



SEND Information Report 2022-23

How we support young people with additional educational needs and/or disabilities through their period of ill health

Our vision

The Wandsworth Hospital & Home Tuition Service is an educational provision for children and young people who are experiencing a period of ill health. We support students in different ways:

- CAMHS Campus School - we teach students who are inpatients on either Aquarius Ward (general adolescent unit), Wisteria Ward (national inpatient unit for CYP with eating disorders) or Corner House (National Deaf CAMHS inpatient unit).
- St George's Hospital School - we teach students during their admission to St George's Hospital.
- Compass Programme - a temporary educational provision for students resident in Wandsworth with EHCPs, whose mental health acts as a barrier to attending school.
- Medical Needs Tuition - home tuition for students undergoing a period of ill health that prevents them from attending school.

The Special Educational Needs Code of Practice and the Equality Act lie at the heart of our practice. We firmly believe that all children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Our Commitment to Inclusion

At HHTS, all people are of equal importance and are equally accorded respect and dignity. It follows that the diversity between each individual whether in a physical or mental capacity should be regarded as enriching the entire community. All members of the community, whatever their function, status or ability shall be held in equal esteem.

At HHTS all pupils, regardless of their particular needs, are offered teaching which aims to include and develop their potential, enabling them to make the best possible progress in their learning and feel that they are a valued member of the wider community.

We are able to meet the needs of a wide cohort of learners, including (but not limited to) children with communication and interaction needs, cognition and learning difficulties, social, mental and physical health problems or sensory or physical needs.

Our Staff

Staff expertise and knowledge:

The teacher plans for the needs of each child in the class on a lesson-by-lesson basis, based on prior performance.

High quality differentiated teaching is provided by qualified teachers and trained support staff with a detailed knowledge of age-related expectations as defined by the National Curriculum.

Several members of the team hold specialist, post-graduate qualifications:

- MSc Mental Health
- PgDip/MA Deaf Education (three staff currently hold)
- National Award for Sencos (NASENCO)

Classes are highly staffed, and in-class support comes from additional teachers and Educational Care Coordinators (ECCs).

Support Staff - Educational Care Coordinators (ECCs):

HHTS also has a highly skilled team of Educational Care Coordinators who support in class, work 1:1 or in small groups, deliver interventions and ensure liaison amongst the multi-disciplinary team.

Small group or 1:1 interventions may be done in class or by withdrawing the pupil from class for a designated period of time.

Support staff can also take a lead in areas in which they have expertise, such as BSL.

HHTS is committed to providing ongoing training for our staff through a CPD programme including internal Inset days and training delivered by external providers. We review our School Improvement Plan to identify areas of need and train staff accordingly.

How we support children and young people with SEND

All students taught by HHTS are viewed as experiencing a special educational need by virtue of their admission/successful referral into the service, and receive small group and/or 1:1 teaching from a specialist teaching team.

The SEND Code of Practice describes a graduated approach - a step-by-step approach to support - which recognises that children learn in different ways, have different needs and require differing support. Please see below (**Appendix 1**) for how this graduated response is carried out within our service.

All students with already identified special educational needs when they enter the service have a SEND profile created by the SEND team that details their strengths, needs and strategies for support. This is shared with all members of staff across the service working with them.

Baseline Assessments

We will assess each pupil's current skills and levels of attainment on entry through baseline assessments, which may include:

- Prior data received from home schools
- Reading, spelling, writing tests
- Tests undertaken by the subject specialist teacher or SEN Lead
- Specific English & Maths assessments aligned to national progression guidance
- Individual diagnostic assessments provided by the wider MDT
- Staff observation
- Attitudinal surveys
- Referrals by Parents or Carers

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. If special educational needs are identified when the student is in the service, an SEND profile will be written and the student will access a higher level of support at either stage 2, 3 or 4 (see **Appendix 1**).

Assessment of a student's progress will be reviewed regularly with input from the student, families/carers, home school and external professionals. Where appropriate, the SEND team will work in conjunction with the child's home school to apply for an Education, Health and Care Plan (EHCP).

Working with families and carers

At HHTS we believe that a child makes the best progress, both academically and socially, when both the families/carers and the school are working together to reach a shared goal using similar approaches and strategies.

At HHTS, we work closely with parents and families. We do this through:

- Conducting home visits, when appropriate
- Collaborations and partnerships with wider multi-disciplinary professional teams (both within the wider hospital team, and in relation to pupils' home schools and boroughs)
- Regular home consultation meetings and progress reports
- Informal meetings with specific staff whenever necessary
- Regular communication between families and the Lead Teacher

If your child has a Statement or Educational needs or an Education, Health and Care Plan (EHCP), HHTS takes part in the annual review where necessary. The annual review is an opportunity for parents, and all professionals involved with the child, to review progress and the suitability of provision. New targets may also be set.

