

THE CHILDREN'S HOSPITAL SCHOOL



# SEND INFORMATION REPORT

OUR OFFER OF SUPPORT FOR CHILDREN AND YOUNG PEOPLE  
WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES  
(SEND) IN OUR SCHOOL



**Please note that, due to the Coronavirus pandemic, necessary changes to this Information Report have been made. These are outlined in Appendix I at the end of this document.**

The next review date for our SEND information report is January 2024.

A warm welcome to the Children's Hospital School at Great Ormond Street Hospital (GOSH) and University College London Hospital (UCLH).

This document known as the 'SEND Information Report' is designed to give information about our school and the way in which we support children and young people (CYP) with a wide range of Special Educational Needs/ Disabilities (SEND), in all aspects of school life. This support extends throughout their time with us and onto the next stage of their education.

We keep our report under review by asking parents and children what is working well and what they would like to see improved. If you would like to read a summary of this report, we also have a shorter printed version of this SEND Information Report available from the school reception. Please also see the SEND policy for more detail about our approach and our day-to-day procedures:

<https://www.goshschool.org/assets/Documents/Attachments/SEND-Policy.pdf>

A glossary at the end of this document explains the terms and abbreviations used.

## **Contents**

1. What kind of school is The Children's Hospital School – page 3
  2. How we learn with and from other schools – page 5
  3. How we communicate the SEND Information Report – page 5
  4. Who to contact for more information – page 6
  5. How we make sure that all CYP feel welcome, included and achieve their potential – page 6
  6. How we develop the skill and expertise of school staff – page 7
  7. How we work with specialist services and teams – page 7
  8. How we identify, assess and plan for CYP – page 10
  9. How we review the progress of CYP – page 11
  10. How we ensure high quality teaching and support for CYP – page 11
  11. How we ensure a broad and balanced curriculum – page 12
  12. How we make sure our school environment is accessible and stimulating – page 13
  13. How we work in partnership with parents and carers – page 14
  14. How we listen and respond to CYP – page 15
  15. How we support transitions between schools – page 15
  16. How we support CYP's health and general wellbeing, including safety, attendance and positive behaviour – page 16
  17. How we know if we are successful - page 18
- Appendix 1: Glossary of Terms – page 19
- Appendix 2: Changes to support during the Coronavirus Pandemic - page 20

## **1. What kind of school is The Children's Hospital School?**

The Children's Hospital School is located on two sites - at Great Ormond Street Hospital and University College London Hospital. It is a Foundation Special School for the 5-18 age range on both hospital sites with provision to teach inpatients who are under five years old (Early Years) at Great Ormond Street. CYP are taught in schoolrooms and on wards on both sites. Our school serves the local and national population and this is reflected in our SEND Information Report.

### **The Children's Hospital School at GOSH and UCH**

#### **The Schoolrooms at GOSH**

There are two schoolrooms and both are open plan, vibrant learning environments, where qualified and experienced teaching staff use a wide range of specialist equipment and resources to engage pupils in learning. They are fully wheelchair accessible, with accessible toilets nearby. In addition, there is a sensory room and a small outside area that includes a sensory garden.

#### **The Schoolrooms at UCH**

Education is provided by an experienced teaching team for inpatients of school age on the paediatric floor (T11) and the adolescent floor (T12) in designated school rooms. Specialist teachers are available and shared between UCH and GOSH. Both schoolrooms are bright, vibrant, safe spaces with excellent resources. They are wheelchair accessible and sufficiently large to accommodate a pupil in a bed.

The Hospital School at UCH also offers teaching sessions at the UCH Macmillan Cancer Centre and within the Proton Beam Centre for school aged patients receiving Ambulatory Care, depending on staff availability.

All pupils are enrolled at the school while they are inpatients at either hospital, whilst also remaining on the register of their home schools. They may attend for long, short or recurring periods of time. Pupils receive treatment for a wide variety of medical conditions, some of which are complex and can be life changing or limiting. For this reason, the child's education is tailored to fit around their medical treatment.

Priority is given to long-stay or recurring pupils, those studying for and sitting exams, and those with an Education and Health Care plan (EHCP). (By arrangement, we may teach siblings of long-stay pupils who are unable to attend their home school.)

