



# ROBSON HOUSE

Robson House  
Special Educational Needs Policy

## Special Educational Needs Policy

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# Robson House Special Educational Needs Policy

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## **Introduction**

This policy is constructed in line with the requirements set out in Part 3 of the Children and Families Act (2014) and associated regulations. The policy is fully compliant with the Special Educational Needs and Disability Code of Practice: 0 to 25 years (July 2014).

## **Part 1: Basic information about the school and the school's SEN provision**

Robson House is Camden's Primary Pupil Referral Unit. However, in line with the Local Authority's policy of Meeting Needs Locally, Robson House fulfils the function of a special school for children with social, emotional and mental health (SEMH) needs, providing for children with severe and complex needs. At Robson House we identify pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs and Disability Code of Practice: 0 to 25 years (DfE July 2014). This defines SEN as follows:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - has a significantly greater difficulty in learning than the majority of others of the same age, or
  - has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions
- Many children and young people who have SEN may have a disability under the Equality Act 2010 - that is 'a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

Robson House delivers special educational provision for pupils who require "provision different from or additional to that normally available to pupils of the same age." Almost without exception, pupils at Robson House have special educational needs related to their social, emotional and mental health. In addition, our pupils usually have complex needs, which may also relate to the areas of communication and interaction, cognition and learning, and sensory and/or physical needs. For this reason, any reference to pupils in this document can be assumed to refer to pupils with SEN.

## **Guiding principles**

At Robson House we believe that:

- all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to:
  - achieve their best

- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

### **Objectives of the SEN policy at Robson House**

We will ensure that children with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this:

- the views of children will be sought and taken into account
- we will involve our parents in supporting their child's education
- our children with SEN will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- we will manage our resources to ensure all children's needs are met
- children's special educational needs will be identified early
- provision and progress for our children with SEN will be monitored and reviewed regularly
- we will involve outside agencies when appropriate
- children's Education, Health & Care Plans will be reviewed regularly in line with regulations
- appropriate training will be provided for those involved in the implementation of the policy

Where a SEN is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of a graduated response, which includes regular reviews of the progress made and adaptations to the support provided as required.

### **How the policy will contribute to meeting the objectives**

The effectiveness and appropriateness of the policy will be continuously monitored by the Special Educational Needs Coordinator (SENCo) in conjunction with the SEN representative from the Management Committee, which is the governing body of Robson House. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly. In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

### **The arrangements that have been made for coordinating the provision of education for pupils with SEN at the school.**

The school's provision for pupils with SEN will be coordinated by Darryl Jones (the SENCo for the school). The SENCo has an important role to play with the Executive Head Teacher and the Management Committee, in determining the strategic development of SEN policy and provision in the school. At Robson House the SENCo is part of the school's senior leadership team.

The SENCO has day-to-day responsibility for the operation of SEN policy and coordination of specific provision made to support individual pupils with SEN, including those who have Statements of SEN or EHC plans.

The SENCO provides professional guidance to colleagues and works closely with staff, parents and carers, and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCO are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the Designated Person for safeguarding where a Looked-After pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working as part of the Senior Leadership Team and members of the Management Committee to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date

In addition to the SENCo, there is a multidisciplinary team of people who work with the SENCo to support children with SEN. Their roles and what they will do are set out below:

#### Class teacher

- Will design a differentiated curriculum to ensure children's learning objectives are personalized
- Will deliver lessons through the Creative Curriculum so as to enhance children's motivation and contextualize learning
- Will offer a high level of adult support to help children focus on tasks
- Will provide clear Learning Targets in visual form during lessons
- Will ensure that children are involved in the process of setting and reviewing their own targets, and will support children in twice-daily reflection on these targets
- Will implement tailored interventions to address specific SEN

### Children's Support Worker

- Will assist in the delivery differentiated programmes of learning
- Will offer a high level of adult support to help children focus on tasks
- Will support and encourage children to meet their targets, and support children in twice-daily reflection on these
- Will offer regular opportunities for individual reading with an adult to maximize progress in reading
- Will implement tailored interventions to address specific SEN

### Learning Mentor

- Will provide access to a trusted adult to help children talk about their feelings and experiences
- Will deliver targeted support to help children develop skills to interact positively, manage their emotions and regulate their behaviour
- Will implement tailored interventions to address specific SEN