The personalised nature of HHTS learning programmes mean that a full discussion can be held around all aspects of progress including whether your child is making expected progress and/or meeting age expected attainment.

Access for all children and young people

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and so on.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables etc.
- Physical accessibility statement and accessibility plan
- Environmental adaptations for learners with ASD/sensory needs
- General equipment acquired on a need basis
- ICT equipment and software (extensive accessibility features within Microsoft Windows)
- Exam access arrangements
- Sound reverberation reduction panels in designated classrooms
- Braille signage
- BSL fluent Senior Leadership Team and specialist Teachers of the Deaf

Supporting emotional wellbeing

HHTS is a cohesive, specialist service and pupils and staff know each other well. As well as encouraging supportive relationships across the service, social and emotional well-being is fostered and monitored by:

- Observations of pupil's behaviour and well-being by all staff
- Working closely with outside agencies, other professionals, and families and carers
- Highly staffed, specialist team; ensuring an appropriate knowledge base and availability of staff
- Extensive PSD, Ethics and Expressive Arts Curriculum
- A comprehensive SMSC Programme – see website for details
- Curriculum planning embeds Personal Learning and Thinking skills, UNICEF Rights Respecting Language and activities and SEAL concepts.
- Bespoke enrichment activities, often designed in consultation with a wider MDT team
- Measures to ensure respect and courtesy are paramount in the classroom and every precaution is taken to protect each individual's sense of wellbeing.
- Lead Teacher providing pastoral support and guidance.
- Anti-bullying activities

Wellbeing activities are overseen by the Mental Health Lead Practitioner, who is experienced at working with young people with a range of mental health/SEMH needs.

Students are set social progress targets in addition to their academic targets. Both are reviewed regularly.

HHTS is currently working towards becoming a Trauma Informed school, as well as working towards becoming an Anti-Racist School through the Carnegie Award.

Extra-curricular activities

- For inpatients, activities and clubs before and after school are led by the wards in collaboration with parents.
- Our on-site social worker supports students on our Compass and Medical Tuition programmes provisions to attend extra-curricular activities in the community where appropriate.
- School trips which support the curriculum and/or enrich pupil's social and cultural development.
- Pupils would never be excluded from a trip based on their SEN. Arrangements are made as necessary to ensure access; for example, in the case of our Hearing-Impaired learners, staff who are able to sign accompany students and interpreters are provided as needed.

Working with External Services

We work in collaboration with a range of services; setting targets, joint planning, reviewing and discussing of key areas at TAC meetings:

- Therapies, in consultation with the wider MDT team, and stakeholders. These include Ward Clinical Psychiatrists, Psychologists, Psychotherapists, Social Workers, Occupational Therapists, Speech and Language Therapists, Nutritionists, Doctors, Nurses, Family Therapists and Behaviour Support Practitioners.
- SCPS, BLSS, LNSS, GPAS
- Sensory and PD outreach services
- Any other services/voluntary organisations
- Wider specialist services as set out in the local offer

Children and Young People with Medical Needs

Once a successful referral has been made, your child's medical needs will be discussed, and a personalised plan agreed.

Ensuring a smooth transition with the student's voice heard

As HHTS is a temporary provision, we work to ensure that students are re-integrated into their school feeling as confident as possible. We provide a detailed discharge report, which gives information about academic and social progress during their time with us. It also includes a **Student Support Plan**, written by the student, which communicates to anyone working with them any difficulties they may have and how they would like to be supported. This report is sent to all professionals working with the student, as well as their family/carers.

In cases where an EHCP has been applied for, HHTS continues to support through attendance at EHCP planning meetings to advise on appropriate strategies for support.

Contact details of Key Members of Staff

A general concern or enquiry should be made to the **Headteacher**, Tara Bell (tara@hhts.wandsworth.sch.uk) or **Deputy Headteacher**, Susan Arkley (susan@hhts.wandsworth.sch.uk).

For enquiries related to SEND, please contact our **Special Education Needs Lead Professional** (SENCo), Sophie Mustchin (Sophie@hhts.wandsworth.sch.uk)

Megan Jones-Berney is our **Mental Health Lead Practitioner** and can be contacted at Megan@hhts.wandsworth.sch.uk

In addition, each child is assigned a Lead Teacher who closely monitors their progress and needs and is in regular contact with families and carers.

Further Advice and Support

Where can I go for further advice and support?

- o The Wandsworth Parent Partnership Service provides an impartial and confidential service to all parents of children with SEND. Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- o The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with SEN and Disabilities aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or telephone 020 8947 5260
- o **More information** about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on

The Family Information Service website at
<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/site.page?id=q1HYwQsOEH0>
Their helpline is open from 9am to 5pm, Monday to Friday 020 8871 7899.

Feedback

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email Sophie Mustchin (SEnCo) at sophie@hhts.wandsworth.sch.uk

Appendix A - Wandsworth Hospital and Home Tuition Service - SEND Graduated Response to support and intervention

All students at HHTS are considered to have additional educational needs owing to their current mental or physical health issues. Stage 1 support is for all students within the school. For students with SEN additional to their SEMH difficulties, their needs will be met through the graduated approach as outlined in stages 2 onwards.