Children are either taught on an individual basis on the ward or in our main schoolrooms where they can be given specialist support to access the curriculum.

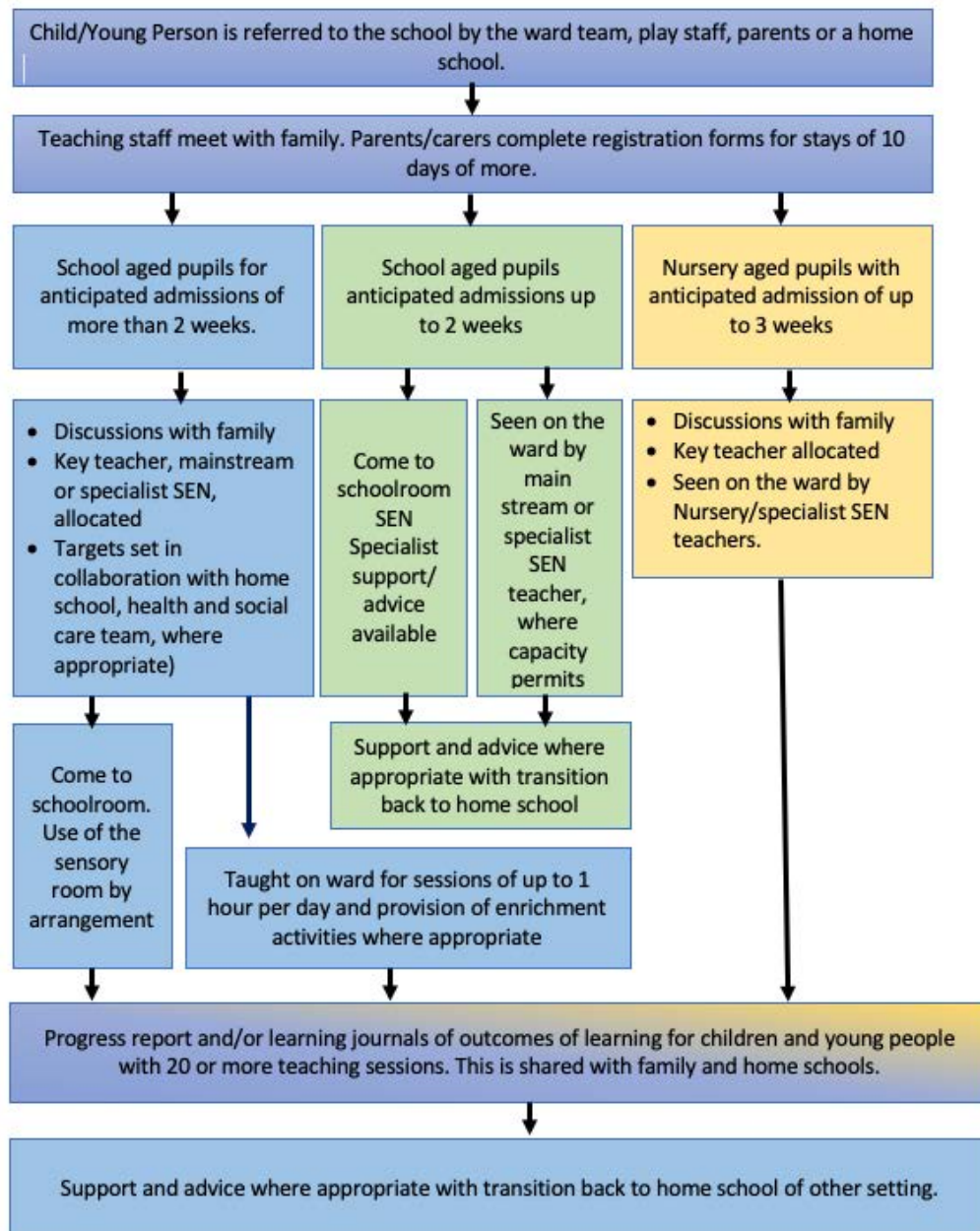
Our most recent OFSTED report (2018) noted:

**‘The school has developed its own varied and stimulating curriculum which is used at both the University College Hospital and Great Ormond Street Hospital sites. The curriculum is well constructed and dynamic, and the school’s approach to delivering it is highly personalised to meet the very wide range of needs and abilities of pupils.’**

The flow chart below explains in more detail how the admissions procedure works.

