

# SEN Information Report

## Hospital Education Service

**Approved by:** Kay Griffin, SENCo

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## 1. Aims

Our SEN information report aims to:

- Set out how Hospital Education Service (HES) will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

**At the Hospital Education Service we give each student the care and attention that they need to thrive at our pupil referral unit, whether on home tuition or taught in the classroom. We recognise that if students with SEND are given the right support and learning environment, they will develop into successful adults.**

**Our SEND Information Report is designed to provide parents/carers of children with SEND with information about what support we can provide, as well as signpost our policies, provision and assessment.**

**At the HES, every teacher is a teacher of SEND and, as a PRU our very remit is to engage and motivate all pupils equally. Our focus is to ensure that we are inclusive of all students, working hard to improve their academic progress, independence and skills along with their social and emotional development. We hope that all students will gain a greater sense of independence during their time with us. We aim to ensure that all students have access to all facilities, trips, and activities, either on site or off, during set activities**

## Legislation and guidance

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

## 3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

## **The kinds of SEND that are provided for:**

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

- Communication and interaction: for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning: for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties: for example, attention deficit hyperactivity disorder (ADHD), anxiety, depression, bipolar disorder, oppositional defiance disorder, gender identification issues
- Sensory and/or physical needs: for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Unclear previous multi-factorial presentation to previous setting/non-attendance

## **5.2 Identifying pupils with SEN and assessing their needs**

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 Wave 1 support, which we equate to 'Universal Offer'. 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.

Our universal offer consists 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.

We will establish the baseline of each pupil's current skills and levels of attainment on entry, with staff using tracking data and knowledge of students to identify if those whom are not making expected progress. Students are monitored, and progress is tracked regularly by subject leads. If progress continues to be limited, this will be raised with the SENCo under the following conditions:

- 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.

The SENCo will consider the wider indicators around each pupil in discussion with subject leads and SLT, to build a view of the impacts of attendance, SEMH, teacher feedback and will review the observations with home school as to assessments or intervention that may be necessary in addition that that already being received. This could include Neurodevelopment Team assessments for Autism Spectrum Conditions, Sensory Screening and referral to Occupational Health, Dyslexia screening, Strengths and Difficulties questionnaires, Educational Psychology

assessments etc. A co-ordinated approach to initiating these actions with agreed responsibilities for home school and HES will be outlined and shared with parents.

When deciding whether specific 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.

HES follows a graduated approach to differentiating levels of need, consisting of:

- Wave 1: Quality First Teaching (QFT) in context – Our Universal Offer. 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 –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 wave 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.

### 5.3 Consulting and involving pupils and parents

As a service, we have opportunities for formal discussions with the pupil and their parents when identifying whether they need special educational provision. These parental conversations can be through a variety of strategies outlined below:

- Termly data collections
- Parent Consultations
- Annual review meetings for students with an Education Health Care Plan (EHCP)/professional meetings for students who have additional needs
- SEN review meetings with SENCo for those on SEN register without EHCP
- Open access for existing pupils to SENCo through email ([kay.griffin@coventry.gov.uk](mailto:kay.griffin@coventry.gov.uk)), general enquiries via [hesadmin@coventry.gov.uk](mailto:hesadmin@coventry.gov.uk) or Tel No: 02476 337734
- Any requested face-to-face informal briefings at drop-off or pupil collection where appropriate

Students will be wholly involved with their own education. As a service, we are committed to providing students with the opportunity to share their thoughts, wishes and feelings. Provision includes:

- Regular interaction with subject teachers
- Regular scheduled check ins/ACT sessions with our Senior Mental Health Lead, Lisa Stringer or our SEMH Coach to actively target current barriers to learning and develop coping strategies
- Our marking policy has provision for students to give feedback on the comments they have had from the subject teacher
- Some students have time out cards or individualised desk-based cues to indicate their feelings
- A time out space separate to the classroom whereby they can be supported further or simply remove themselves to in times of need (tracked and staged on wellbeing log for further intervention if needed).
- In-house therapeutic provision for mental health as part of the Mental Health Framework for staff and students at HES.
- Referral to External Agencies if required
- Professionals meetings with students who may require additional support or processing for an EHCP.

These procedures aim to ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Everyone is working towards the common shared goal of equipping our young people to transition into their next setting with their needs established and important debate on whether needs are met having been had, and a pathway considered.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents/carers via email when it is decided that a pupil will receive SEN support.

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

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. Pupils starting at HES will be reviewed at 6-weekly intervals to identify if the initial 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, SLT review pupils with commissioning schools half termly, 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. During the Annual Review, progress against the legally formalised targets written on the advice of external agencies is discussed and consideration given to the extent to which the student has achieved the outcomes in the Plan and whether further action is necessary.