### Child and Family Mentor

- Will ensure there is effective communication between home and school and that planning takes account of the family system
- Will work with children's parents to build positive relationships between them and school, engage them in partnership, and enable them to support children's academic learning and social, emotional and behavioural development
- Will help them to build positive relationships with their children, and to increase their capacity to support children independently
- Will provide emotional support, support their relationship as parents, and provide practical support for the family in household management

### The Psychotherapist, Social Worker, Speech and Language Therapist, Occupational Therapist, Clinical Psychologist and Educational Psychologist

- Will provide direct assessment of children's needs to support planning and intervention
- Will provide consultation to staff to help ensure that children's needs are understood and that appropriate support is delivered to meet these
- Will provide direct intervention to support children and their families as required

### Admissions

A child's move to Robson House can only take place with the agreement of the parent/carer. In order for the parent/carer agree to such a move they will need to have visited Robson House and received sufficient information to give informed consent.

## **The admission arrangements for pupils with SEN who have an Education Health Care Plan**

The process of allocation of places at Robson House is designed to be transparent and equitable. It is designed to provide places for children whose needs cannot be met in mainstream settings. Therefore, most children are placed at Robson House as a result of statutory processes governing the support for children with special educational needs (SEN): this involves on-going high-level support in mainstream school, including additional support provided through an Education, Health and Care Plan (EHCP). Usually allocation of a place at Robson House will be through a review of the EHCP, where a judgement is reached that a child requires alternative specialist provision. This results in a request being made to Camden's SEN Team to agree specialist provision. Where the EHC Panel or Complex Needs Panel concurs with the judgement that a child's needs cannot be met in a mainstream setting, they may consult with Robson House. If the team at Robson House can demonstrate that Robson House can meet the child's needs, a place will usually be agreed.

## **The admission arrangements for pupils with SEN who do not have an Education, Health and Care Plan in so far as they differ from the arrangements for other pupils.**

It is possible for children without identified SEN to be placed at Robson House: in the case of permanent exclusions, the Local Authority (LA) must arrange suitable full-time education for pupils resident in Camden to begin no later than the sixth day of the exclusion. A place at Robson House may therefore be offered to children who have been permanently excluded from mainstream school.

However, it is very unusual for children to be placed at Robson House without having previously identified SEN in respect of social, emotional and mental health (SEMH) difficulties. Nevertheless, not all of these children have an EHCP.

The admission of pupils with SEN who do not have an EHCP, but have not been permanently excluded from school, can sometimes occur by the process of a managed move.

When a managed move to Robson House is requested for a child who does not have an EHCP, a range of factors are considered by the LA, for example:

- whether the child has significant needs that have persisted over time
- whether the child's current school has used their own resources over time to meet the child's needs
- whether the school has consulted appropriate external agencies (e.g. Robson House Outreach, Educational Psychology, CAMHS) and incorporated their advice into the child's Behaviour Support Plan
- whether the child's response to intervention (set out in the Behaviour Support Plan and monitored over time) has shown limited progress
- whether external professionals concur with the school's view that the child's needs cannot currently be met in a mainstream setting

## **Facilities for pupils with SEN at the school including facilities which increase/assist access to the school by pupils who are disabled.**

The school complies with the 2010 Discrimination and Disability Act. Access arrangements are set out in the Robson House Accessibility Plan (March 2018, due for review in March 2021).

## **SEN Funding**

SEN provision at Robson House is funded by the LA from “high needs” funding (per place funding for places in specialist institutions where the vast majority of pupils have high level needs). This allows us to cover the cost of meeting the SEN of all children placed at Robson House.

## **Part 2: Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs**

### **The SEN register**

All pupils are included on the school’s SEN register which specifies all aspects of their SEN, i.e. including any SEN that is additional to SEMH needs.

### **The School’s Approach to Identification and Assessment of SEN**

All teachers are responsible and accountable for the progress and development of all the pupils in their class. Where a pupil is not making adequate progress, teachers, the SENCO and parents/carers will collaborate on problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated for individual pupils, is the first step in our school’s response to pupils who have SEN. The identification of SEN is built into the school’s overall approach to monitoring the progress and development of all pupils as set out below.

Assessment processes at Robson House are designed to clarify pupils’ needs so as to ensure effective teaching and learning strategies can be implemented, including strategies to address social, emotional, and mental health difficulties.

The process of assessment at Robson House seeks to reach an understanding of pupils in terms of their thinking (cognition), feelings (affect), behaviour and physiological processes, as well as to consider how external factors interact with these. This understanding can then be used to develop strategies to help pupils develop internal attributes (such as skills, knowledge and understanding). It can also be used to determine how to shape external influences (social, organisational and environmental) to promote learning. The process is organised in a cycle of assessment, planning, implementation and review of impact.



