



## SEND Information Report 2018-19

The Special Educational Needs Code of Practice and the Equality Act lie at the heart of HHTS SEND policy and determine the processes and procedures that we follow to meet the needs of our children. Our aims echo those stipulated in the Code:

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

The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. Step-by-step support at HHTS can be put in place to help overcome the difficulties that a child may have. If further support is required, HHTS may liaise with the Ward and the child's home school to request a statutory assessment of special needs, which may or may not result in an EHC Plan for the child.

In accordance with the SEND Code of Practice, and for the benefit of all pupils, it is recognised that our provision of high-quality teaching is the most important factor in addressing all our learners' needs.

For every pupil at HHTS, there is a rigorous monitoring and evaluation system which tracks lesson-by-lesson outcomes for every pupil. These lessons are planned following individual learning support plans and pupil focus meetings attended by all teaching staff.

Whole school approaches, specific provision for individual children or group provisions such as OT, nurture intervention or Speech and Language support are devised in multidisciplinary meetings between the Ward and the school. Literacy and numeracy interventions/programmes are led predominantly by school staff.

WHHTS teachers as a whole work collaboratively with each other and work very closely with medical staff in each aspect of the service. Teachers in different areas of the service have particular specialisms – e.g. Corner House teaching staff are specialists in Hearing Impairment and Communication, Aquarius teaching staff are specialists in mental health. This range of expertise is shared across both hospital sites and across classrooms to ensure that the needs of

pupils are identified and addressed quickly and effectively.

### **Wandsworth Hospital & Home Tuition Service (HHTS): Our Commitment to Inclusion**

At the HHTS, all men, women and children 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 the 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 health problems or sensory or physical needs.

At the HHTS, our **Special Education Needs Lead Professionals** are Megan Jones- Berney and Helen Taylor.

Megan can be contacted on 0203 513 5403 [megan@hhts.wandsworth.sch.uk](mailto:megan@hhts.wandsworth.sch.uk)

Helen can be contacted on 0203 513 6127 [helen@hhts.wandsworth.sch.uk](mailto:helen@hhts.wandsworth.sch.uk)

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

### **What should I do if I am concerned about my child's progress, support or special educational needs?**

If you have any concerns regarding your child's academic progress or emotional well-being, please contact their Lead Teacher, or the Deputy Headteacher, Helen Taylor, or the Headteacher, Tara Bell. For concerns specifically relating to a pupil's SEN needs, you are welcome to contact the SEN Leads on the numbers above.

The WHHTS operates under the governance of a Management Board. You are welcome to escalate any concerns you may have with the Chairperson of the Management Board. As a maintained service, HHTS is part of the Wandsworth Local Authority Education and Inclusion Service. Details of how to raise your concerns with the Local Authority are published in our Complaints Policy.

### **How does the HHTS decide whether a pupil has Special Educational Needs and what extra help they need?**

Our general provision for **all** pupils includes:

***Lesson evaluations and tracking:***

At the HHTS, the progress of all children is closely tracked and recorded through individual lesson evaluations for each pupil for every lesson. Progress is then tracked by Lead Teachers. Staff at the HHTS also regularly assess pupils' participation, social/emotional skills and general well-being during their day to day teaching.

***Pupil focus meetings:***

Daily meetings in which the individual progress and attainment of a given pupil is discussed in detail by all staff with targets reviewed and recorded, strategies noted and action set and/or reviewed as appropriate.

***Care Plan Approach (CPA) meetings and Core Team meetings:***

Where necessary, discussions are held with a wider multi-disciplinary team (MDT). The MDT can agree on any further formal assessments which need to be undertaken; at HHTS or the home school. These MDT meetings are informed by pupil focus meeting record and ensure all aspects of a pupil's need are reviewed and met.

***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 staff with a detailed knowledge of age-related expectations as defined by the new National Curriculum, who have had training and support in meeting the needs of children with special educational needs (SEN). Staff complete NASEN's universal SEN training. In addition, several members of the team hold specialist, post-graduate qualifications:

- MSc Mental Health
- MA Specific Learning Difficulties (*qualification in progress*)
- Level 3 Certificate in Dyslexia
- PgDip/MA Deaf Education (*three staff currently hold, one in progress*)

Classes are highly staffed, and in-class support comes from additional teachers, Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs)

***Support Staff***

HHTS also has a highly skilled team of Teaching Assistants and Higher Level Teaching Assistants 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.