**Your child’s journey through our school**

*\*This flowchart will be impacted by COVID-19 restrictions within the hospital.*



We promote the following core values:

- Innovation
- Collaboration
- Nurture
- Advocacy
- Empowerment

These define the way that we work and they are translated into action by all who work in the school

## **2. How we learn with and from other schools**

We are a learning community and believe that it is important to work with other schools to make sure that our SEND knowledge, expertise and skills, are up to date. We also share our best practice with other schools (including hospital schools) through outreach, hosting visits from teachers and professionals, active involvement in specialist SEND forums and Camden's training hub.

We visit other schools to look at aspects of good practice such as benchmarking, moderation and approaches to assessment and curriculum innovation.

Our Assistant Headteacher for Inclusion and Leading Practitioner of SEN attend the Local Authority SENCO forum on a rotational basis. These meetings inform all schools of current national developments and local projects on inclusion.

## **3. How we communicate the SEND information Report**

- We have placed the information on our website and have copies available from the office and in our waiting area:

<https://www.goshschool.org/assets/Documents/Attachments/SEND-info-report-.pdf>

- Please let us know if you would like to talk to a member of staff to answer any questions you may have: let us know if you would like an interpreter, including British Sign Language or any other support and we will do our best to provide this.

- The school SEND Information Report links to the information that Camden Local Authority provides for parents and carers of children with SEND. This sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of CYP with SEND. This is located on the Camden Local Authority website.

<http://www.localoffer.camden.gov.uk>

#### 4 Who to contact for more information

We are an inclusive school and all of our teachers have experience of working with pupils with a variety of Special Educational Needs. In addition, we have a team of teachers and further staff members who have specialist qualifications, experience and interest in working with CYP. We work with individuals and small groups and also provide advice and support to all staff.

Our core SEN team are:

**Madeline Bond** is the Assistant Head Teacher for Inclusion

**Anthea Hawke** is the SEN team leader and Leading Practitioner for pupils with SEN.

**Kai Smith** is the specialist teacher of pupils with SEN.

The Headteacher, **Jayne Franklin** provides leadership on inclusion and achievement for all.

This team can be contacted via the school office: [hospitalschool@gosh.camden.sch.uk](mailto:hospitalschool@gosh.camden.sch.uk)

#### 5. How we make sure that all CYP feel welcome, included and achieve their potential

The SEN Team is involved at all stages of the provision and issues are regularly discussed at Leadership meetings and Governor meetings.

Information about our pupils is stored and updated regularly on the School Database. This helps us carefully monitor the progress and wellbeing of CYP with SEND and the quality of our provision, including teaching and support. Examples of this include: Senior leaders observing lessons and holding professional dialogues with staff.

We are consistently working to change and improve our provision and this is evident in the School Improvement Plan (SIP), available on our website.

The governing body has a strong skill set appropriate and beneficial to our setting.-We fully involve our governors when we review and revise the SEN policy and documentation and we invite the SEN Governor to visit the school and meet regularly with the SEN team.

## 6. How we develop the skills and expertise of school staff

We met the needs of our CYP through ensuring that staff have regular training opportunities. A yearly audit highlights existing knowledge and expertise in SEN, and areas for further development. The aim of training is to ensure that staff:

- are able to meet the needs of pupils
- understand and work confidently in the four areas of need (Communication and Interaction, Social, Emotional and Mental Health, Sensory and/or Physical, Cognitive and Learning).
- Support pupils with complex medical needs

Examples of training include:

- Using Assisted Technology to enhance learning
- Bespoke national and local training courses
- Opportunities to share and discuss teaching approaches and strategies within the school and the wider hospital community.

## 7. The contribution that specialist services and teams make to the progress, well-being and future of our CYP

Teaching and support staff work closely with relevant members of specialist services both from within the hospitals and elsewhere. We work with services provided by GOSH and UCLH, Camden Local Authority (for staff training and where pupils' home LA is Camden) and the home LAs of our pupils.