## Assessment

### Sources of assessment information

The information available to inform intervention at Robson House is gathered from four phases of assessment:

1. Gathering of information about pupils prior to their referral to Robson House
2. Baseline assessments and information gathering on entry to Robson House
3. Integration of initial assessment information
4. Ongoing assessment of pupils during their time at Robson House

#### *1. Information gathered about pupils before they come to Robson House*

Our starting point is to have a conversation with parents/carers before they decide whether they wish to take up a place for their child at Robson House: we know that parents are the first educators of their child and we need their knowledge to plan effectively. Once a place is agreed, our social worker or family mentor meets with the parent(s) or carer(s). During this meeting, a structured interview is conducted that gathers key information about the child. Subsequent meetings are held to explore family history, developmental history, and goals.

Information already available about pupils who are referred to Robson House will include that which is gathered as a matter of course about any pupil, such as attendance data, assessments of academic attainment, and teacher reports on academic, personal, social and emotional development. Where schools have recognised the special educational needs of a pupil there should also be an Individual Education Plan (IEP) and/or a Pastoral Support Plan (PSP).

Pupils referred to Robson House will also often have had involvement from other professionals, who will have provided reports; such sources of information may include reports by educational psychologists, speech and language therapists, occupational therapists etc. Child and Adolescent Health Services (CAMHS) and Social Care may also have conducted assessments. The Behaviour Support Outreach Team from Robson House may also have worked with the pupils before referral to Robson House and will be able to provide assessment information and a Behaviour Support Plan, which can give useful insights into what strategies have been tried and what has or has not worked for the pupil concerned.

#### *2. Baseline assessments and information gathering on entry to Robson House*

To ensure a fuller understanding of pupils' needs and to provide clear baseline data against which progress can be measured, existing information is supplemented by means of the following assessment processes.

Before the arrival of a pupil at Robson House, a member of the Robson House team liaises with the referring school. During this process the pupil's situation is reviewed and the following documents are completed:

- Information Passport. This is a set of information used to support effective transition. The information can be provided in whatever format is most convenient. The Information Passport Checklist (see Appendix B) is used to ensure that all necessary information is included, and to reference where this information is provided, if multiple documents are included in the Information Passport.
- The Behaviour Assessment Form. (See Appendix C.) This focuses on 3 key areas: learning behaviour, social behaviour and emotional behaviour. Staff at the referring school provide baseline ratings across these areas.
- The Strengths and Difficulties Questionnaire (SDQ). (See Appendix D.) This assesses emotional symptoms, conduct problems, hyperactivity, inattention, peer relationship problems and prosocial behaviour. Staff at the referring school provide baseline ratings.

Within twelve weeks of the arrival of a pupil at Robson House, the following assessments are conducted:

- The views of the pupil are sought in relation to possible goals and effective support. This is achieved by means of a structured interview covering key issues adapted to the developmental level of the child (See Appendix E.) and by completion of the *All About Me Booklet*.
- Literacy: diagnostic assessment using the *Progress In Reading Assessment (PIRA)* and possibly from the Catch Up literacy programme.
- Maths: diagnostic assessment using the *Progress in Understanding Mathematics Assessment (PUMA)*.
- The Psychotherapist meets with each pupil for at least three assessment sessions. This provides a non-directive environment through which insight may be gained into underlying needs.
- Initial impressions are also noted by the pupil's teacher, Learning Mentor and other staff, including reflections on the pupil's attitude and behaviour, approach to learning, academic skills (including speaking and listening), fine and gross motor skills, and concentration and ability to work.
- The Social Worker also reviews existing information in relation to Social Care involvement
- We take great care to establish whether any lack of academic progress is because a pupil has English as an additional language (EAL), for example by talking to the child (and parents) in her/his home language.

### 3. Analysis of initial information

Information about pupils prior to their referral to Robson House is then integrated with information from baseline assessments and information gathered on entry to Robson House. The first phase of this Integrated Child and Family Assessment is carried out by the Social Worker with the Educational Psychologist. Their formulation is then brought to the other team members for discussion and development. The Integrated Assessment seeks to explain how a range of influences interact to produce the difficulties observed and thereby to suggest appropriate strategies. At this stage an Integrated Plan is put in place.

