

# SEND Information Report



## Chelsea Community Hospital School

The Chelsea Community Hospital School (CCHS) Special Educational Needs and Disability (SEND) Information Report is available on the CCHS website: [www.cchs.org.uk/](http://www.cchs.org.uk/)

The Chelsea Community Hospital School SEND Policy is available on the CCHS website: <https://www.cchs.org.uk/information/policies>

Paper copies of both the CCHS SEND Information Report and the CCHS SEND Policy are available from the schoolrooms of all our school sites.

The Chelsea Community Hospital School Send Information report and SEND Policy are both published online on the Royal Borough of Kensington and Chelsea SEND Local Offer which provides information about services that children, young people with Special Educational Needs and/or Disabilities and their families can expect from a range of local agencies: <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

The Chelsea Community Hospital School Send Information report and SEND Policy are both published online on the London Borough of Westminster SEND Local Offer which provides information about services that children, young people with Special Educational Needs and/or Disabilities and their families can expect from a range of local agencies: <https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

### Our Vision

#### **CCHS is a Vibrant, Creative and Caring School**

We are an inclusive school where everyone is valued. [Respect and tolerance](#) underpin everything we do. Our school community is enriched by diversity and a drive for our students to get the very best education despite the challenges they face due to medical and mental health conditions.

By empowering, inspiring, and supporting our students we help them develop as confident, resilient, and independent learners. We show our students they are valued by celebrating every development, breakthrough, and success.

Our [curriculum](#) is broad, rich in the creative arts and personalised. Our students are respected as individuals, and we work hard to ensure that we meet their needs in a way that best suits them.

Working as part of a team of professionals, we are committed to a holistic approach to the education and care of our students, always keeping the student and family at the centre.

We support our students to face the challenges of a disrupted education because of medical or mental health conditions. We do this through knowledge and understanding, advocacy, and working to change attitudes and systems, including developing our [Well at School](#) project.

We are an [outward-looking school](#). We are reflective of our place, in the heart of London, with links right across the world through our students and our professional collaborations.

The infographic is divided into two main sections: 'Our Vision Students' and 'Our Vision Staff'. Each section contains seven key values, each with a brief description and a small circular image. The values are: Inspired, Supported, Empowered, Celebrated, Inspiring, Supporting, and Celebrating. The website address [www.cchs.org.uk](http://www.cchs.org.uk) and [www.wellatschool.org](http://www.wellatschool.org) are also included.

<https://www.cchs.org.uk/about-us/our-vision>

## Admissions

Your child will be eligible to be taught at our school if they are an inpatient on the Paediatric wards at Chelsea and Westminster Hospital (CW), the Chelsea Community Hospital School at Ladbrooke Grove (LG), St Mary's Hospital (SM), Collingham Child and Family Centre (CG), The Royal Brompton Hospital (BH) and Lavender Walk Adolescent Mental Health Unit (LW) and are referred by the medical teams based in those hospitals.

Your child may be offered a Community Student placement at Chelsea Community Hospital at Ladbrooke Grove in line with our referral process.

## **Who are the best people to talk to at CCHS about my child's difficulties with learning, special educational needs or disability?**

- Your child's hospital teacher will be available to talk to you about your child's education, either at the bedside or in the hospital schoolroom before or after lessons.
- Your child will be allocated a key teacher if he/she child has a long-term in-patient admission or is admitted recurrently. This key teacher will be the main person who contacts you or your child's school.
- Our school has a Special Educational Needs and Disability Coordinator (SENDCo), Cathie Campbell. She is available to meet with you by appointment should you wish to discuss issues relating to your child's Special Educational Needs (SEN) in further detail. **Contact details:** [senco@cchs.org.uk](mailto:senco@cchs.org.uk)
- Marie Sherlock, our Head and Laura Perrett, our Deputy Head will be available to meet with you by appointment should you have any concerns or complaints about your child's special Educational Needs.