Specialist Service	Examples of what they do
Educational Psychologists	Observe children's/young people's learning. Complete assessments including contributions to EHC plans Advise staff, parents + children around approaches to learning Delivering training
Clinical Psychologists	Support around psychological needs that may impact on education Advise on and contribute to EHC plans



Specialist Service	Examples of what they do
Connexions Service (UCH)	Work with children and young people to help plan appropriate learning pathways and plan next steps in education or the world of work
Visiting Specialist Teaching Services e.g. Hearing Impairment service Visually Impairment service, SENSE	Support and advise parents, children/young people and school staff on meeting the specific needs of HI and VI pupils  Provide staff training
Occupational Therapists	Advise and support regarding mobility, self-care and functional skills
Speech and Language Therapists	Advise and support regarding language and communication
Physiotherapists	Advise and support regarding desirable posture and mobility
Education Welfare Service	Advise and support relating to school attendance
The CAMHS Team	Support the emotional and personal development of children Staff training
Medical Teams Learning Disability Nurse	Support around medical needs that may impact on education and advise towards EHC plans Staff training
Social work team within the Hospital	Advice and support to families and children/young people

Specialist Service	Examples of what they do
Chaplaincy Team	Advise and support the spiritual wellbeing of the families
Play Specialist Team, including a Learning Disability Play Worker	Advise, support, resource and promote play, creativity and wellbeing, alongside preparing patients for treatment and procedures.
Music therapy	Promote creativity and wellbeing through music. Support patients communication, self-expression and processing of life events.
Hospital Well-being Team	Promote well-being of staff and families
Pan-London Hospital and Home Tuition service network	Support and provide education for pupils in their local community who are unable to attend their local school due to medical reasons.

These services provide a range of support including:

- Working one to one and with small groups of children/young people
- Providing training for teaching and support staff
- Helping us to assess needs, plan next steps and review progress
- Support us to have a holistic view and broader understand of each child's unique situation

School staff have worked alongside colleagues from different disciplines in the hospital to create a resource to enable that CYP to have best communication support throughout the hospital. The 'Let's Talk Communication' pack is a set of visual resources designed to support children with communication difficulties during their hospital stay. The pack was made available on every inpatient ward from November 2019.

The pack was designed by GOSH School SEN teachers, Speech and Language Therapists, Learning Disability Nurses, Occupational Therapists and the Play Team.

If you are parent/carer please feel free to email the school office and request these resources to support your child during their stay or in preparation for an admission to hospital.

We provide a range of easy-read (symbol and pictorial) information to welcome CYP and their families to our school.

For more information, please contact [hospitalschool@gosh.camden.sch.uk](mailto:hospitalschool@gosh.camden.sch.uk)

We involve parents and carers in the referral process and ask for consent, where required.

## **8. How we identify, assess and plan support**

Personalised planning and listening to the views of the child and their family are central to our ethos.

We meet pupils and families at the earliest possible opportunity. We focus on sharing information that will enable us to plan effectively and to help us identify the member of staff with the most relevant experience and qualifications.

Each pupil is then allocated a key teacher, who meets with the pupil and family to determine targets, topics, curriculum and strategies for learning. Home schools are contacted at the earliest opportunity to obtain information to support planning.

We are committed to working collaboratively as a staff team and with outside agencies to meet the needs of pupils. Team teaching and assessment are viewed as core and good practice.

Assessment is highly individualised and ongoing, with home school assessments often providing the starting point. These are supplemented by regular, careful and sensitive observational assessments. Where appropriate, a range of assessments might also be used, such as end of unit or end of term assessments. Pupil self-assessment is encouraged to ensure CYP are actively involved in their learning.

(For more information see our SEN policy):

<https://www.goshschool.org/assets/Documents/Attachments/SEND-Policy.pdf>

For some pupils, our school may be the first setting to identify special education needs and disability. For these pupils, we follow national guidance for the identification of SEND.

## 9. How we review progress

It is very important that all of our CYP enjoy success and celebrate achievement. Parents and carers will receive regular progress reports and there is on-going liaison with all those involved with the pupil's education.

Targets are discussed with CYP and their parents/carers before being set. They are reviewed at least termly and, if a target is met or no longer appropriate, it may be adapted or new targets set. Targets are monitored on a regular basis by the leadership team.

