for the 24-25 curriculum is a pilot of Level 2 Certificate in Further Maths entry alongside GCSE Maths for HA pupils.

## VIII) THE ROLE OF THE SEN COORDINATOR

The SEND Coordinator (SENCO), Miss Griffin, has Postgraduate certification (Nasenco) and undertakes the following duties, with support from the wider staff team where required:

- Attending meetings such as review meetings, Team Around the Child / Family (TAC / TAF) meetings where issues are or maybe related to SEN; Child in Need, Child Protection; Family Matters; SEN Panel; ESNAAP
- Chair the Annual Review Meeting for young people with an EHC Plan.
- Attending education planning meetings where there are issues relating to SEN.
- Undertaking specialist assessment ahead of referral.
- Working alongside CAMHS with assessments / structure feedback from staff
- Liaising with educational psychologists and other agencies.
- Liaising with families and the local authority with regards to the application for and maintenance of EHC Plans.
- Communicating with post-16 provision on SEN issues.
- Communicating with partner schools on SEN issues relating to reintegration.
- Organise training for staff on SEN issues and medical needs – including briefing on any new development to arise with a young person.

## IX) THE ROLE OF OUTSIDE AGENCIES

To identify and support the various needs of each student attending HES, importance is placed on multi-agency working. In particular, HES works to maintain close partnerships with mainstream schools, Secondary School Partnerships, Coventry STAR team, Coventry Educational Psychology Team, Coventry Attendance Team, Coventry Alternative Provision, Camhs, Compass, Positive Directions, Teenvine, Coventry Safeguarding Children Partnership, MASH; Police Secondary Intelligence Panel.

With a view to this, HES adopts a three-pronged approach:



- Communication – ensuring information is shared within reasonable timeframes, appropriately and through traceable processes.
- Collaboration – ensuring all parties involved in a young person’s well-being are brought together on a regular basis to agree priorities.
- Clarification – ensuring roles and responsibilities, ‘what is to be done’, are clearly distributed according to expertise and resources available with stated agreements on timeframe and accountability.

## x) MONITORING AND EVALUATION OF THIS POLICY

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

- Pupil and parent views sought and acted upon.
- Measurable gains from student performance, particularly in terms of standardised tests (achievement, social-competence) and GCSE / qualification results
- Ongoing feedback from HES staff and outside agencies