### **Contact details:**

[Admin@cchs.org.uk](mailto:Admin@cchs.org.uk)

1. **How will the school let me know if they have any concerns about my child's learning, special educational needs or disability?**

- If your child has complex learning needs our hospital teachers will seek your advice before they start teaching your child as you are the person who knows your child best.
- Our hospital teachers will ask you for details of your child's home school and for your permission to contact the school to find out more about what your child enjoys doing there and what topics and targets your child is working on.
- Our hospital teachers will ask you if your child uses a pupil passport or a communication passport and if they have an Education, Health, and Care Plan (EHCP) or whether they receive additional support in their home school.
- Our teachers will carry out informal assessments to find out what level of work to give your child whilst they are in hospital.
- If you are a parent of an in-patient student, you will be given verbal feedback at the end of each teaching session.
- There are termly parent/teacher consultations for our long-term Community Students.
- The SENDCo may contact you to arrange a meeting to discuss your child's difficulties with learning and any support strategies our school might be considering.

**2. How will the school consider my views and those of my child with regard to his/her difficulties with learning, special educational needs, or disabilities?**

- At CCHS we want you and your child's educational experiences to be as positive as possible during what might be an incredibly stressful period in your lives.
- Our staff aim to work in full partnership with you and your child as well as with the other professionals in the hospital.
- We believe that it is of utmost importance for parents/carers to be involved in all areas of their child's learning and we actively encourage regular discussions.
- We believe, as far as possible, that it is essential to understand your child's views on any difficulties they may experience with their learning.
- Our staff will make themselves available to discuss any of your concerns or those of your child.
- If your child is a Community Student you will be invited to a termly consultation with all your child's teachers, and the Headteacher to discuss current progress, support strategies being used and expected outcomes.
- If your child has an EHCP you and your child will be able to share your views at the annual review of their EHCP.

**3. How does CCHS ensure the teaching staff are appropriately trained to support my child's Special Educational Needs and/or disability?**

- The staff at CCHS believe that the needs of all children and young people are individual and therefore they will always seek advice from parents/carers and the home school.
- At CCHS we believe that your child's learning needs will first be met through the high-quality teaching delivered by their teacher. All our staff are experienced in supporting and/or teaching children and young people with SEN and/or Disabilities.
- CCHS has a planned programme of weekly in-service training sessions after school on a Tuesday and Wednesday and five training days across the school year. Staff are asked annually to identify gaps in their knowledge and confidence relating to Special Educational Needs and these are targeted through internal and external training.
- CCHS can access training programmes from different organisations including the Bi-Borough Training and Outreach team.

- Our SENDCo, Cathie Campbell, has completed the National Award for Special Educational Needs Coordination PG Cert (UCL) and has a MA(Ed) in SpLD (Specific Learning Difficulties, UCL) and a PGDip in Deaf Education (Herts University).

#### **4. How will the curriculum and the school environment be matched to my child's needs?**

- At CCHS we believe that your child's learning needs will first be met through the high-quality teaching delivered by our teaching staff.
- Our teaching staff will adapt lesson planning and teaching to match your child's special educational needs and/or disability.
- If your child has work from their home school, we will focus on helping them to complete this work before offering them additional activities.
- If your child receives SEN support in their home school or has an EHCP then we will try to support them in the same way whilst they are being taught at CCHS.
- For students who have a longer admission, we will carefully plan our curriculum to match their age, ability, and needs. An Individual Learning Plan with specific targets for your child will be written following a three-week period of assessment and this will be reviewed every 6 weeks or more frequently if necessary (at St Mary's Hospital, Collingham Child and Family Centre and Lavender Walk Adolescent Mental Health Unit). At LG termly reports are sent out with pupils' Attitude to Learning (ATL), Assessment for Learning (AFLD), as well as the pupils' target grade
- Our timetables and environment are adapted daily to suit the changing needs of our students.
- Our staff will be constantly mindful of the medical needs of your child and will seek extra support from you and/or the medical teams whenever needed.
- Our classrooms are fully accessible for wheelchairs.
- In St Mary's and Chelsea and Westminster students in hospital beds can be accommodated in the classrooms.
- Within the schoolroom at the Royal Brompton Hospital the learning space can be divided into 5 separate rooms, with glass sliding doors, so that your child can see other students but still be taught in isolation.
- Within the schoolroom at the St Mary's Hospital the learning space can be divided into 3 separate rooms, with glass sliding doors, so that your child can see other students but still be taught in isolation.