Due to medical circumstances, some CYP may not make consistent progress over time. In these circumstances the teacher will look for opportunities to practice, retain or generalise skills. We meet with the family and members of the SEN team to discuss if a change in approach would also be supportive, for example: changes in timing; frequency; content of sessions.

We report formally on the work covered and the progress of all CYP who have engaged in 20 or more teaching sessions at the end of their admission. This report is shared with the family and home school. Families may also receive books or video clips illustrating experiences and progress made during their time at the hospital school.

## 10. How we ensure that teaching and support leads to learning and progress

***'The curriculum makes very strong links between subjects and helps pupils to develop their skills and knowledge in a range of subjects. As a result, all pupils make excellent progress.'* OFSTED 2018**

Given the significant medical needs of the CYP and the need to prioritise medical treatment, we try to be as flexible as possible around the time and location of teaching. Schoolrooms run morning and afternoon sessions on both sites and CYP being taught on the ward are offered individual daily sessions of up to one hour.

We know that high quality teaching and well-matched support will make a big difference to the progress of CYP with SEND. CYP with SEND are taught in a variety of ways and approaches used include:

- Highly individualised, carefully differentiated planning
- Using the most appropriate curriculum (the home school curriculum, EQUALS or Routes for Learning) and a wide variety of teaching strategies (such as Attention Autism, Intensive Interaction)
- Providing stimulating, rich and interactive teaching environments

- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Providing additional adult support from well-trained and well-supervised teaching assistants, specialist teaching assistants and other colleagues in the hospital, as appropriate
- Making available high-quality specialist equipment and digital technology to support access and participation in learning
- Providing a staged introduction to schoolroom and ward lessons
- Using more than one professional to support learning where appropriate

We help all CYP to develop their skills as learners and provide support to persevere in circumstances where they may find learning difficult.

***” You make lessons fun, relaxed and enjoyable. You bring colour in to the teaching”***  
(Parent of pupil with SEN)

## **11. How we make sure that CYP with SEND enjoy a broad and balanced curriculum**

We provide a curriculum that is broad, balanced, motivating, individualised and accessible to each child/young person. We deliver an exciting and relevant curriculum so that CYP enjoy engaging with school activities. We strive to develop our pupils' leadership skills by encouraging them to take responsibility, building their confidence in their own abilities.

We employ and/or collaborate with external agencies and organisations to enhance our offer to CYP. These include:

- Singing Hands – Teaching Makaton through song to pupils and their family and supporting Makaton as a means to communicate
- Chance to Shine – Promoting an active and healthy lifestyle, teaching physical skills and promoting team building for pupils
- Read for Good – Providing books for pupils to keep and a storyteller who both tells and supports children with developing their own stories.
- Drama companies, the Philosophy Foundation, British Museum, National Portrait Gallery, Chefs Adopt A School, City of London Sinfonia, the October Gallery

We encourage all CYP to contribute to our school community and to form good relationships with staff and peers. This is through a range of approaches such as 'Welcome Wednesdays', Pen-Pals and Online Platform 'Noticeboards', for examples Google Currents.

We arrange educational visits and journeys and make sure that all of our CYP, if they are well enough, can take part. We do a risk assessment and make reasonable adjustments to plans and arrangements.

Our Assistant Head Teacher for Inclusion and the Senior Leadership Team monitor the curriculum to ensure all children have access to the full range of activities offered.

**‘The excellent curriculum is tailored to the individual needs of pupils and helps them learn how to keep themselves safe online and in the community.’**

OFSTED 2018

## **12. How we ensure that the school classrooms are safe, accessible and stimulating**

We provide welcoming, supportive and accessible learning environments, whilst acknowledging limitations of the physical environment. We have a wide range of specialist equipment and resources to facilitate learning, communication and independence. We consider individuals learning needs and strive to make necessary adaptations to support learning.

Specialist hospital teams, for example Physiotherapists, Occupational Therapists, Speech and Language Therapists and Sensory Support Services, also provide guidance, advice and equipment for CYP with particular access or support needs.

We have an accessibility plan to ensure that access for pupils with SEND is continually developing. Targets are set and regularly reviewed in the following areas:

- The curriculum
- The physical environment
- Published materials
- 

The accessibility plan and our current targets can be viewed is available on the school website.

