



SEND POLICY

2023-2024

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WHO TO CONTACT

Royal Free Hospital Children's School
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SENDCO – this role is currently carried out by a consultant SENDCO
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Deputy Head Teacher – Mr Steve Green
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Governor with SEN responsibility – Ms Diana Goldin
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Introduction

The Royal Free Hospital Children's School caters for young people who have medical needs and/or a diagnosis of mental health challenges associated with severe anxiety disorder, trauma, chronic school anxiety, parental separation anxiety, depression, self-harm or eating disorders.

We offer alternative and flexible options, which may at times be more appropriate for a young person's physical or mental health needs. These young people follow, as closely as is appropriate and practical, the same curriculum as their peers.

Whilst recognising that the pastoral and curricular needs of each young person is distinct, this policy uses the framework of the Children and Families Act (2014) to provide an overview of the curricular and pastoral management of all young people who require additional support and guidance whilst attending school, including:

- Young people with a range of special educational needs (cognition and learning, communication and interaction, social, emotional and mental health and physical and sensory needs) as defined by the Children and Families Act (2014) and the SEN Code of Practice (2015)
- Young people with individual needs arising out of their medical condition and disruption to their regular schooling (e.g. physical, psychological, emotional)
- The SEN Information Report is provided on the school's website
<http://www.royalfree.camden.sch.uk/>

Mission Statement:

- To provide safe and nurturing educational settings that enable young people to re-engage positively with academic study and develop their social skills to prepare them for a hopeful future.

To do this, young people are supported to demonstrate:

- Cooperation
- Consideration
- Contribution

which enables them to change and grow.

Aims:

1. To provide a safe, nurturing educational environment, built on a foundation of supportive, respectful relationships, that promotes emotional well-being and a sense of school belonging.
2. To support students to make changes and build self-confidence and resilience to prepare them for life beyond school.
3. To ensure that young people can access and make progress with learning, enabling them to achieve the best outcomes for them.
4. To use a multi-disciplinary holistic approach to provide bespoke support for students.
5. To consistently hold young peoples' voices in high regard and place them at the centre of education, health and care planning.

Responsibility for co-ordinating SEND provision

The Governing Body has statutory responsibility for SEND. It is their duty to ensure all young people with SEND have their individual needs met.

There is a named governor who:

- Oversees the implementation of the SEND Policy
- Monitors the SEND provision
- Ensures the efficiency of the use of resources
- Reports back to the Governing Body on issues around SEND

The Head teacher is responsible for the management of SEND provision and keeps the Governing Body and parents fully informed.

The SENDCO is the named person responsible for co-ordinating the day-to-day provision of all young people with special educational needs and disabilities and will:

- Oversee the day to day operation of the school's SEND policy
- Ensure the necessary provision and resources are made available for all learners
- Ensure each young person's Learning and Wellbeing Plan includes a balance of individual teaching and learning and inclusive activities with peers
- Develop whole school approaches to meeting the full range of individual needs in all areas of school life
- Liaise with and advising teachers and support staff, e.g. on overcoming barriers to learning and effective teaching for young people with different needs
- Deliver weekly trainings on SEND to ensure all staff are adequately equipped to support young people
- Ensure that young people with SEND are perceived positively by all members of the school community

- Ensure the school works in partnership with the young person, parent(s)/carer(s), hospital medical teams, mainstream schools and any other agencies supporting the child, such as CAMHS
- Continue developing staff expertise through training on curriculum access issues relating to children with a range of needs
- Ensure differentiation is being consistently used across the curriculum
- Report annually to the Governing Body on the effectiveness of the SEND Policy
- Identify and assess each young person's specific needs and ensure that they are provided with the support needed to access the school's curriculum and potentially make progress commensurate with their ability
- Hold termly meetings with SEN governor Diana Goldin
- Identify, organise and allocate SEND provision and resources, as needed
- Decide, in consultation with parent(s)/carer(s), whether or not a young person should be referred to the school's named Educational Psychologist for an Education, Health and Care assessment
- Plan effective transitions to new schools
- Monitor and review the effectiveness of provision and resources
- Report on the effectiveness of provision to the Governors' Pastoral and Curriculum Committee and full Governing Body
- Liaise with external agencies including LA support, educational psychology, health and specialist services, voluntary and community groups