#### **5. What types of support may be suitable and available for my child?**

- Our staff aim to make our classrooms and lessons inclusive for all through differentiation when teaching.
- We will offer 1:1 teaching or 1:1 support or small group teaching to your child, as necessary.
- We prioritise making the time to offer high levels of pastoral care and support.
- We see each child or young person as being individual, and we will not make assumptions about what learning needs they may have.
- We are sensitive to the fact that a child or young person may be experiencing a range of emotions about being in hospital and that they may have additional needs because of their medical condition.
- We will have an informal and flexible approach to introducing your child to school whilst in hospital.
- We will write an education report for you, the child, and their home school if they have been taught by us for at least ten days.
- We can support communication and interaction through the use of a variety of different strategies and resources.
- We can offer your child access to a wide range of technology and specialist equipment including switches to support learning and communication.

#### **Examples of Graduated SEN Support Across CCHS**

	Quality First Teaching	Targeted SEN Support	Specialist Support
Cognition and Learning	<ul style="list-style-type: none"> <li>· Differentiated Planning</li> <li>· ILPs</li> <li>· Individualised reports for home schools (after 10 working day admission)</li> <li>· Assessment for Learning</li> <li>· Peer and Self-Assessment</li> <li>· Modelling of Activities</li> <li>· Use of Support Staff</li> <li>· Concrete, practical, and visual resources</li> <li>· Specialist Teachers – PMLD, SEMH, ASD. Experienced teachers, art, music, yoga, and PE.</li> <li>· Curriculum enhancement workshops – Jessie’s Fund music workshops, Wigmore Hall music workshops, Museum of Childhood, Chicken Shed, etc. London sinfonia of London Award winning symphony orchestra (LW)</li> <li>Fleming Initiative – Imperial University, Natural History Museum workshops and visits.</li> <li>AQA Unit awards</li> <li>Horse riding, swimming, Forest School (CG)</li> <li>· Arts Award qualifications</li> <li>· Project qualifications</li> <li>Some teachers trained in alternative SEND curriculum</li> <li>Cooking</li> <li>PSHE</li> <li>Drama</li> <li>Art</li> <li>Theatre/ Cinema visits.</li> </ul>	<ul style="list-style-type: none"> <li>· English and Maths intervention – small group and 1:1 teaching.</li> <li>· Units of Sound computer phonic programme</li> <li>· 1:1 reading development</li> <li>· Visual resources for routines, rewards and managing workload</li> <li>· ICT Software: Number and Wordshark, Communication in Print, iPad, cause and effect games, switches and switch linked toys</li> <li>Individualised timetables. (LW and LG) as appropriate. - Modified timetables (with a late start and/or early finish will also be offered at LW and LG as appropriate to need).</li> <li>-Sensory Rooms to support pupils with different needs ( PMLD, ASD, Mental health issues) CW/BH/SM</li> <li>Sensory stories, Intensive interaction, Burst/pause activities</li> </ul>	<ul style="list-style-type: none"> <li>· Referrals made to specialist agencies where required (e.g., educational psychology).</li> <li>· EHCP specific programmes - SALT and OT (LW)</li> <li>-Support based on OT and SALT assessments (CG).</li> </ul>
Communication and Interaction	<ul style="list-style-type: none"> <li>· Communication friendly classrooms (e.g., Communication in Print labels and visual timetables)</li> <li>· Speaking and listening tasks integrated into lessons</li> <li>- Talking mats resource (LG)</li> <li>-Communication support cards for individuals when required to support emotional regulation.</li> <li>Weekly Discussion Group with staff and pupils (LG and CG)</li> </ul>	<ul style="list-style-type: none"> <li>· Individualised visual cues and prompts</li> <li>· Social stories</li> <li>Sensory stories</li> <li>· PECs use</li> <li>· ACC devices</li> <li>· Switch use</li> <li>· Speech and language therapy programmes as outlined by the students’ SALT service</li> <li>-Sensory school kits as outlined by the Site OT services (LW and CG)</li> </ul>	<ul style="list-style-type: none"> <li>· Speech and Language Therapist (site dependent)</li> <li>· Referrals made to speech and language where required</li> <li>· EHCP specific programmes</li> <li>-OT and SALT (LW and CG)</li> </ul>
Social and Emotional Mental Health	<ul style="list-style-type: none"> <li>· All teachers provide a nurturing learning environment</li> <li>· Discussion groups</li> <li>· Drama and role play</li> </ul>	<ul style="list-style-type: none"> <li>· Learning Mentors (site dependent)</li> <li>· Review meetings and joint planning for needs with CAMHS professionals</li> </ul>	<ul style="list-style-type: none"> <li>· Referrals made to hospital psychology and safeguarding teams</li> <li>· EHCP specific programmes</li> </ul>

