

Royal Free Children's Hospital School



SEND Policy 2025/6

**Ratified by the Governing Body of Royal Free
Children's Hospital School**

Date:

Last reviewed on:

Date: Autumn 2025

Next review due by:

Date: Autumn 2026

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WHO TO CONTACT

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Introduction

The Royal Free Hospital Children's School caters for children who have medical needs and/or a diagnosis of mental health challenges associated with severe anxiety disorder, trauma, chronic school anxiety or phobia, parental separation anxiety, depression, self-harm or eating disorders.

We offer alternative and flexible options, which may at times be more appropriate to a pupil's physical or mental health needs. These pupils follow, as closely as is appropriate and practical, the same curriculum as their peers.

The five Outcomes set out in "Every Child Matters" are important for all children and inform our thinking about curriculum, classroom and the care, guidance and support we provide for our pupils.

Whilst recognising that the pastoral and curricular needs of each child is distinct, this policy uses the framework of the Children and Families Act (2014) to provide an overview of the curricular and pastoral management of all pupils who require additional support and guidance whilst attending school, including:

- Pupils with a range of special educational needs (learning, emotional, physical) as defined by the Children and Families Act (2014)
- Pupils with individual needs arising out of their medical condition and disruption to their regular schooling (e.g. physical, psychological, emotional)
- A summary of the SEN/Ds Policy and School Information Report is provided in the School Prospectus and on the school's website - <http://www.royalfree.camden.sch.uk/>

Our Mission is to –

- Enable continuity of education for children and young people, within the hospital and wider community, who are currently facing significant barriers to their learning
- Provide personalised learning support and intervention
- Provide opportunities for progress, achievement and academic attainment
- Support reintegration back to mainstream education or employment, as appropriate
- Work collaboratively with parents, carers, professionals and schools to improve the overall well-being of children and young people
- Enable pupils with medical and mental health needs to reach their full potential

Our Aims are to –

- Provide a broad, balanced, accessible, challenging academic and social curriculum for all children, including those with special educational needs and disabilities, which ensures all pupils are fully included in every aspect of school life
- Promote flexible and creative responses to individual pupil's learning needs
- Overcome potential barriers to learning and achievement and, as appropriate, reintegrate in-patient and day pupils back into mainstream settings
- Create a happy, secure and supportive learning environment, rich in creativity and challenge
- Place the child's voice at the centre of education, health and care planning
- Offer every pupil full and equal access to all areas of the curriculum, taking into account health or developmental needs through personalised learning programmes

- Help each pupil achieve the greatest possible degree of independence
- Prepare each pupil for life beyond school, encouraging a sense of self-worth and recognition of themselves as part of the community
- Integrate therapies with curriculum activities where appropriate e.g. physiotherapy
- Value all adults' and pupils' contributions to the school's progress, and celebrate success and achievement
- Build self-confidence, resilience and respect for self and others
- Ensure all adults access appropriate specialist training and encourage development to support young people and reach their full potential
- Always involve parents/carers and their children in planning and reviewing progress; we know that parents/carers are the first educators of their child - we need their knowledge to plan effectively.

Responsibility for co-ordinating SENDs provision

The Governing Body has statutory responsibility for SENDs. It is their duty to ensure all pupils with SENDs have their individual needs met.

There is a named governor who:

- Oversees the implementation of the SENDs Policy
- Monitors the SEND provision
- Ensures the efficiency of the use of resources
- Reports back to the Governing Body on issues around SEND

The Headteacher is responsible for the management of SEND provision and keeps the Governing Body and parents/carers fully informed.

The SENDCO is the named person responsible for co-ordinating the day-to-day provision of all pupils with special educational needs and disabilities and will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health and Care Plans.
- Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Advise on the deployment of EHCP and Exceptional Needs Grant (ENG) funding.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure the school keeps the records of all pupils with SEND up to date.

At the Royal Free Hospital Children's School every teacher is a teacher of pupils with SEND and every teacher within the school carries some responsibility for the day-to-day management of any pupil with SEND and will:

- Identify pupils experiencing difficulties
- Discuss SEND pupils' needs with SENDCO
- Contribute to each pupil's targets in their Learning and Wellbeing Plan

Admission Arrangements - See Admissions Policy

Identification and assessment of pupils with SENDs

The Code of Practice (January 2015) defines SEN as follows:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special education 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/she/they:

- has/have a significantly greater difficulty in learning than the majority of others of the same age, or
- has/have a disability which prevents or hinders him/her/them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"

In addition to each Young Person's SEMH needs, we listen to our young people and their experience of learning, as well as their parents/carers, to understand if there are further needs. In addition to EHCPs and existing assessment data and reports, we use teacher observations and feedback to inform next steps and if further assessment or referrals are required.