#### 4. *On-going assessment of pupils during their time at Robson House*

On-going assessment of pupils during their time at Robson House is a structured process that charts progress in response to planned intervention. It involves the following elements:

- 1) On-going assessment of academic progress. This is achieved by means of:
  - a) Observation: practical activity, investigation, problem solving, role-play, games, collaborative working
  - b) Question & Answer: In a small class setting, a carefully planned range of open and closed questions enables teachers to assess pupils' understanding of their learning.
  - c) Sampling: On-going use of the UKERI NCP methodology of Assessment Without Levels for assessment of Literacy, Mathematics and Science, which enables the teacher to assess the child's progress. Samples of work are kept to show significant changes and indications of progress.
  - d) Marking: Teachers' marking encourages children to reflect on their learning and to celebrate their achievements. It is targeted to focus on learning objectives and next steps required. Children meet with their teacher on a weekly basis to discuss their week's work.
  - e) Self-Assessment: To foster personal responsibility for their learning, develop greater self-awareness and to increase self-esteem.
  
- 2) On-going assessment of social, emotional and mental health development. This is undertaken via the Class Team and Whole Staff debriefings at the end of the day, which include structured feedback from staff drawing on their observations and reflections about each pupil's learning and behaviour during that day. This considers a range of information:
  - a) The class team provides feedback focused on each pupil's targets for learning and behaviour, but also on any other information that is considered important.
  - b) Feedback includes information from the Learning Mentor and Psychotherapist regarding any individual sessions, and from the Social Worker and Child and Family Mentor on relevant information related to the home.
  - c) The Pupil Target Log is used to chart progress in learning and behaviour. This facilitates measurement of progress and supports the review of the Behaviour Assessment. It also provides a way to map external factors (changes of teaching strategy, arrival of new pupils in the group, events in the home etc.) onto changes in a pupil's behaviour.
  - d) The frequency of physical intervention is also used to track the emotional and behavioural presentation of pupils. All physical interventions are also recorded in the Bound and Numbered Book. This data is collated into a central record to allow monitoring, analysis and reporting.

### 3) Termly Pupil Progress Meetings

These are used to discuss the progress of pupils (as measured through on-going curriculum assessments, performance in standardised tests, response to targeted interventions etc.), to review strategies in use, and identify current barriers to learning.

### 4) Regular Multidisciplinary Review Meetings (IFF Meetings)

These are held weekly and each focus on one pupil. The schedule for these meetings is aligned with the cycle of Annual Reviews to ensure that a full review of each pupil's Integrated Plan happens as frequently as possible. These reviews consider the information gathered during on-going assessment (as described above) to assess progress against targets and the effectiveness of current provision. New targets and changes in strategies are agreed in these meetings.

## **Education Health and Care Plans (EHCPs)**

Where pupils do not already have an EHCP and do not make sufficient progress, despite the school making purposeful and relevant interventions, it may be appropriate to ask the LA to carry out a Statutory Assessment of their needs to see if they are eligible for an EHCP. The LA will seek evidence from the school that any strategy or programme implemented for the child in question has been continued for a reasonable period of time without success and that alternatives have been tried. The LA considers information about the pupil's progress over time and action taken to meet the pupil's special educational needs, including any resources or special arrangements put in place. The school may also request Statutory Assessment for a pupil who is likely to reintegrate into mainstream education but who will require a very high level of support to do so. In preparing a request the school will involve the parents, pupils and outside agencies and refer to Chapter 8 of the Code of Practice.

Once a pupil has an EHCP, the SENCo will ensure that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them. The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the Statement of SEN or EHC plan will take place at least annually. If a pupil's SEN change, the LA will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the Statement of SEN or EHC plan is appropriate. For further information on EHCPs please see the Local Authority's Local Offer.

## **Access to the National Curriculum.**

At Robson House our teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. Usually this planning will mean that our pupils

with SEN will be able to study the full national curriculum. Potential areas of difficulty will be identified and addressed.

At Robson House we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate, as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

### **Preparing for transition**

When a child comes in to our school, we always put in place a detailed transition plan. We prepare carefully to help children to feel safe and settle in. This process includes the following:

- We create a book of photos and key facts to help the child get to know staff and become familiar with the building.
- When a child moves to another class, we make sure that the new teacher and CSW have a clear understanding of the needs of each child.