At the Royal Free Hospital Children's School every teacher is a teacher of young people with SEND and every teacher within the school carries some responsibility for the day-to-day management of any young person with SEND and will:

- Identify young people experiencing difficulties
- Discuss SEND young peoples' needs with SENDCO
- Contribute to each young person's targets in their Personalised Learning Plan

Admission Arrangements - See Admissions Policy

Identification and assessment of young people with SENDs

A young person has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to young people of the same age. This means that all young people who attend the RFHCS have a SEND need due to the admissions criteria for all programmes, and the resources that all young people access which is not available in a mainstream school. This means that all young people are on the SEND register.

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

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have 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 or mainstream post-16 institutions

The areas of special educational needs and disabilities that are provided for at The Royal Free Hospital Children's School are:

- Communication and interaction:
 - Speech, language and communication needs (SLCN);
 - Autism Spectrum Disorder (ASD), Asperger's Syndrome, Autism
- Cognition and learning:
 - Specific Learning Difficulties (SpLD), dyslexia, dyscalculia, dyspraxia
 - Moderate learning difficulties (MLD),
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulties (PMLD)
- Social, emotional and mental health difficulties:
 - Anxiety, Depression
 - Self-harming
 - Substance misuse
 - Eating disorder
 - Attention deficit disorder
 - Attention deficit hyperactive disorder (ADHD)
 - Attachment disorder
 - Trauma
- Sensory and/ or physical needs:
 - Vision impairment (VI)
 - Hearing impairment (HI)
 - Multi-Sensory impairment (MSI)
 - Cerebral Palsy etc.
- Medical needs: where young people have a medical condition AND a special educational need the provision is well coordinated and as a result the young person may have an Individual Health Care plan

Behaviour is no longer a description of a special educational need. Using trauma informed practice, concerns about behaviour at The Royal Free Hospital Children's School focus on the underlying causes which are identified and addressed through knowing the young person well, e.g. literacy or speech and communication difficulties. The more knowledge we have about why a child is struggling, the better placed we are to devise and implement strategies that will support them to make progress. All staff actively employ trauma informed strategies e.g. emotion coaching to promote positive behavior and de-escalate conflict. Please see the [Behaviour Policy](#) for further details.

Young people may have needs in one or more of the categories outlined above.

Our identification procedures are designed to offer a graduated response:

Initial Response

- Review of information from the previous school/setting
- Review of data
- Assess the young person's current level of attainment to ascertain whether there are any substantial gaps in knowledge, understanding and skills which may need to be addressed. CATS tests are generated for each young person after they join us to gain an understanding of their baseline abilities

- Identify any concerns about a young person's progress
- Gather available information about the young person to understand their background and history
- Discuss early concerns with parents and the young person before any decision is made
- Discuss strategies for providing appropriate work for the young person to include any personalised planning and support or pastoral care support

In some cases, teachers will not be aware of the extent of an in-patient young person's special educational needs and disabilities until they begin to teach them. Assessment through teaching is used to assess a young person's knowledge and skills during their first week at the school. We use assessment for learning to form the basis of planning the next steps of each young person's learning.

Further Action

- Discuss concerns with the young person's parents/carers ensuring that young people and parents/carers have been fully involved in the process
- Review progress, through e.g. additional Health and Education Progress Reviews
- Liaise with the multi-disciplinary team around each child especially CAMHS therapists or social services
- Seek the involvement of external agencies to support the young person's Personalised Learning Plan, through more detailed diagnostic assessment
- Continue to work closely with parent(s)/carer(s)
- Continue to keep the young person's progress under regular review
- Consider referral for statutory assessment or any testing procedures

Education, Health and Care Plan

In agreement with a young person's parent(s)/carer(s), the school may consider an application for an Education, Health and Care needs assessment (EHCNA). The relevant Local Authority determines if a statutory assessment will be carried out and if an Education, Health and Care plan (EHCP) will be issued. The provision set out in a young person's Education, Health and Care Plan is closely monitored and reviewed annually. Parent(s)/carer(s) are invited to attend, and contribute to, the Annual Review meeting.