	<p>PSHE (context sensitive adaptation)</p> <ul style="list-style-type: none"> <li>· Social skills groups (site dependent)</li> <li>· Social and Emotional skill resources</li> <li>· Whole school training in SEMH</li> <li>· Whole school behaviour policy</li> <li>Weekly 'Warm Fuzzies' (CG)</li> <li>'Good News' / Good Work assemblies (CG)</li> </ul>	<ul style="list-style-type: none"> <li>· School reintegration support</li> <li>· Individualised behaviour plans and reward systems</li> <li>· Social stories</li> <li>Trained ELSA</li> <li>Art Therapist (SM)</li> <li>Music Therapist (SM)</li> <li>Therapy Dog (SM)</li> <li>Specialist support from trained ELSA. (LW/ LG)</li> <li>Learning mentor on site.</li> <li>Meditation sessions (Learning Mentor led)</li> <li>Sensory/chill out rooms or sensory regulation spaces (LG/ CW) and outdoor calming areas (CG)</li> <li>Weekly trips and activities (horse riding, swimming, Forest school, Pottery CG)</li> </ul>	
Sensory and Physical	<ul style="list-style-type: none"> <li>· Horse-riding (Collingham site)</li> <li>· Specialist PE and yoga teachers</li> <li>· Wheelchair and hospital bed assessable classrooms</li> <li>· Assistive technology (e.g., laptops, readers, sloping boards, pencil grips, iPad holders, etc.)</li> <li>-Sensory diets and sensory kits</li> </ul>	<ul style="list-style-type: none"> <li>· Occupational therapy programmes as outlined by the students' OT service</li> <li>· OT resources (e.g., wobble seats, trampets, etc.)</li> <li>· Hospital bed assessable classrooms</li> <li>· Healthcare planning</li> <li>· Medical care support in the school environment</li> <li>-Sensory room, resources, and equipment (jigsaw puzzles, fidget toys, wobble cushions, bean bags, coloured or moving light sources, fiber optic lights, vibrating massager (switch accessible)</li> </ul>	<ul style="list-style-type: none"> <li>· Occupational Therapist (site dependent)</li> <li>· Referrals made to hospital physiotherapy and occupational teams where possible</li> <li>· EHCP specific programmes</li> </ul>

## 6. How will you support my child to reach his/her learning goals?

- As outlined by the SEND Code of Practice 2015 staff at CCHS will follow a four-part graduated approach in supporting students in reaching their learning goals.
- This four-part graduated approach will consist of Assess, Plan, Do, Review:
  1. Assessing a student's needs
  2. Planning a way to support them, an intervention
  3. Doing or carrying out this intervention
  4. Reviewing how well this intervention has or has not worked
- The information gathered from this process will be used to produce Individual Learning Plans every six weeks for our long-term students.
- If a student does not make adequate progress despite the interventions put in place for them then the SENDCo will seek more specialist advice. This advice may come from an Educational Psychologist, a Clinical Psychologist, a Speech and Language Therapist, an Occupational Therapist, a Physiotherapist or a professional from the Child and Adolescent Mental Health Service (CAMHS). The staff at CCHS will then put in place the recommendations made by these professionals.

- If a student continues to struggle to achieve the learning outcomes expected for their age, despite advice and support being put in place from specialist professionals, then CCHS will suggest that parents/carers consider applying for statutory assessment (Education Health and Care Plan).
- If parents or carers decide to apply for the statutory assessment for their child, which may result in an EHCP, the SENDCo at CCHS will support families throughout this process.