Every young person is understood as an individual. They receive individually tailored support with an appropriate programme of study to meet their needs. We aim to provide holistic support to enable each young person to make progress and transition back to mainstream school or post-16 education.

It is important to note that slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The areas of special educational needs and disabilities that are provided for by The Royal Free Hospital Children's School across both our ward classroom at The Royal Free Hospital and Konstam day school are:

- Communication and interaction:
 - Speech, language and communication needs (SLCN);
 - Autism Spectrum Disorder (ASD),
- Cognition and learning:
 - Specific Learning Difficulties (SpLD), dyslexia, dyscalculia, dyspraxia

- Moderate learning difficulties (MLD),
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Social, emotional and mental health difficulties:
 - Anxiety, Depression
 - Self-harm
 - Substance misuse
 - Eating disorders
 - Attention deficit disorder
 - Attention deficit hyperactive disorder (ADHD)
 - Attachment disorder
 - Trauma
- Sensory and/ or physical needs:
 - Vision impairment (VI)
 - Hearing impairment (HI)
 - Multi-Sensory impairment (MSI)
 - Cerebral Palsy etc.
- Medical needs: where pupils have a medical condition AND a special educational need the provision is well coordinated and as a result the pupil may have an Individual Health Care plan

Behaviour is no longer a description of a special educational need. Using trauma informed practice, concerns about behaviour at The Royal Free Hospital Children's School focus on the underlying causes which are identified and addressed through knowing the pupil well, e.g. literacy or speech and communication difficulties. The more knowledge we have about why a child is struggling, the better placed we are to devise and implement strategies that will support them to make progress. All staff actively employ trauma informed strategies e.g. emotion coaching to promote positive behavior and de-escalate conflict.

Students may have needs in one or more of the categories outlined above

Our identification procedures are designed to offer a graduated response -

Initial Response

- Review of information from the previous school/setting
- Review of data
- Assess the pupil's current level of attainment to ascertain whether there are any substantial gaps in knowledge, understanding and skills which may need to be addressed. Psychometric Assessments may be carried out to further understand a student's baseline abilities
- Identify any concerns about a pupil's progress
- Gather available information about the pupil to understand their background and history
- Discuss early concerns with parents/carers e.g. lack of progress - before any decision is made
- Discuss strategies for providing appropriate work for the pupil to include any personalised planning and support or pastoral care support

In some cases teachers will not be aware of the extent of an in-patient pupil's special educational needs and disabilities until they begin to teach them. Assessment through teaching is used to assess a pupil's

knowledge and skills during their first week at the school. We use assessment for learning to form the basis of planning the next steps of each pupil's learning.

Further Action

- Discuss concerns with the pupil's parents/carers ensuring that pupils and parents/carers have been fully involved in the process
- Review progress, through e.g. additional Health and Education Progress Reviews
- Liaise with the multi-disciplinary team around each child especially CAMHS therapists or social services
- Seek the involvement of external agencies to support the pupil's Personalised Learning Plan, through more detailed diagnostic assessment
- Continue to work closely with parent(s)/carer(s)
- Continue to keep the pupil's progress under regular review
- Consider referral for statutory assessment or any testing procedures

Education, Health and Care Plan

In agreement with a child's parent(s)/carer(s), the school may request their named LA Educational Psychologist initiates a statutory assessment, to determine whether or not the child requires an Education, Health and Care Plan.

The provision set out in a pupil's Education, Health and Care Plan is closely monitored and reviewed annually. Parent(s)/carer(s) are invited to attend, and contribute to, the Annual Review meeting.

As most educational assessments will have been conducted through a pupil's home school, there are few occasions when the RFHCS refers a child for assessment by an outside agency. Referral will be at the discretion of the Headteacher, in consultation with the parent(s)/carer(s). Hospital Consultants would be involved if a child's SEN/Ds are related to an injury or newly diagnosed medical condition. The school is also supported by the RFH CAMHS, who may complete a cognitive assessment if the child is attending therapy with them.

Meeting the needs of SEND pupils with an Education, Health and Care Plan

At the Konstam provision, all pupils who attend for a period of at least 8 weeks will have a Learning and Wellbeing Plan.

This plan:

- Outlines the strategies being employed by all adults involved in supporting the pupil
- Highlights the pupil's strengths and difficulties
- Identifies their specific areas of need within SEND
- Identifies specific personal and curriculum targets for the pupil to work towards each term
- Indicates what the pupil is currently able to achieve in relation to these targets
- Suggests criteria against which a pupil's progress towards these targets can be measured

The support strategies adopted will depend on:

- The type of individual need
- The additional support available in the school or being provided by the Local Authority

Pupils are encouraged to be actively involved in their Learning and Wellbeing Plans; identifying their own Personal Targets and discussing their Curriculum Targets with their Link person. These targets relate to the child's individual needs, are specific and, wherever possible, easy to measure for degree of success.