Stage	Provision required	Support and provision	Assessment, recording and monitoring systems
1	Universal provision	<ul style="list-style-type: none"> ● A therapeutic classroom with skilled members of staff possessing knowledge and experience of working with young people with SEMH ● Staff to student ratio maximum 1:5 ● High quality first teaching following the Assess- Plan- Do - Review model for every learner on entry and throughout stay. ● A broad and balanced curriculum based on the Head, Heart, Hands Model ● Personalised learning aims reviewed and updated monthly ● A variety of different teaching and learning approaches ● A language and literacy focus throughout the subject areas as evidenced by powerpoint planning and resources, learning walks and subject actions plans ● Carefully planned differentiation for each learner. ● Modelling by adults within the classroom ● Assessment for learning and constructive feedback embedded in teacher practice ● All students have a Lead Teacher who acts as their point of contact in school and shares their aims and progress with them and their home school 	<ul style="list-style-type: none"> ● Differentiated planning and outcomes within lessons ● Assessment for learning used to ● Learning aims updated on a regular basis ● Students are aware of their learning aims ● All students' reading ability is assessed using the New Group Reading Test (NGRT) ● Daily ward handover to school staff ● Daily briefing for school staff ● Pupil focus meetings where individual pupils are discussed by staff working with them and learning aims and progress is reviewed for them. ● Lead Teacher Conversations with Young People ● School staff to attend weekly ward rounds

		<ul style="list-style-type: none"> ● Frequent discussion amongst staff and feedback on academic and holistic progress of young people - with formal discussion every 4-6 weeks pupil focus meeting recorded on school pod ● Frequent liaison with the young people's parent/carer ● Frequent liaison with home school to ensure consistency and smooth transition 	<ul style="list-style-type: none"> ● Care Plan Assessment (CPA) meetings in conjunction with the hospital wards ● Core Team Meetings (CTM) in conjunction with the hospital wards
2	Early Intervention Support	<p>In addition to stage 1:</p> <ul style="list-style-type: none"> ● Differentiation of the curriculum to meet individual learning needs ● Bespoke timetables created in light of emerging need ● Tools and resources to support access ● Support within class through small groups and individual support (e.g. cut away, workshops) 	<p>In addition to stage 1:</p> <ul style="list-style-type: none"> ● Students' reading ability is assessed through the York Assessment of Reading Comprehension (YARC) ● Vulnerable and/or struggling students flagged as student concern and referred for assessment or support from SEND Team
3	Targeted Additional Support	<p>In addition to Stages 1 - 2:</p> <ul style="list-style-type: none"> ● Investigation of strengths and needs ● Early intervention and personalised provision ● Targeted support within class through small groups and working individually with an adult ● Additional group or individual programmes ● Evidence based interventions delivered individually - reading catch up, self esteem mentoring. ● Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording ● Bespoke timetable ● Tools and resources to support access ● Information shared and reviewed with ward staff 	<p>In addition to stages 1-2:</p> <ul style="list-style-type: none"> ● SEN team has regular contact with SENCo of home school to understand history ● Information shared at daily briefings ● SEND profile on schoolpod and shared with whole staff ● Review at Pupil Focus meetings with SEN team ● Intervention records completed weekly to record progress ● Individual Education Plan (IEP) for longer term students. Short term

		<ul style="list-style-type: none"> • Clinician review and support sought where appropriate 	<p>goals shared on schoolpod and in pupil focus meetings</p> <ul style="list-style-type: none"> • An EHCP may be applied for in conjunction with the student's home school
4	Targeted intensive additional support	<p>In addition to Stages 1 – 3:</p> <ul style="list-style-type: none"> • Multi-agency collaboration with professionals both in and external to the hospital with regards to educational outcomes. Agencies include: social care, educational and clinical psychology, medical professionals, occupational therapy, speech and language therapy. • Personalised support, working on an individualised curriculum • High levels of adult support, scaffolding and modelling to enable access to the curriculum • Personalised resources e.g. workstation, iPad/laptop if appropriate • Inclusion of parents/carers, child as part of a Plan-Do-Review cycle of targeted assessment and intervention • Access to an adapted environment if appropriate • Individual modifications to the curriculum • Discussion with home school about provision where appropriate • Application for Education, Health and Care Plan to be made • Education, Health and Care Plan (EHCP) to be shared and updated where appropriate (Annual Review) 	<p>In addition to stages 1-3:</p> <ul style="list-style-type: none"> • EHCP on schoolpod and shared with whole staff • Pupil Passport to be made for young person upon discharge detailing SEN information and recommended provision • Progress meeting with SEN team • SENCo monitoring provision • Multi disciplinary meetings regarding education where appropriate