At Robson House we help our pupils with SEN to start planning for their next school placement, for example by helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

### **How the Management Committee evaluates the success of the education which is provided at the school to pupils with special educational needs.**

The Management Committee will publish information on the school website about the implementation of the school's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects;

- Number of pupils with SEN, expressed as a percentage of the school roll, and any changes to the level of support they receive
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

## **Arrangements made by the Management Committee relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to any concerns. If parents / carers feel that we have not been able to address their concerns satisfactorily, we have a complaints policy and procedure that they will find on our website or can get from our office.

If parents / carers would prefer to speak to an independent adviser, they may talk to SENDIASS, an impartial service which is confidential, free and operates at arms-length from Camden Council. <http://www.sendiasscamden.co.uk>

## **Part 3: Information about the school's staffing policies and partnership with bodies beyond the school**

### **Arrangements for Professional Development for all staff, including SEN staff and learning support assistants, in relation to special educational needs**

The professional development of all staff involved in meeting the needs of pupils with SEN is on-going and continuous. All staff have regular training and guidance to meet the needs of our children, so we can make sure that all staff:

- have an awareness of the different special educational needs and disabilities of children in our school
- are able to plan and teach/support lessons and deliver programmes which meet the needs of all children

A wide range of training opportunities is provided which includes:

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the SENCO.

Every year we do an audit of staff training needs, which includes knowledge and expertise about different SENs.

Our Staff Handbook provides written guidance about the different SEN in our school.

We provide whole staff training on the procedures set out in our SEN policy. We provide specialist training for staff to support children with the most complex needs (e.g. Attention Deficit Hyperactivity Disorder and Autism). We use the eight national Teaching Standards to develop the knowledge, skill and confidence of all of our Teachers as part of their professional development.

- All staff new to the school have an induction programme which includes meetings with the SENCo. We provide detailed information about the pupils in the school, personal support and detailed guidance on how to provide high quality teaching and support. The views of parents / carers are communicated to all staff.
- As soon as we know that a child is coming to our school with particular needs, we review our provision and provide relevant on-going training.

### **The role played by the parents of pupils with special educational needs.**

We believe that parents and carers have rights and responsibilities with respect to what happens to their child. We understand that parents and families have major influences on their child's development: parents and carers are the child's primary educators and there is a strong relationship between parental involvement in education and positive learning outcomes. Effective work with parents and carers requires parental engagement. It needs to be tailored to the specific needs of the child and family and needs to be culturally sensitive. Both school and parent belief systems need to be carefully accounted for when seeking parental engagement. Effective work with parents and carers should promote independence and self-reliance and should be integrated with other support for child.

The basis of effective collaboration with parents and carers is mutual sharing of relevant knowledge and skills considered to be of benefit to the family and the child. In this model each partner recognises the different skills, experiences and knowledge of each of the other partners; each partner values the skills, experiences and knowledge of the other partners; all the partners recognise the need for the input of each of the partners; each partner feels valued. Our working relationship must be characterised by a shared sense of purpose, mutual respect and the willingness to negotiate. We share information, responsibility, skills, decision-making and accountability. Partnership involves building relationships based on trust, mutual respect, sharing of information and a willingness to learn from each other. There should therefore be a presumption that information will be shared with parents unless this is likely to put the child at risk.

Trust in the family-school relationship requires confidence that each partner will act in a way to benefit or sustain the relationship, or the goals of the relationship, to achieve positive outcomes for the child. The capacity of parents to engage successfully in this partnership is influenced by practical considerations, by their own emotional needs, the relationship between them as parents, their relationship with their child, their skills and understanding, and by their beliefs about the possibility of change.

### *Aims and Approaches:*

Our work with parents and carers therefore has a number of interlinked aims and we deploy a range of strategies and approaches achieve. These are:

To safeguard the child, we:

- Ensure regular on-going communication between home and school
- Carry out home visits
- Provide education to parents about risk
- Have robust systems of record keeping and reporting

To build positive relationships between home and school, we:

- Ensure communication between home and school
- Allocate of a key worker (Child and Family Mentor) to each parent and carer
- Make regular telephone calls
- Ensure a high degree of availability of staff during and outside the school day
- Provide positive feedback about each child

To engage parents in partnership, we:

- Establish shared goals
- Co-create strategies
- Adopt a solution-oriented approach
- Identify strengths in parents: acknowledge and build on these
- Agree manageable tasks
- Recognise successes
- Involve parents in activities in school and trips

To enable parents to support academic learning, we:

- Have clear systems around homework
- Model and coach strategies to support child's learning
- Support the learning needs of parents
- Run workshops with parents to explain the curriculum and help them support at home

To help build positive relationships between parent and child, we:

- Create opportunities for positive interaction in school
- Organise opportunities for positive interaction out of school
- Communicate positives about child

To provide emotional support for parents, we provide:

- Opportunities to be heard
- Access to counselling

To Increase parenting capacity, we:

- Provide education about child development and learning
- Deliver parenting training courses
- Model behaviour management strategies



- Foster parental belief in possibility of progress
- Role-play and rehearse strategies with parents
- Agree weekly home assignments

To support the relationship between the child's parents, we:

- Arrange joint meetings to explore positive ways of interacting as family
- Create opportunities to share positive strategies to support the child
- Deliver family therapy

To provide practical family support work, we:

- Offer support and advice around household management
- Advocate for parents in their dealings with other agencies (e.g. in relation to benefits, housing, school transition etc.)

We will always involve parents and children in planning and reviewing progress. We make every effort to communicate clearly and regularly with parents and carers of children with SEN about, for example:

- how we support their children
- their achievements and their well-being
- their participation in the full life of our school

We try to communicate in plain English.

We welcome and value feedback on how well we are working with our parents.

### **How we listen and respond to children with SEN**

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears the voices of children, especially those most vulnerable.

We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support children in expressing any worries or concerns that they have: giving children the right to choose a preferred adult to talk to
- talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- allocating a Mentor to each child to support them to express themselves
- inviting children to make personal contributions to their Annual Review and IFF Meetings
- regularly gathering children's views using the Pupil Questionnaire
- encouraging children to respond to feedback given through developmental marking
- agreeing with them individual targets
- making sure that our School Council is inclusive and represents the whole of our community

- ensuring that our safeguarding procedures are strong and that all staff are well trained

### **Links with other schools and services**

We are a learning community and believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEN issues are up to date. We also share our best practice with other schools: for example, we attend the Local Authority SENCO Forum, and contribute to the SEND Hub, where we develop, discuss and share best practice and keep up to date with national developments and local projects on inclusion, such as the development of Camden's SEND Assessment Framework.

We engage in a process of peer review with other specialist settings using the SEND Review framework

We undertake visits to local schools and other specialist provisions to share our practice and learn from what they are doing well. Our staff deliver training in schools, and centrally on the Netley Campus and through the Local Authority's Training and Development Service.

### **Provision made for the transition of pupils with special educational needs**

Liaison with regard to the successful transition of pupils with SEN is undertaken with receiving and sending schools prior to transfer. Contact is coordinated by the SENCO.

Transition arrangements for pupils with SEN either moving into the school or moving on to new schools are carefully managed and include effective transfer of information, joint-working across schools, staff visits to sending / receiving schools, gradual integration (visits, taster sessions), and allocation of staff to support pupils in new schools.

### **Links with other agencies which work on behalf of pupils with special educational needs**

At Robson House we have links with a range of specialist support services for pupils with SEN.

Our psychotherapist, social worker, speech and language therapist, clinical psychologist, and educational psychologist:

- will provide consultation to staff to help ensure that children's needs are understood and that appropriate support is delivered to meet these
- may provide direct assessment of children's needs in order to support planning and intervention.

- may provide direct intervention for children (e.g. psychotherapy, communication groups, psycho-education)

Our SENCo monitors the quality and effectiveness of interventions provided by external specialists at least every term. We measure attainment at the start of an intervention and then assess progress over time. If a child is not making sufficient progress, we will consider other forms of support in discussion with parents / carers and pupils.

Teaching and support staff also work closely with relevant members of external specialist services when needed. This external support includes occupational therapy, school nursing, psychiatry, creative and equine therapy, and specialist input from the Camden Hearing Impaired service, and the Camden Visually Impaired service. Each service has referral and eligibility criteria. This means that service support is targeted on children with higher levels of need.

These services provide a range of support including:

- working one to one and with small group work with children
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

We will always involve parents/carers in any decisions about whether a child has a special educational need and the best ways to provide support. If a child requires additional external services we will involve parents/carers in the process at every stage: we will ask parents/carers to sign a referral form before the support can go ahead.

Parents/carers can find more information about specialist services who work with Camden schools in the Local Authority Local Offer website: Health and Care Services Section - [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)

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**This policy will be reviewed and updated annually. The SENCo will also report annually to the Management Committee concerning the effectiveness of the policy.**