The Royal Free Hospital Children's School has high expectations that many pupils identified as requiring SEN/D support will make good progress which will be celebrated. This will lead to the pupil being removed from the SEN/D profile. This is regularly followed up to ensure that these pupils continue to make good progress.

Inclusion and access to the curriculum

The school enables pupils with special educational needs and disabilities to engage in the activities of the school (including physical activities) together with children who do not have SEND.

The school's Equalities Policy makes explicit the school's vision and values and how, through our Accessibility Plan, we will integrate all aspects of the policy into school life.

For a full account of The RFHCS Equalities Policy, see separate document.

The school will ensure that all children have access to a broad and balanced a curriculum as is possible within the constraints of a small hospital school. No child will be excluded from any learning activity due to their impairment or learning difficulty, unless their participation is clearly inappropriate. We try to make all activities outside of school inclusive by planning in advance and using places that are accessible.

We try to ensure inclusion of pupils with SEND by:

- Giving all pupils appropriate and challenging learning targets
- Having library books with positive images of pupils with SEND
- Looking for opportunities within the curriculum to raise SEND issues
- Making provision for SEND within routine class arrangements wherever possible
- Providing appropriate interventions to develop reading and mathematics skills
- Making adjustments to the environment and teaching strategies
- Seeking opportunities for all pupils to work together
- Encouraging all pupils to socialise with each other
- Developing links with other schools and the local community to extend all pupils' experience of diversity
- Providing a range of activities that include pupils with SEND
- Providing lunch and break time support with the use of Teaching assistants and Teaching Staff
- Removing barriers to participation in school activities
- Encouraging pupils to join in clubs and activities
- Making reasonable adjustments for educational visits and journeys
- Giving responsibilities to pupils with SEND through the pupil voice
- Encouraging parents/carers of a SEND pupil to accompany the pupil on educational visits

Differentiation

We support access to the curriculum through differentiation of:

- Resources e.g. a word bank, word predictor on the computer, or use of more practical equipment to complete a task
- Digital Technology e.g. interactive whiteboard, plasma screen, a range of software programs, voice recorders, cameras, sensory buttons, sensory trolley, wide variety of sensory equipment
- Lesson content and tasks e.g. simplified ideas, reading content, language structure and vocabulary
- Teaching style and teacher's response e.g. experiential, visual, auditory, kinaesthetic, logical, random, use of praise
- Support needed e.g. using a teaching assistant or Higher Level Teacher Assistant to work 1:1 with a pupil or with a small group of pupils with similar needs, on the same, modified or different work to their peers their KEY FOCUS being on supporting the learning and progress of all pupils
- Pupils' individual needs e.g. use of Makaton and symbols. An individual learning programme may be devised for an in-patient pupil with complex needs, such as PMLDs, or a child in isolation on the ward. A child with emotional difficulties may need regular 1:1 time with their Personal Tutor. Some pupils may need more focused supervision at break times for health and safety (or other) reasons.
- Personalised timetables e.g. some young people who have been out of school for a significant amount of time find it overwhelming committing to a full timetable so need reduced timetables to start off with. Most of the young people in our Futures programme are working on GCSEs, however some are more suited to different accreditations. We take the time at the start of the academic year to plan a suitable programme of study for each young person.

The Royal Free Hospital Children's School adapts the curriculum and learning environment for pupils with special educational needs and disabilities by:

- Making reasonable adjustments for a pupil with ASD, ADHD, dyslexia and dyscalculia
- Providing accessible resources
- Adapting the learning environment
- Adapting materials for a Visually Impaired Pupil
- Ensuring that pupils with SEND are able to access exams and other assessments

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by preferential seating, grouping, 1:1 work, teaching style, content of the lesson, tailored support and differentiation of tasks.
- Adapting our resources and staffing according to student's needs.
- Using recommended aids, such as laptops, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- The class teacher takes full responsibility for the learning and progress of all children in their class, including those with SEND.
- Provision of visually supportive, well-organised, communication friendly learning environments which are supportive of all children with SEND.
- Organised environment which promotes children's independence (strategies which are actually supportive for all children).
- Using aids, such as iPad, laptops, visual timetables, lanyard, larger font, coloured backgrounds of slides, checklists, widget visuals, handouts etc.
- Using a wide variety of teaching approaches, including guiding learning through modelling.

For a full account of The RFHCS Curriculum Policy, see separate document.