***Additional support:***

The level of additional support that is given to a pupil with SEN will be dependent on their individual need, and their progress. This will be reviewed regularly, in consultation with all stakeholders.

Should there be concerns over a pupil's progress, we will closely monitor and support the young person through adapting teaching methods, careful differentiation of tasks and additional interventions where appropriate.

If pupils arrive into our service with SEN already identified, Learner Support Plans (LSPs) are immediately created. These inform pupils focus meetings, MDT information exchange meetings and CPA meetings. These discussions between the service and all relevant stakeholders ensure continuity of appropriate support.

**How will I know how my child is doing and how will you help me to support my child's learning?**

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

We report on pupil progress through a personalised schedule of parent/family consultations (CPA meetings and regular informal feedback) and through written termly reports. There is an 'open door' policy for informal meetings between all education staff and parents/families. Every child's Lead Teacher is available to directly report to parents and will respond to any queries within 24 hours.

There may be occasions where a 'Team around the Child' (TAC) meeting is held. During a TAC, professionals involved with a child come together with the parents to discuss progress, any concerns and ways forward.

If your child has a Statement or Educational needs or an Education, Health and Care Plan (EHCP), the 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.

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

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.

### **How will my child be involved in and consulted about how their special educational needs are met and what progress they are making?**

All pupils are encouraged to be involved in their learning. The Lead Teacher will have admission and review meetings with your child. In addition, if a young person was struggling in their learning, for any reason, they would be encouraged to talk about what they were finding difficult and what could be done to help them.

### **How do you assess and review my child's progress?**

#### ***Baselines***

The service operates a range of baselines to guide its highly personalised provision. These 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

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. 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.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

### **Identification**

All students taught by the Hospital & Home Tuition Service are viewed as experiencing a special educational need by virtue of their successful referral and receive small group and/or 1:1 teaching from a specialist teaching team. Students with additional SEN needs will be identified through the admissions process (handover of information, home visit as appropriate), or a need may be identified when we begin working with the young person. In either of these instances, a Learning Support Plan will be drawn up.

A detailed understanding of a young person's needs allows us to organise high impact

interventions when necessary. Each pupil's progress is reviewed regularly. This is done through:

- Baseline assessments against which progress can be measured
- Lesson by lesson teacher assessment of each child's achievements and progress, which are used to inform the teachers' planning and support for the next lesson
- Progress towards specific, personalised targets
- More formal assessments which take place if needed according to a pupil's specific Learning Support Plan. The results of these can be used to measure progress over time.

Supporting our high quality interventions, the HHTS has adopted the SEND Code of Practice (2014) Assess – Plan – Do – Review model across all sectors of its operation. The Assess – Plan – Do - Review model is used to form the pupil Learning Support Plan which then informs Pupil Focus Meetings and allows staff to review pupils' progress.

- A. Wave 1 – Quality First teaching by all teaching staff.
- B. Wave 2 - Is initiated where students have failed to make adequate progress as identified by the SEND Team

Criteria for Wave 2 include:

- low Numeracy / Literacy scores
- Teacher's observations
- Concerns from staff or parents

Provision from within the school's resources is identified to help meet the student's needs.

Interventions may include:

- Individual learning programmes
- Specific support on a regular basis
- Additional staff training

Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. In such cases, the SEND Team will monitor the provision being offered.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

### C. Wave 3

Where students fail to make adequate progress, despite additional provision at Wave 2, the Service seeks advice and involvement from external support services.

External support services may be requested to:

- Provide specialist assessments.
- Give advice on teaching strategies or materials.
- Provide short-term support or training for staff.

### **What support is there for my child's emotional well-being?**

The 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

#### **How do you promote positive behaviour?**

- Whole school positive approaches to behaviour including reward systems
- Our SMSC Curriculum
- UNICEF Rights Respecting Schools work
- Classroom guidelines where appropriate
- Anti-Bullying activities
- Behaviour systems and rewards are communicated visually where appropriate

#### **How do you make the school environment and curriculum accessible for all children?**

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

#### **How will my child be included in activities outside of the classroom?**

- Activities and clubs before and after school are led by the wards in collaboration with parents.
- 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.