## 8. What is an EHCP and who can request one for my child?

- An Education, Health and Care Plan (EHCP) is a legal document that specifies the provision that is needed to meet the special educational needs of a child or young person in order to secure improved outcomes for him/her across education, health and social care and, as they get older and to prepare for adulthood.
- An EHC Plan contains:
  1. The views and aspirations of the parents/carers and the child or young person,
  2. A full description of a child's or young person's special educational needs as well as any health and social care needs,
  3. Agreed outcomes for a child's or young person's progress,
  4. Details of the provision that will be provided by education, health, and social care to support the achievement of the agreed outcomes.
- The Local Authority of a child's or young person's family will decide if an EHCP is to be granted following an Education, Health and Care Plan Needs Assessment (EHCPNA).
- During an EHCPNA the Local Authority will consider information from the child or young person and their parents or carers along with advice from all the professionals working with that child or young person.
- A parent/carer can request an EHCPNA.
- A young person aged 16 or over can request an EHCPNA for themselves.
- The home school of a child or young person, usually the Head Teacher or the SENDCO, can request an EHCPNA.
- At CCHS the Headteachers, the SENDCo and the teaching staff will support a parent/carer who make a request for an EHCPNA. CCHS will not lead a request if the pupil is not enrolled with the Community Student cohort. This is because if we did it would affect your rights to make an appeal to the SEN Tribunal.
- Please refer to our 'Well at School' website for further information and useful links for families and professionals. [Education, health and care plan \(EHCP\)](#)

## 9. How will you help me to support my child's learning?

- Whilst your child is in hospital their medical needs will always come first. The staff at CCHS will liaise with the other professionals within the hospital to ensure that your child has the maximum opportunity to access education either in the schoolroom or at their bedside.
- The staff at CCHS will work in partnership your child's home school and help you to communicate with them as required. We will let the school know by email when your child is discharged from hospital.
- If your child is unable to return to school following their discharge from hospital, we will send a referral for home tuition to your Local Authority or your child's home school as appropriate.
- If you live in the Royal Borough of Kensington and Chelsea or the London Borough of Westminster, and your child is unable to return to school following their discharge from hospital, then our staff will provide your child with home tuition until they are medically able to return to their home school.
- If your child is educated at CCHS for ten days or more the teaching staff will write a report describing the activities that they have taken part in and the learning outcomes that your child has achieved. At Collingham and Lavender Walk an Education Report is included in the Care Pathway Approach used to support pupils in these settings. At CCHS at Ladbroke Grove Community Provision parents will receive reports twice annually. At LW reports are produced on a 6 weekly basis as well a discharge report is completed.

- If your child is a long term or Community Student, they will have an Individual Learning Plan with individualised targets written, taught and reviewed every six weeks and these plans will be shared with you.
- We will provide additional learning activities for your child to complete outside of school hours unless you request us not to.
- If your child is at Lavender Walk there is a bi-weekly carers support group.
- We welcome regular feedback from parents and carers about their child's experiences of learning at CCHS.
- Information on support services for parents of pupils with SEN can be accessed via the Kensington and Chelsea and Westminster parent support local offer pages linked below:  
<https://www.rbkc.gov.uk/pdf/RBKC-Parental-Support.pdf>  
<https://fisd.westminster.gov.uk/kb5/westminster/fis/advice.page?id=u5d5qbnFxpj>

#### **10. How is support allocated to children and young people and how do they move between the different levels of support in school?**

- The support needed by our short term and long-term inpatient students will be assessed daily by our Site Co-ordinators and our timetable and staffing will be adjusted to try and meet the needs of all students each day.
- Our Community Students, both those with an EHCP and those without, will have their individual support planned through individual planning in liaison with families and professionals.

#### **11. How will CCHS involve other bodies in meeting and supporting pupils and their families' SEN?**

- The staff at CCHS work within multi-disciplinary teams across all hospital sites and units. This ensures that they are approaching a pupil's SEN with holistic view of their needs.
- Staff will work with the pupil's local authority

#### **12. How will CCHS review the support that they have put in place and how can I and my child be included in this process?**

- The staff at CCHS will encourage students and their parents and carers to talk about their experience of our hospital school and what ongoing or extra support they may need to take part as much as possible.
- Community students will be encouraged to set and review their own educational targets at the beginning and end of each half term.
- The parents and carers of our community students will be able to meet with the teaching staff regularly to talk what is working well and to address any concerns.
- An annual staff audit to assess staff SEN processes and training needs is undertaken. The outcome of this audit is used to inform school improvement and accessibility planning.
- After discharge, all pupils and their carers are requested to complete a questionnaire about their experience at the Hospital School. This can be found at <https://www.cchs.org.uk/contact/your-feedback>