Further action may include recommending new targets are set, 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.

#### **5.5 Supporting pupils moving between phases and preparing for adulthood**

The key transition points for reintegration post-HES lie at Year 6 into 7; 9 into 10 and 11 into 12. Pupils are commissioned by schools and as such, in the first instance exploring the timing of these usual points in the school calendar alongside peers should be explored as a transition opportunity

with reasonable adjustments where required. Where this transition point is at Post 16, and preparing for adulthood preparation responsibilities are considered, pupil reviews will inform responsibilities for provision. Where HES fulfils this remit, we will work co-operatively with the commissioning school to share information with next settings, with parents aware that the ownership of sharing medical letters lies with them as distribution between settings is not permissible.

For KS4 pupils, we commission independent careers advice to meet with each Yr 10 and above pupil to discuss Post-16 provision, personalised plans and course requirements. Where pupils have an EHC Plan, LA plan co-ordinators prioritise attending to Year 11 Transition Reviews, and here appropriate pathways are identified and agreements to consult made with parents and the young people themselves. Relevant College open evening dates and supported meetings may take place following these discussions, potentially on a year-group level supported by SLT. For pupils transitioning to Post-16 there is a working transition proforma to be followed to ensure that all aspects are considered for our young people and a suitable pathway is found.

### **5.6 Our approach to teaching pupils with SEN/How our provision aligns with the Local Offer**

At HES we ensure that all pupils, regardless of their specific needs, receive Quality First Teaching. This enables them to make the best possible academic and social progress possible in a setting where they feel valued and respected. Teaching within HES is delivered by a team of teachers with a huge variety of both mainstream and special school experience. The teachers are responsible and accountable for the progress and development of all the pupils in their class.

Teaching at all key stages is delivered by subject/phase specialists who all have experience of SEN training and regular relevant updates to their practice via CPD sessions. e.g. aligned with an increased in selective mutism/arfid referrals, as these are key areas of CPD need for the current academic year to best support those pupils in making good transition into HES and good progress once established.

The HES 'Universal Offer' is intended to give you information about the ways we support **all** of our pupils, including those with special educational needs. It may not list every skill, resource or technique that we use as this list is in constant development. Here at HES, we offer a wide variety of interventions as follows:

#### **Supportive Learning Environment**

- Higher Level Teaching Assistants to support students in lessons
- Provision of inclusive staffed social time at lunchtimes
- Sensory break out spaces
- Establishment of "Normal Ways of Working" (NWOW) to establish Access Arrangements for external examinations
- Use of IT facilities to support learning
- Pupil aids and sensory adaptation to meet the sensory needs of pupils
- Therapeutic and holistic curriculum designed for inclusion
- Multi-sensory teaching methods to cater for all learning styles
- Open door facility to SLT
- Accessibility support – wheelchair access, writing slope, laptops if required, remote learning offer.
- Staggered induction (where appropriate supported by CCSP) into the learning environment to reduce anxiety and build confidence.



- Route into learning spaces on site for those most vulnerable pupils to feel able to enter the building.
- Visitor's room to enable parents of the most vulnerable pupils to stay for short periods in the initial stages of attendance to WPA for anxiety reduction and inclusion.

### **Interventions to develop numeracy**

- Early identification of numeracy needs and appropriate curriculum model offered
- Concrete manipulatives as universal offer to reassure and reduce fear of "othering" in pre-GCSE curriculum
- Use of IT facilities and apps to support learning.
- Opportunities for supported daily practice to embed foundation numeracy skills
- Pre-GCSE curricula in addition to GCSE; Level 2 certificate in Further Maths to support Higher Ability pupils Grade 5-9 where appropriate
- Experienced Head of Maths to lead in delivering to specific areas of need. Teacher is trained in delivering to Tier 4 pupils, and approach can be tailored to the anxious mathematician.

