Title of Paper: Inside Out – Assessing the value of Individual-to-Group School projects in supporting positive experience of the public/private divide for Dialysis pupils

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Abstract: **Please type in Times New Roman 11 point font**

Inside Out

Two areas which limit and trouble the lives of children and young people attending hospital for haemodialysis treatment are social exclusion and disturbed privacy. School work in hospital is by necessity often of a one-to-one tutoring style and targeted on areas missed at the pupil's home school. Although this type of teaching and learning is important it does not have the potential to provide positive experience in the two areas highlighted above. Hospital Education is at it's best when it recognises and responds to the particular challenges of an individual or cohort relating to their medical, emotional and social, as well as their educational, experience. It should also provide pupils with a community in which to have a normal life.

The model of individual-to-group work developed at the Evelina Children's Hospital School, Dialysis Unit, has been used flexibly to contribute to social learning, normalisation, building of trust, self reflection, positive presentation of self and peer validation.

This presentation assesses the value of a number of these individual-to-group projects. Each pupil is supported one to one, or as appropriately, with an individual task and these tasks then come together in a group experience. Projects include responding to artist's work, newsletters, assemblies and cooking. Pupils range from 2 years to 16 years and encompass a wide range of Special Educational Needs. This model has been found to support both differentiation and inclusion as well as the social and emotional aspects of exclusion and privacy.

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