As most educational assessments will have been conducted through a young person's home school, there are few occasions when the RFHCS refers a child for assessment by an outside agency. Referral will be at the discretion of the Headteacher, in consultation with the parent(s)/carer(s). Hospital Consultants would be involved if a child's SENDs are related to an injury or newly diagnosed medical condition.

Meeting the needs of SEND young people with an Education, Health and Care Plan

All young people who attend for a significant period of time (i.e. 2 weeks or longer), with or without special educational needs, have a Learning and Wellbeing Plan (LWP).

This plan:

- Outlines the strategies being employed by all adults involved in supporting the young person
- Highlights the young person's strengths and needs
- Identifies their specific areas of need within SEND
- Identifies specific personal and curriculum targets for the young person to work towards each term
- Indicates what the young person is currently able to achieve in relation to these targets

- Suggests criteria against which a young person's progress towards these targets can be measured

The support strategies adopted will depend on:

- The type of individual need
- The additional support available in the school or being provided by the Local Authority

Young people are encouraged to be actively involved in their LWPs; identifying their own personal outcomes and discussing their outcomes with their personal tutor. These targets relate to the young person's individual needs, are specific and, wherever possible, easy to measure for degree of success.

Inclusion and access to the curriculum

The school enables young people with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have SEND

The school's Equalities Policy makes explicit the school's vision and values and how, through our Accessibility Plan, we will integrate all aspects of the policy into school life.

For a full account of The RFHCS Equalities Policy, see separate document.

The school will ensure that all young people have access to a broad and balanced a curriculum within the constraints of a small hospital school. No young person will be excluded from any learning activity due to their needs. We take due care to risk assess all activities and provide appropriate support to enable young people to take part. We try to make all activities outside of school inclusive by planning in advance and using places that are accessible.

We include young people with SEND by:

- Giving all young people appropriate and challenging learning targets
- Looking for opportunities within the curriculum to raise SEND issues
- Making provision for SEND within routine class arrangements wherever possible
- Providing appropriate interventions to develop reading and mathematics skills
- Making adjustments to the environment and teaching strategies
- Seeking opportunities for all young people to work together
- Encouraging all young people to socialise with each other
- Developing links with other schools and the local community to extend all young people' experience of diversity
- Providing a range of activities that include young people with SEND
- Providing lunch and break time support with the use of teaching assistants and teaching Staff
- Removing barriers to participation in school activities
- Encouraging young people to join in clubs and activities
- Making reasonable adjustments for educational visits and journeys
- Giving responsibilities to young people (YP) with SEND through the YP voice
- Encouraging parents of a SEND young person to accompany them on educational visits, if appropriate

Differentiation

We support access to the curriculum through differentiation of:

- Resources e.g. a word bank, word predictor on the computer, or use of more practical equipment to complete a task
- Digital Technology e.g. interactive whiteboard, plasma screen, a range of software programs, voice recorders, cameras, sensory buttons, sensory trolley, wide variety of sensory equipment
- Lesson content and tasks e.g. simplified ideas, reading content, language structure and vocabulary
- Teaching style and teacher's response e.g. experiential, visual, auditory, kinaesthetic, logical, random, use of praise
- Support needed e.g. using a teaching assistant or Higher Level Teacher Assistant to work 1:1 with a young person or with a small group of young people with similar needs, on the same, modified or different work to their peers their KEY FOCUS being on supporting the learning and progress of all young people
- Young people's individual needs The Learning and Wellbeing Plan (LWP) may be devised for an in-patient young person with complex needs, such as PMLDs, or a child in isolation on the ward. A young person with emotional difficulties may need regular 1:1 time with their personal tutor. Some young people may need more focused supervision at break times for health and safety (or other) reasons.
- Personalised timetables e.g. some young people who have been out of school for a significant amount of time find it overwhelming committing to a full timetable so there is a need personalise timetables. Most of the young people in our Futures programme are working on GCSEs, however some are more suited to different accreditations. We take the time at the start of the academic year to plan a suitable programme of study for each young person and adapt it throughout the year as needed.