#### **13. What support will there be for my child's happiness and wellbeing at CCHS?**

- At CCHS we believe the happiness and wellbeing of all our students is of paramount importance.
- Our staff will offer an elevated level of pastoral care and will be sensitive to the fact that your child is in hospital and therefore maybe in pain or feeling overwhelmed by their experiences.
- Our school policy is that no medical procedures (except in the case of an emergency) take place within our classrooms. The school is therefore a safe space away from the ward.
- Our staff try to make all hospital learning as fun as possible and plan activities that engage students who initially seem reluctant to join in.

- We have Learning Mentors who can offer support to our long term and Community Students.
- Our Community Students and students at Collingham and Lavender Walk participate in weekly discussion groups which allow pupils to discuss issues around their learning, happiness, and wellbeing.
- All staff are vigilant in ensuring that pupils have happy and safe relationships in school and implement the school's anti-bullying policy. This policy can be accessed at <https://www.cchs.org.uk/information/policies>

#### **14. How will my child be included in the same activities as his/her peers within the hospital school?**

- CCHS is an inclusive school and after considering the medical needs of all our students we aim to give all our students equal access to our schoolrooms and resources regardless of their special educational needs or disabilities.
- At the Royal Brompton Hospital, we have five interconnecting classrooms on Rose ward to enable students with Cystic Fibrosis to remain in medical isolation but still be taught alongside their peers.
- As far as possible we will plan activities that enable all our students to take part in together.
- Where medically possible all pupils are invited to after school clubs, community outings, and workshops.

#### **15. How will CCHS support my child in transition stages?**

- When your child is discharged from hospital CCHS will email your child's home school or education provider to inform them.
- If your child is a student at Collingham Child and Family Centre their reintegration to school will be planned and supported by their key teacher and our Reintegration Support Officer.
- At Lavender Walk the key teacher will work alongside a young person's Care Manager to support their return to school, college or employment.
- CCHS has a full time Careers and Family Guidance Coordinator, Ben Lewis, who works on all our sites to support students from Year 9 to plan for post-16 education, training, or employment.
- At The Royal Brompton Hospital, when a young person transitions from the paediatric ward to the adult ward, there is a continuity of staff and sessions offered to support both educational, enrichment, and pastoral needs.

#### **16. What if my child is due to sit an exam whilst they are in hospital?**

- CCHS is a registered exam centre and therefore your child will be able to sit their exams whilst they are in hospital.
- Our teachers, Exams Officer and SENDCo will liaise with parents, home schools, and exam boards to arrange for exam papers to be received and returned according to regulations.
- If your child is a long-term community student their needs will be assessed prior to sitting their exams and in consultation with yourself and your child our SENDCo will apply for the appropriate access arrangements for example the use of a scribe, being allowed additional time or being allowed supervised breaks during the exam. We take a very holistic view towards exams and will involve your child in the Access Arrangements process to gain their voice and will implement Centre Delegated Access Arrangements to accommodate all needs including exam anxiety.

#### **17. What is the Local Offer and where can I find it?**

- The Local Offer is a website provided by the borough in which you live. You can use this website to find out information about the range of professional services that are available to children and young people with Special Educational Needs and/or Disabilities and their families.
- You can find the Local Offer for the Royal Borough of Kensington and Chelsea here: <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>
- You can find the Local Offer for the London Borough of Westminster here: <https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

## **18. Who can I contact if I have a complaint about the SEN provision made for my child?**

- For initial complaints please speak to your child's key teacher and/or the SENDCo to try to solve any problems you may have.
- If you would like to take your complaint further you can contact Marie Sherlock, Head Teacher (mariesherlock@cchs.org.uk) or Laura Perrett, our Deputy Head Teacher (lauraperrett@cchs.org.uk)
- The CCHS Complaints Policy is available here: <https://www.cchs.org.uk/information/policies>

Cathie Campbell MA SpLD (SENDCo)  
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