### **Interventions to develop literacy**

- Small teaching group work including 1:1 teacher sessions
- In-house Literacy Lead with primary teaching background to deliver across KS2-4 Pre-GCSE for identified early readers
- Whole-school SDP focus on "writing at length" in line with Ofsted rigour.
- Whole school approach to improving reading with measured baseline and impact measures
- 1:1 rolling HLTA support for pupils with EHCP/identified literacy needs.
- Pre-GCSE curricula in addition to GCSE; English Language and dual-entry English Language and Literature pathway options as appropriate to pupil need.
- Dyslexia support in-house
- External partnership working with SEMHL/CCT practitioners working as part of timetabled curriculum offer for pupils at WPA

### **Intervention to support Social and Emotional wellbeing**

- Lead tutor established for consistent parental link for those on 1:1
- In-house Senior Mental Health Lead as Level 4 counsellor/ACT-trained practitioner
- SEMH coach intervention
- SEMHL practitioner/CCT referral process for identified pupils
- Outdoor education and music enrichment offer
- Lunchtime activities to promote social and emotional literacy
- All absences are covered by in-house staff or SLT to avoid potential for anxiety in young people
- Off-site trips aligned with current local projects e.g. Heritage tours, to engage young people with their local community and potential employers.

- Signposting for support services for parents

### **Intervention to support and modify behaviour**

- Whole service positive behaviours policy.
- Whole school (WPA) rewards policy for improved attendance and attendance as a whole
- Pastoral support
- Home contact
- Behavioural support from external professionals
- Emergency Annual Review process for needs support.

### **External Agencies providing specialist support**

- Camhs practitioners and psychologists
- Psychiatrists
- Supervisory Clinical Psychologist
- Educational Psychology
- SEMHL Specialist Practitioner support
- Complex Communication Team Teacher support
- Early Help Family Hubs & Co-ordinator Access
- Grapevine/Teenvine
- Prospects (incl Help 2 Connect)
- Youth Justice Service
- Family Support Workers
- Speech and Language Therapy
- Integrated Disability Service
- School Nursing Team
- Occupational Health for Young People
- Coventry Alternative Provision
- Positive Youth Foundation

### **Young People in Care**

- Assistant Head as Designated Young People in Care link
- SLT attend PEP and Young People in Care reviews
- Additional external agency support if required

### **English as an Additional Language Support**

- EAL resources as needed via MGSS

- Exams Officer/Senco Exams Access Arrangement organisation

### Contact with parents

- Open door and email policy via HESadmin
- Supported transition work
- SENCo attends all Parent Consultations
- Mental Health Lead attendance at Parent Consultation

Additional provision is overseen by SLT and is designed and implemented on an individual basis in response to EHCP or pastoral needs and after consultation with parents, pupils and external agencies, where relevant. It is important to recognise that additional provision depends upon the needs of the individual pupil and each pupils' package of support will have been agreed to make their learning experiences equitable and accessible, and so may vary pupil to pupil. For more information about our 'Local Offer' for pupils with special educational needs and/or disabilities, please contact the SENCo, Kay Griffin, via [HESadmin@coventry.gov.uk](mailto:HESadmin@coventry.gov.uk)

### 5.7 Adaptations to the curriculum and learning environment/site

We regard our school as an inclusive provision and therefore any student, regardless of need, has access to our provision, albeit in person or remotely. Various lunch activities take place and trips are also inclusive – we provide for any student who wants to take part in any of these activities, where indicated as part of their education package.

We are an accessible site, with single-floor provision and multi-location fire exits with ramps. Our bathroom facilities are currently undergoing improvement to become accessible to all. We have a visitor's room for pupils with high needs who may require parental or carer support. The need for pupils with physical disabilities to move around the site is minimised. We use specialist desks, chairs and other furniture/equipment as and when necessary for students with specific physical needs, under advisement and review by the Occupation Health team. In an emergency situation, any identified pupils will have a specific Personal Emergency Evacuation Plan (PEEP) which is reviewed annually or if any emerging changes to their physical limits are indicated by parents or medical staff. For further information, please see our [Accessibility Policy](#).

We make the following adaptations to ensure all pupils' needs are met, including those with disabilities:

- 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.
- Delivering the therapeutic curriculum outlined above to appeal to the common needs of the pupils.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, now & next boards, widgets, communicate in print, larger font, desk emoticons, cue cards for non-verbalisers etc, voice-to-text software and scan pens.
- Delivering a responsive teaching offer whereby cognitive loading, processing and recall methodologies are demonstrated to benefit pupils with identified needs.
- In their planning teachers ensure that they give students with disabilities the opportunity to develop skills in practical aspects of the curriculum. All practical lessons are accessible.

- Teachers ensure that the work undertaken by disabled students takes account of:
  - pace of learning and the equipment they use
  - the effort and concentration needed in oral work, or when using, for example, vision aids
  - alternatives needed to make practical lessons accessible e.g. tools/certain types of materials;
  - the requirement to take part in educational visits and other activities linked to their studies;
  - covers assessment for learning techniques that reflect their individual needs and abilities.
  - Being a teacher of SEND and delivering “Quality-First Teaching”

### **5.8 Additional support for learning**

We have higher-level teaching assistants who work with subject co-ordinators and teaching staff to deliver interventions such as adapted timetables, administrative support and mentoring.