The Royal Free Hospital Children's School adapts the curriculum and learning environment for young people with special educational needs and disabilities by:

- Making reasonable adjustments for a young person with ASD, ADHD, dyslexia, dyscalculia and any other identified needs
- Providing accessible resources
- Adapting the learning environment
- Adapting materials for a visually impaired young person
- Ensuring that young people with SEND are able to access exams and other assessments with appropriate exam access arrangements or reasonable adjustments

Additional support for learning that is available to young people with special educational needs and disabilities are:

- LWP
- Emotional Literacy Support Assistance (ELSA)
- Emotion Based School Avoidance (EBSA) support
- Lexia literacy programme
- 1:1 and small group sessions to target specific needs

Classroom management

To ensure inclusion and access to the curriculum, teachers may employ strategies such as:

- Arranging young people into several groups for different activities e.g. mixed/same ability and/or age
- Split activities e.g. one group working independently while another group receive direct teaching

- Pairing young people to provide peer support and/or collaborative learning - e.g. a fluent reader with an emergent reader; a bilingual young person with a young person who speaks the same community language
- Arranging furniture to accommodate young people with physical disabilities or medical equipment (e.g. drips stands, beds)
- Specific seating positions for young people with e.g. visual or hearing impairments or sensory difficulties

For a full account of The RFHCS Curriculum Policy, see separate document.

Support is available for improving the emotional, (behavioural)/mental and social development of young people with special educational needs and disabilities including extra pastoral support arrangements for listening to the views of young people and measures to prevent bullying by:

- Providing an inclusive ethos
- Personal tutor support
- Young person buddies
- Young person voice
- Drama therapy
- ELSA sessions

We actively encourage the involvement of young people with SEND through:

- Support for forming friendships and positive relationships etc.
- The PSHE curriculum which includes Anti-bullying support, e-safety awareness, Mental Health programmes, Resilience delivered by Educational Psychology Service
- Collective Time activities
- Encouraging them to be involved in the planning and reviewing of their support programmes
- Supporting all young people to take on responsibilities at events, and break and lunchtimes
- Ensuring that young people with SEND have a voice and choices/options
- Supporting high attendance and punctuality through the reward system
- CAMHS information and support can be found on the following link - <http://www.localoffer.camden.gov.uk/template/16/camden-child-and-adolescent-mental-health-service-camden-camhs>

Monitoring and reviewing young person progress

See Assessment, Recording and Reporting Policy

Progress review meetings

These multi-disciplinary meetings are held termly, or more frequently as needed. Information about a young person's learning, physical, psychological, social and medical support needs are discussed. Parents are invited and the personal tutor discusses progress with regards to academic attainment as well as personal development. CAMHS and key workers are invited to make valuable contributions towards the young person's progress, strengths or areas for development.

EHCP annual reviews

The annual review is the statutory process of looking at the needs, provision and outcomes specified in an EHC Plan, and deciding whether these need to change. Parents, child and key professionals are invited

to discuss the plan in place and make alterations as appropriate. The child's voice is central to the annual review process - they are provided with the chance to talk about their wellbeing, aspirations, strengths and desires for their education going forward.

Attendance

The school is in daily early morning telephone contact with all young people and/or their parent(s)/carer(s) to ensure regular attendance. Please see the Attendance Policy for further details.

Staffing and facilities available

Staff

The staff team have extensive experience in teaching children with learning difficulties and disabilities, and mental health diagnoses; at the Royal Free and in other settings. The majority of teachers within the school have advanced qualifications in special education; e.g. SEND Diploma, Diploma in Psychology, MA in SEND. All staff attend weekly INSET sessions delivered by RFHCS staff, as well as external professionals e.g. speech and language therapist.