We are wheelchair accessible and have a range of access aids, adapted furniture at an adjustable height and ramps. Accessible toilets and changing facilities are located a short distance from the school rooms.

We try to maintain the school as an environment free from medical intervention. We refer to parents/carers or the nursing team if a pupil requires medical treatment or physical support.

**‘Pupils feel very safe in school and parents overwhelmingly agree that this is the case.’**

OFSTED 2018

### **13. How we work in partnership with parents and carers**

We know that parents are the first educators of CYP and believe that working together effectively is an important part of helping the pupil to succeed.

We actively encourage the involvement of parents/carers in their CYP’s education and will always do our best to involve them from the start, even when face-to-face contact is difficult. Parents/carers can be present during teaching sessions on the ward or immediately after, when we welcome a chance to exchange information.

We communicate clearly and regularly (through a phone call, an email or a conversation) often on a daily basis, with parents and carers about:

- How we support CYP and the teaching focus
- CYP’s wellbeing and achievements
- CYP’s participation in our school community

The CYP’s lead teacher is the first point of call, and if a parent or carer has any more specific questions or concerns about learning needs, the Inclusion Coordinator can be contacted.

We also support parents/carers through the provision of:

- access to the translation and interpretation services
- advice and support relating to hospital and home school education: transition between the hospital and provision in their home local authority, advice on EHCP plans and support with Annual Reviews.

We welcome and value feedback on how well we are working throughout a CYP’s admission. We use questionnaire feedback to review and continually improve our practice.

We signpost parents/carers to their local and national services, such as SENSE or Local Authority’s Special Educational Needs and Disability Information Advice Support Service (SENDIASS).

If parents/carers feel that their concerns have not been addressed satisfactorily, the school has a complaints policy and procedure. This is published on the school website or a hard copy is available from the school office.

## **14. How we listen and respond to CYP with SEND**

We believe it is very important to listen and respond to what CYP say about our school.

We do this through:

- Talking to children and/or groups of CYP after lessons to understand their experience of the learning
- Refining lessons in accordance with their responses
- Inviting CYP and supporting them to make personal contributions to meetings and their learning through the most appropriate means of communication, for example: through advocacy, the use of video material, choice mats and symbol cards.
- Discussing and agreeing individual targets with pupils
- Ensuring CYP have the opportunity to discuss any concerns, worries or additional support they would like to help them engage with school
- Encouraging the completion of pupil questionnaires at the end of the academic year or at the end of an admission. We also have a questionnaire in symbol form for the key teacher to go through with CYP with SLD/MLD where appropriate.

Our safeguarding procedures are strong and all staff are well trained in how to listen to CYP and respond appropriately. All staff complete safeguarding training including 'Keeping Children Safe Online'.

## **15. How we support CYP to transition between school settings**

Before teaching begins, a member of staff will meet the family to collect and share information. Our focus is on understanding what is important to the CYP and to understand their learning style. We use this information to plan effective teaching and for some pupils, to create personal passports or profiles which can help facilitate transitions between different settings.

We contact home nurseries/schools/colleges at the earliest opportunity to request information. This might include: IEPs, EHC plans, medium term plans and individual targets. We try where possible to follow the CYP's home school curriculum using familiar resources, e.g., visual timetables, 'now and then' boards, specialised equipment, objects of reference and augmentative communication. We encourage on-going links with the home schools through Zoom, Face Time, emails, visits and cards.

A CYP's key teacher liaises with home schools and provides information to the Local Authority when a child/young person leaves the hospital. The school can liaise between the hospital and home schools to support applications for home tuition and the process of



integration back into the home schools. We also help families to arrange visits to new schools or other settings where appropriate.

Teaching staff work alongside the Assistant Head Teacher for Inclusion to support families to access appropriate services, and make applications for EHC plans. They attend student reviews, including those for EHCPs and work with home schools and their LA to maximise the support that can be offered during their stay in hospital.

Support for CYP and their families is offered through all key transitions. These include transitions within the hospital school, for example, transition between UCLH and GOSH and between ward teaching and the schoolroom. Where a child moves between Key Stages, we have meetings and arrange taster sessions to ensure that the new teachers have a clear understanding of the child's needs.