We work with the local authority to provide wide range and individual support for pupils with SEN as outlined in previous sections.

### **5.9 Expertise and training of staff**

Our SENCo is a member of SLT and has allocated time to manage the SEN provision within the HES, including home visits, EHCP review, learning support plan discussions and external agency co-ordination.

Staff are trained and can request specific training if required.

Many staff come with SEN qualifications and some staff are trained in Makaton and Sign language.

Staff have also been trained in auditory equipment.

Key staff are trained first aiders (reviewed 3-yearly) and some have been trained in more specific medical intervention when pupil need has demanded it

All staff are Team Teach trained (renewed as per certification needs)

The SENCo takes part in networking meetings at Local Authority and local level.

The service has links with Warwickshire Flexible Learning team to liaise at UHCW

The HES also subscribes to the Educational Psychology Service, Specialist Teaching Service (STS) and other professional support services to provide additional support and further training.

In recent academic years, teaching staff have received CPD in: Mental Health First Aid (Youth); dyslexia support; supporting use of the engagement model; recognising and working with female autism; Autism Education Training (enhanced autism practice); selective mutism; attachment; mood; self-harm; pupils questioning their gender identity.

We use specialist staff for complex communication needs and use our site to host these sessions as a gateway to potential tuition at a point where the pupil is able to access it.

### **5.10 Evaluating the effectiveness of SEN provision**

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

- Reviewing pupils' individual progress each term
- Reviewing the impact of interventions in a timely manner
- Using student survey outcomes: "you said, we did"
- Monitoring by the SENCo
- Discussions with external professionals
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Parental consultation
- Observations of students

### **5.11 Support for improving emotional and social development**

As a PRU for pupils with medical and mental health needs, this is a key area of our delivery. We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to push themselves to achieve and succeed using progress measure such as GBO for self-review
- Lunchtime activities aim to develop friendship groups, encourage communication and initiate conversation with peers for pupils who may find this difficult
- Pupils on home tuition are encouraged by the tutor to discuss work openly and safely, and appropriate materials are used to encourage communication in non-verbal pupils (selective-mutism trained tutors).
- Learning mentor time focuses on building confidence and exam technique for our anxious pupils
- Group discussions take place in scheduled debating sessions during English lessons
- We have a zero tolerance approach to bullying and SEN pupils are supported to understand using the terms bullying, coercion and manipulation to describe situations correctly in PSHE lessons at HES.

### **5.12 Complaints about SEN provision**

Complaints about SEN provision in our school should be made via [HESadmin@coventry.gov.uk](mailto:HESadmin@coventry.gov.uk) in the first instance and will be responded to in accordance with the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **5.13 Contact details of support services for parents of pupils with SEN**

The Coventry Local Offer website offers signposting for parents of pupils with SEN and is accessible here: [http://www.coventry.gov.uk/downloads/157/coventrys\\_special\\_educational\\_needs\\_and\\_disability\\_send\\_local\\_offer](http://www.coventry.gov.uk/downloads/157/coventrys_special_educational_needs_and_disability_send_local_offer)

Some key documents that may be of use initially, are:

[http://www.coventry.gov.uk/downloads/file/26362/coventrys\\_neurodevelopmental\\_pathway-a\\_guide\\_for\\_parents\\_003](http://www.coventry.gov.uk/downloads/file/26362/coventrys_neurodevelopmental_pathway-a_guide_for_parents_003)

<http://www.coventry.gov.uk/iass>

<https://www.thechypshop.co.uk/about>

#### **5.14 Contact details for raising concerns**

Sharon Cutler, Head of Service, Hospital Education Service, Whitmore Park Annexe, Rylston Avenue, Coventry, CV6 2HD

#### **5.15 The local authority local offer**

Our contribution to the local offer is: <http://www.coventry.gov.uk/hospitaleducationservice>

Our local authority's local offer is published here:

[http://www.coventry.gov.uk/downloads/157/coventrys\\_special\\_educational\\_needs\\_and\\_disability\\_send\\_local\\_offer](http://www.coventry.gov.uk/downloads/157/coventrys_special_educational_needs_and_disability_send_local_offer)

#### **6. Monitoring arrangements**

This policy and information report will be reviewed by Kay Griffin (SENCo) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Board.

#### **7. Links with other policies and documents**

This policy links to our policies on:

- [Accessibility policy](#)
- [Behaviour](#)
- [Equality information and objectives](#)
- [Supporting pupils with medical conditions](#)