The school is also able to access advice and support from the RFH; CAMHS, Paediatric Consultants, Speech and Language Therapy, Physiotherapy, and Occupational Therapy.

The School has Policies on:

- Continuing Professional Development
- Health and Safety
- Equalities

Training

- All staff complete a skills and competencies audit either yearly or when they first start at The Royal Free Hospital Children's School as part of their induction package
- All staff receive in-service training or information about SEND and issues relating to Disability Equality/awareness
- All staff have the opportunity to receive training on specific disorders and the education of children with medical and mental health needs particularly if we have prior knowledge of a specific SEND young person coming into the ward or school which we haven't previously supported. When necessary we ask for support from specialist services, e.g. Sensory Advisory Service. <http://cindex.camden.gov.uk/kb5/camden/cd/service.page?id=CwbEH3ffRME&localofferchannel=0>
- External agencies, including hospital staff, are used to provide advice and training to enable teaching staff to set up a Learning and Wellbeing Plan (LWP) for each young person
- The SENDCo attends the Local Authority SENDCo forum which keeps all Camden schools up to date with national developments and local projects on inclusion. It also gives the opportunity to network and liaise with other secondary schools in Camden
- SEND training is offered to all Governors who are able to attend

Facilities

The hospital school site and the Konstam building are both wheelchair accessible.

Multi-media computers and iPads are provided in the classroom and on the wards. As and when needed, these can be adapted for use by young people with SENDs, e.g. alternative keyboard and switch access and software programs.

Resources

- Ensuring appropriate equipment is available to support a range of special educational needs in the school and enhance differentiation is recognised as a long-term development area.
- Specialist IT equipment for use by young people with, e.g. physical disabilities, is funded either through the child's Education, Health and Care plan, and provided by the LA, or through the ICT devolved capital cost centre.
- Additional materials for young people with SEND are funded through each curriculum subject cost centre on a “need to buy basis” - i.e. determined by the nature of the individual needs presented by young people at any given time.
- The school is able to provide 1:1 teaching to young people with specific learning, medical or mental health needs when this is assessed as an appropriate intervention
- Funding for additional SENDs resources, such as transport to school, is applied for from the LA SEND Department and School Inclusion Team
- A few inpatient/day patients with an Education, Health and Care Plan may have particular resources or equipment ear-marked for their use. In such cases, the school links with the young person’s home school to establish whether these resources can be made available to the young person whilst s/he is in hospital or attending the school as a day young person.

Links with other schools

The school has well established links and regular liaison with local mainstream and special schools. Young people who have an Education, Health and Care Plan, and attend the school for a period of time, will have a LWP, based on targets identified by their home school.

The SENDCo actively liaises with different setting through the SENDCo forums and the SEN hub. Additionally, the school is involved in the TiPIC (Trauma Informed Practice in Camden) project involving different schools in Camden. The project aims to develop shared knowledge, language and practice across the borough to support children and young people who have experienced trauma.

Arrangements for Young person Re-integration and Post-16

See Careers Education and Guidance Policy

Young people may have support from the RFHCS for a short period of 6 weeks to 18 months, depending on their needs, which are reviewed regularly. Young people either transition to a mainstream school, another alternative provision or to post-16 education (sixth form, colleges or apprenticeship).

An independent careers advisor is employed by the RFHCS to work with each young person individually to support them with their next steps.

When a young person transitions to a new educational setting, or reintegrates back to their old school, RFHCS staff plan a transition with the young person, their family, the new setting and any other relevant professionals.

Details of Preparing for Adult Life and other support information such as In Control - <http://www.in-control.org.uk/> are included in Camden's Local offer details of which can be found at www.localoffer.camden.gov.uk

Partnership with parent(s)/carer(s)

The school recognises the value of parent(s)/carer(s) as partners in the education of their children, as described in the Children and Families Act 2014. If the young person is a Looked After Child we will work with both the carer and the Local Authority to support them.

Parent(s)/carer(s) of in-patient young people support different activities, organised by school staff, when their child is on the ward and also encourage attendance in the school classroom.