#### **How will the HHTS prepare my child to transition back to their named school?**

As soon as your child comes onto our roll, s/he will be appointed a Lead Teacher. The Lead Teacher will meet with your child and draw up a personalised learning plan, ensuring appropriately challenging learning targets are set. The lead teacher will act as a co-ordinator between your child's home school, you, other stakeholders and any other members of the

multi-disciplinary team as appropriate.

When your child is approaching discharge from our service, we organise a personalised transition plan (agreed in conjunction with all stakeholders) to ensure a smooth entry (or re-entry) into the most appropriate education setting. We will share information with the school, college, or other setting the pupil is moving to. We will agree with you and your child what information is shared.

*The service has a specialist re-integration for pupils who have been school phobic/school refusers, separate to standard transition practices.*

### **What external specialist services does the school use to help meet children's needs, and how do you work together?**

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

We work in collaboration; setting targets, joint planning, reviewing and discussing of key areas at TAC meetings.

### **What will you do if my child has medical needs?**

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

### **Where can I go for further advice and support?**

- 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
- 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](http://www.positiveparentaction.org.uk) or telephone 020 8947 5260
- **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=q1HYwQsOEHO>  
Their helpline is open from 9am to 5pm, Monday to Friday 020 8871 7899.

## **1. Profiles of pupils with SEND.**

| Pupils Undergoing Statutory Assessment | Statement of Educational Needs/EHCP | SEN Support |
|--|-------------------------------------|-------------|
| 0                                      | 12                                  | 6           |

**2. Areas of Need (EHCP/Statemented pupils only)**

|  | Male     | Female   | Total     |
|--|----------|----------|-----------|
| Specific Learning Difficulty                       | 2        | 0        | 2         |
| Moderate learning difficulty                       | 0        | 0        | 0         |
| Severe Learning Difficulty                         | 0        | 0        | 0         |
| Profound and Multiple Learning Difficulties (PMLD) | 0        | 1        | 1         |
| Autistic Spectrum Disorders (ASD)                  | 1        | 1        | 2         |
| Speech Language and Communication                  | 3        | 1        | 4         |
| Social, Emotional & Mental Health                  | 0        | 1        | 1         |
| Hearing Impairment                                 | 3        | 1        | 4         |
| Visual Impairment                                  | 0        | 0        | 0         |
| Multi-sensory Impairment                           | 0        | 0        | 0         |
| Medical & Physical Disability                      | 0        | 0        | 0         |
| Other Difficulty/Disability                        | 0        | 0        | 1         |
| <b>Total</b>                                       | <b>9</b> | <b>6</b> | <b>15</b> |

**3. Gender of pupils on SEND Register**

|  | <i>Male</i> | <i>Female</i> | <i>Total</i> |
|--|-------------|---------------|--------------|
| <b>Pupils Undergoing Statutory Assessment</b>                        | 0           | 0             | 0            |
| <b>Statement of Educational Needs/EHCP</b>                           | 6           | 6             | 12           |
| <b>SEN Support</b><br><i>Incl. School Action and School Action +</i> | 2           | 4             | 6            |

#### **4. Other vulnerable groups**

|                     | <i>SEND who are PP</i> | <i>SEND who are LAC</i> | <i>SEND who are Service Children</i> |
|---------------------|------------------------|-------------------------|--------------------------------------|
| <b>St Georges</b>   |                        |                         |                                      |
| <b>Home Tuition</b> |                        |                         |                                      |
| <b>Aquarius</b>     |                        |                         |                                      |
| <b>Wisteria</b>     |                        |                         |                                      |
| <b>Corner House</b> |                        |                         |                                      |
| <b>Total</b>        |                        |                         |                                      |

#### **5. Staff Skills**

|  |   |
|--|---|
| <b>Summary of SEND qualifications</b>  |   |
| <b>Teaching Staff CPD training</b>     | <b>Teaching Assistants CPD Training</b> |
| <b>Impact on Teaching and Learning</b> |   |

***The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.***

#### **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 Tara Bell at [head@hhts.wandsworth.sch.uk](mailto:head@hhts.wandsworth.sch.uk)