## **16. How we support CYP's health and general wellbeing, including safety, attendance and positive behaviour**

Pupils at GOSH School and UCLH all have medical needs and their length of stay at the hospital can vary. Sometimes they can have recurrent admissions. We aim to support them to develop positive relationships, feel safe and are aware of healthy lifestyles during their time with us. We use a range technology to enhance students experience in learning and embed online safety within our teaching.

We promote the positive mental health and wellbeing of our pupils through our everyday practice. In addition, we have specialist supporting visitors which includes A Chance to Shine and a school PAT Dog.

Many of our CYP have periods of absence from their home school and this can impact their learning and wellbeing. We understand the importance of maintaining peer and staff relationships during this time and support pupils to keep in touch with learning and friendships through technologies (including Facetime, zoom, google classrooms and AV1 robots). We welcome visits where possible from their home school teachers.

We actively encourage the development of peer friendships in the hospital through linking pupils and have a range of strategies to encourage this. Some examples include:

- using FaceTime or Zoom for pupils-who are in isolation on the wards
- creating links to virtual lessons or award ceremonies in the main schoolroom
- using AV1 robots which connect pupils to their home school classroom virtually
- organising whole school projects and themed weeks

We have a Relationships and an Anti-Bullying Policy. Positive behaviour and relationships are modelled and encouraged together with respect for one another.

There is national guidance in place to support who are unable to attend full time education in their home setting and we refer to this as statutory guidance for our practice: 'Ensuring a good education for children who cannot attend school because of Health Needs 2013' [www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school](http://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school) We collaborate with NAHE to support and promote the education and wellbeing of pupils with medical needs.

***'The school's work to keep pupils safe and secure is outstanding. Students say they feel safe and know who to seek help from if they are concerned. They are particularly well informed about the dangers of cyber bullying and know what actions to take if this occurs.'*** OFSTED 2018

**17. How will we know if we are successful?**

We constantly monitor important evidence for success and we take action where we are not successful. We also work with outside professionals to review and make suggestions on how to improve our provision – this may include the local authority, SEN specialists and other Head Teachers.

These are the things – the facts and data - we look at to make sure we are meeting the needs of children with SEND

- A. Their academic standards and at least good progress
- B. Their behaviour
- C. Attendance – high
- D. Their engagement in learning
- E. Being involved in the full life of the school
- F. Smooth transitions – e.g. feedback from home schools
- G. Parent feedback - confidence and trust
- H. Parental complaints – few + resolved
- I. Reflections from case studies

We also want to understand the experience of children with SEND so we are looking at the best ways to do this – to ask about

- I. Children's sense of inclusion
- J. Positive attitudes to self, peers and school: positive friendships
- K. Their personal resilience and confidence as learners

**Appendix I: Glossary**

Acronym	What this means
CAMHS	Child and Adolescent Mental Health Service – a specialist NHS Service. The offer assessment and treatment when children and young people have social, emotional and mental health difficulties.
CYP	Child and/or Young Person
LA	Local Authority
NAHE	National Association for Hospital Education – an organisation that provides support for professionals working in hospital or related educational provision.
NSPCC	National Society for the Protection of Cruelty to Children
OFSTED	The Office of Standards of Education, Children’s Services and Skills. They report directly to Parliament and are independent and impartial. They inspect and regulate services, which care for children and young people and those providing education and skills for learners of all ages.
PALS	Patient Advisory Liaison Services – provides confidential advice, support and information for patients on health-related matters and resolves concerns or problems for families whilst in the care of the hospital
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disability
SENDIASS	Special Educational Needs and Disability Advice and Support Service – National service of representation in all Local Authorities. They provide support advice and information.

**Appendix II: Changes to support during the Coronavirus Pandemic**

When reading this policy, please note that, at the current time, we are unable to offer teaching in the schoolrooms at GOSH (due to the Covid 19 pandemic). Pupils are therefore only being taught on wards with the exception of pupils at GOSH from the Mildred Creek Unit who are considered a 'bubble' and can therefore be taught together daily in a schoolroom. There is limited access to schoolroom teaching and activities at UCLH, and this is dependent on a pupil's location on the ward and the pathway that they have been allocated by medical professionals.

We follow GOSH/UCLH Hospital guidelines at all times and will resume our normal schoolroom teaching as soon as this becomes possible.