Parent(s)/carer(s) of day young people are fully consulted before the involvement of any other professional, or support agency, in their child's education. They are encouraged to attend, and discuss their child's personal and educational progress at termly review meetings, and Annual Reviews if the young person has an Education, Health and Care Plan. An interpreter is provided for any parent/carer who needs this service. Home /School agreements are read and signed by both parents and young people on admission to any programme at the RFHCS.

Parent group:

We have been developing our online parents' group, a bespoke programme of one hour zoom sessions, twice a term, individually tailored to suit the needs of parents. The sessions are a safe space where parents are able to express themselves and talk through some of the emotional challenges they experience whilst supporting young people with a variety of complex needs.

School Partnerships

The Royal Free Hospital Children's School involves health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of young people with special educational needs and disabilities and in supporting the families of such young people.

The school has developed positive working relationships with a range of external agencies.

Royal Free Hospital

Child and Adolescent Mental Health Service (CAMHS)

Paediatric, Gastro, Plastics and Eating Disorder Intensive Service Consultants

Nurses – wards and Community Children's nurses

Allied health professionals e.g. Play Specialists, Dieticians, Physiotherapy, Occupational Therapy, Community Diabetic nurses, Speech and Language Therapy

Camden & Islington Primary Care Trust

School Nurse

Physiotherapy

Occupational Therapy

Speech Therapy

Camden Children, Schools and Families

SEND Department
Inclusion Team
Disability team
Educational Welfare Service
Educational Psychology Service and Educational Psychologist
Connexions PA
Social Care – Social Workers and Family Support Workers

Links with other Schools and Institutions include

All Camden Primary and Secondary Schools
Great Ormond Street Hospital School
Simmons House
Swiss Cottage Special School
Elfrida Rathbone
The Tavistock Clinic
The Brandon Centre
Barnet College
College of North West London (CONWL)
City & Islington College
Westminster College
Camden Roundhouse
Plot 10
National Art Gallery
Wallace Collection
Kentish Town City Farm
Arts Exchange

The School has links/membership with the following Educational agencies

SENJIT (Special Educational Needs Joint Initiative for Training)
NASEN (National Association of Special Education Needs)
NAHE (National Association for Hospital Education)
ACAMH (The Association for Child and Adolescent Mental Health)

The contact details of support services for the parents of young people with special educational needs and disabilities, including those for arrangements for securing impartial information, advice and support can be accessed through the Camden Local Offer www.localoffer.camden.gov.uk

- Camden Physiotherapy
<http://cindex.camden.gov.uk/kb5/camden/cd/service.page?id=2ZrWK8dYQuQ&localofferchannel=0>
- Camden MOSAIC
<http://cindex.camden.gov.uk/kb5/camden/cd/service.page?id=NeVbg95FOFM&localofferchannel=0>
- The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) is a service in Camden that supports and advises parents about issues such as assessment and

provision. It is funded by Camden Local Authority but is totally independent in terms of giving advice. Information about this service can be found on the Camden Local Offer website <http://cindex.camden.gov.uk/kb5/camden/cd/service.page?id=x0nUcjm59p4&localofferchannel=0>

Other National Organisations

- National Down Syndrome Society - <http://www.ndss.org/>
- The Autism Education Trust - <https://www.autismeducationtrust.org.uk/>
- Deaf Children (NDCS) - <http://www.ndcs.org.uk/>
- <http://www.kids.org.uk/> (Working with disabled children, young people and their families)
- National Autistic Society - <http://www.autism.org.uk/>

Monitoring and Review

The SENDCO is responsible to the Governing Body for ensuring implementation of the policy.

Monitoring procedures include:

- Staff awareness of individual young person's needs
- Young person awareness of their targets and achievements
- Monitoring of Annual Reviews and the achievement of previously agreed targets
- Work sampling
- Young person attendance
- Regular meetings with the school's Bursar to monitor spending, including spending for young people with SENDs
- Student progress and achievement

Because of the nature of the school, evaluation of the success of the SEND Policy will cover every aspect of school life. The main criterion used for judging success is based upon any measurable increase in the quality of the learning opportunities that have been provided. Such judgments will be made by:

- Attendance
- Emotional wellbeing
- Monitoring and assessment of classroom practice and learning outcomes
- Regular observation of teaching and learning, and feedback, by the Headteacher and Deputy Head
- Analysis of young person destinations; e.g. reintegration into home school or transition to college
- Buying into LA Advisory services
- The Governing Body Pastoral and Curriculum committee
- The school's Professional Partner and OFSTED
- Evaluation of the School Improvement Plan at the end of each year

Reporting to Governors

A named Governor has responsibility for monitoring the success of the SEND Policy. The Headteacher, submits a termly report to the Governors' Pastoral and Curriculum Committee which includes information on:

- The number of young people and how their different individual needs are being met
- Young people with SENDs and the resources and/or support provided to meet their specific needs
- Visits to/from the young person's home school

- Deployment of resources, including use of external agencies
- Relevant staff training

The Headteacher reports annually to the Full Governing Body, who evaluate the effectiveness of the SEND Policy based on information from the Pastoral and Curriculum Committee. There is whole school consultation when the policy is reviewed to reflect national legislation, Local Authority guidelines and any changes within the school.

Arrangements for Considering Complaints

Arrangements made by the governing body relating to the treatment of complaints from parents of young people with special educational needs and disabilities concerning the provision made at the school.

All complaints will be handled sensitively. In the first instance complaints should be made through the young person's Personal Tutor, who will respond within one working day. If the complaint is not resolved, it should be referred to the Headteacher who may –

- Arrange a meeting with all parties involved
- Undertake further investigation and take action to address the complaint
- Advise that the complaint does not warrant further action

All formal complaints should be made to the Headteacher in writing. These will be acknowledged in writing within one working day and will be investigated and reported on, in writing, within two weeks. If the Headteacher is unable to resolve the problem it will be taken by the Governor responsible for SENDs to a committee consisting of three Governors. Other governors will operate as an Appeals committee should the complaint not be satisfactorily resolved by the first committee.

Camden Mediation Service is available to support complaints if they are unable to be resolved at a school level - <http://www.kids.org.uk/Event/sen-mediation-service>

The local authority's local offer can be found on the following link www.localoffer.camden.gov.uk

The Royal Free Hospital Children's School's SEND information report is on the school website - <http://www.royalfree.camden.sch.uk/> and is linked to the Camden Local Authority offer.

A summary of the school SEND information report is also available from the school's office

Date updated: December 2023

Date of next review: December 2024

Date approved by the Governing Body: 07/12/2023

Appendix 1



THE ROYAL FREE HOSPITAL CHILDREN'S SCHOOL

SEND POLICY

A Summary for Parent(s)/Carer(s) of Inpatients/Day Patients

Mission Statement:

To provide safe and nurturing educational settings that enable young people to re-engage positively with academic study and develop their social skills to prepare them for a hopeful future.

To do this, young people are supported to demonstrate:

- Cooperation
- Consideration
- Contribution

which enables them to change and grow.

Aims:

1. To provide a safe, nurturing educational environment, built on a foundation of supportive, respectful relationships, that promotes emotional well-being and a sense of school belonging.
2. To support students to make changes and build self-confidence and resilience to prepare them for life beyond school.
3. To ensure that young people can access and make progress with learning, enabling them to achieve the best outcomes for them.
4. To use a multi-disciplinary holistic approach to provide bespoke support for students.
5. To consistently hold young peoples' voices in high regard and place them at the centre of education, health and care planning.

Responsibility for co-ordinating SEND provision

The Headteacher is the named person, and SENDCo, responsible for co-ordinating the day-to-day provision of all young people with special educational needs and disabilities and will -

- Identify, organise and allocate SEND provision and resources, as needed
- Decide, in consultation with parent(s)/carer(s), whether or not a young person should be referred to the school's named Educational Psychologist
- Monitor and review the effectiveness of provision and resources

At the Royal Free Hospital Children's School every teacher is a teacher of young people with SEND and carry some responsibility for the day-to-day management of any young person with SEND.

They will -

- Identify young people experiencing difficulties
- Discuss SEND young people's needs with Headteacher
- Contribute to each young person's targets in Individual Education Plan

Young people

Most parent(s)/carer(s) of in-patient young people with SEND will inform hospital staff on admission. This information is usually then relayed to school staff through the daily ward handover or via the hospital admission form. The school will seek, with parental permission, additional information about a child from his/her home school, as needed. Young people with SEND who are long-stay or recurring patients, will generally have had their needs identified by their mainstream school.

Day young people are accepted on assessment placement and for longer periods of time. Prospective day young people and their parent(s)/carer(s) visit the school. The Headteacher and Deputy Head will then meet with the Lead Professional e.g. CAMHS Consultant, to discuss the reason, suitability and purpose of the placement. At each young person's admission meeting, a multi-disciplinary team will discuss the child's specific learning and medical needs, any additional resources needed and who will provide them. The young person is also allocated, and introduced to, a personal tutor, who will discuss their Learning and Wellbeing Plan (LWP) with them.

Meeting the needs of young people with an Education, Health and Care Plan

All young people who attend for a significant period of time have a LWP. This plan:

- Identifies specific personal and curriculum outcomes for the young person to work towards each term
- What support the young person needs to achieve these outcomes

Inclusion and access to the curriculum

The school will ensure that all young people have access to a broad and balanced a curriculum as is possible within the constraints of a small hospital school. We try to make all activities outside of school inclusive by planning in advance and using places that are accessible.

Facilities, Staff and Resources

The hospital school is wheelchair accessible; there are lifts to the 6th Floor and the school is on one level, with wide doors and access to a disabled toilet on the ward. The school has an accessibility plan; covering the classroom, the curriculum, teaching and learning and young person participation.

Multi-media computers are provided in the classroom and on the wards. As and when needed, these can be adapted for use by young people with SEND, e.g. alternative keyboard and switch access and software programs.

The staff team have extensive experience in teaching children with learning difficulties and disabilities, and mental health diagnoses; at the Royal Free and in other settings.

The school is able to provide some 1:1 teaching to young people with specific learning, medical or mental health needs and there are full time teaching assistants to support all students. The school is also able to access advice and support from the RFH; CAMHS, Paediatric Consultants, Speech and Language Therapy, Physiotherapy, and Occupational Therapy.

A few children with an Education, Health and Care Plans may have particular resources or equipment ear-marked for their use. In such cases, the school links with the young person's home school to establish whether these resources can be made available to the young person whilst s/he is in hospital or attending the school as a day young person.

Arrangements for Young person Re-integration and Post-16

Every effort is made, in consultation with parent(s)/carer(s) and other professionals, to ensure that young people move on to an educational setting/provision that best caters for their needs (mainstream/special/other).

The school has a designated careers officer who actively works with all young people to ensure they are provided with opportunities to engage with professionals from different areas of expertise to help inspire them to aim for a variety of career paths. Young people receive independent careers advice, are accompanied to career events and closely supported with applications for colleges, 6th forms and apprenticeships.

Partnership with parent(s)/carer(s)

The school recognises the value of parent(s)/carer(s) as partners in the education of their children. Parent(s)/carer(s) of in-patient young people support different activities, organised by school staff, when their child is on the ward and also encourage attendance in the school classroom.

Parent(s)/carer(s) of day young people are fully consulted before the involvement of any other professional, or support agency, in their child's education. They are encouraged to attend, and discuss their child's personal and educational progress at termly review meetings, and Annual Reviews if the young person has an Education, Health and Care Plan. An interpreter is provided for any parent/carer who needs this service.

Our virtual parents' group is an opportunity for parents to get together alongside school representatives to discuss concerns they may have or talk about the emotional challenges they face with their young people. Parents benefit from being able to talk between each other, sharing some of the difficulties they face as well as providing each other with empathetic and supportive advice. We invite different practitioners from different areas of expertise to join the sessions. This ensures the parents group is diverse, engaging and covers a wide range of suitable topics, all of which provide helpful discussion points for the group.