We actively encourage the involvement of pupils with SEND through:

- Support for forming friendships and positive relationships etc.
- The PSHE curriculum which includes Anti-bullying support, e-safety awareness, Mental Health programmes, Resilience delivered by Educational Psychology Service
- Implementing the Bridges Curriculum to develop self-confidence
- Encouraging them to be involved in the planning and reviewing of their support programmes
- Encouraging them to take an active role through the Pupil Voice and creating their personal Wiki site
- Supporting all pupils to take on responsibilities
- Ensuring that pupils with SEND have a voice and choices/options
- Supporting high attendance and punctuality through the Reward System
- CAMHS information and support can be found on the following link -
<http://www.localoffer.camden.gov.uk/template/16/camden-child-and-adolescent-mental-health-service-camden-camhs>

Monitoring and reviewing pupil progress See Assessment, Recording and Reporting Policy

Progress review meetings

These multi-disciplinary meetings are held termly, or more frequently as needed. Information about a pupil's learning, physical, psychological, social and medical support needs are discussed. Parents/carers are invited and the link person discusses progress with regards to academic attainment as well as personal development. CAMHS and key workers are invited, where appropriate, to make valuable contributions towards the young person's progress, strengths or areas for development.

EHCP annual reviews

The annual review is the statutory process of looking at the needs, provision and outcomes specified in an EHC Plan, and deciding whether these need to change. Parents/carers, child and key professionals are invited to discuss the plan in place and make alterations as appropriate. The child's voice is central to

the annual review process - they are provided with the chance to talk about their wellbeing, aspirations, strengths and desires for their education going forward.

Attendance

The school is in daily early morning contact with all pupils and/or their parent(s)/carer(s) to ensure regular attendance.

Staffing and facilities available

Staff

The staff team have extensive experience in teaching children with learning difficulties and disabilities, and mental health diagnoses at the Royal Free and in other settings and are encouraged to take on training which will increase the range of skills they have to offer.

The school is also able to access advice and support from the RFH; CAMHS, Paediatric Consultants, Speech and Language Therapy, Physiotherapy, and Occupational Therapy.

The School has Policies on -

- Continuing Professional Development
- Health and Safety
- Equalities

Training

- There is an allocated budget for INSET
- All staff receive in-service training or information about SEND and issues relating to Disability Equality/awareness
- All staff have the opportunity to receive training on specific disorders and the education of children with medical and mental health needs particularly if we have prior knowledge of a specific SEND pupil coming into the ward or school which we haven't previously supported. When necessary we ask for support from specialist services, e.g. Sensory Advisory Service.
- The SENDCo, who is a member of the Leadership team, provides guidance, advice, support for pupils with different needs through INSET and discussions at morning briefing further developing the skills, expertise and confidence of the whole staff
- External agencies, including hospital staff, are used to provide advice and training to enable teaching staff to set up a Personalised Learning Plan for each pupil
- The SENDCo attends the Local Authority SENDCo forum which keeps all Camden schools up to date with national developments and local projects on inclusion. It also gives the opportunity to network and liaise with other Secondary Schools in Camden
- SEND training is offered to all Governors who are able to attend

Facilities

The hospital school site and Konstam day school are wheelchair accessible.

Multi-media computers and iPads are provided in the classroom and on the wards. As and when needed, these can be adapted for use by pupils with SENDs, e.g. alternative keyboard and switch access and software programs. An IT Technician is employed for half a day a week.

Resources

- Ensuring appropriate equipment is available to support a range of special educational needs in the school and enhance differentiation is recognised as a long-term development issue.
- Specialist IT equipment for use by pupils with, e.g. physical disabilities, is funded either through the child's Education, Health and Care plan, and provided by the LA, or through the ICT devolved capital cost centre.
- Additional materials for pupils with SEND are funded through each curriculum subject cost centre on a "need to buy basis" - i.e. determined by the nature of the individual needs presented by pupils at any given time.
- The school is able to provide 1:1 teaching to pupils with specific learning, medical or mental health needs through the agency staff cost centre.
- Funding for additional SENDs resources, such as transport to school, is applied for from the LA SEND Department and Inclusion Team or negotiated on entry to one of our alternative provision programmes.
- A few inpatient/day patients with an Education, Health and Care Plan may have particular resources or equipment earmarked for their use. In such cases, the school links with the pupil's home school to establish whether these resources can be made available to the pupil whilst s/he is in hospital or attending the school as a day pupil.

Links with other schools

The school has well established links and regular liaison with local mainstream and special schools. Pupils who have an Education, Health and Care Plan, and attend the school for a period of time, will have a Personalised Learning Plan, based on targets identified by their home school.

The SENDCo actively liaises with different setting through the SENDCo forums and the SEN hub.

Additionally, the school is involved in the TiPiC (Trauma Informed Practice in Camden) project involving different schools in Camden. The project aims to develop shared knowledge, language and practice across the borough to support children and young people who have experienced trauma.

Arrangements for Pupil Re-integration and Post-16 See Careers Education and Guidance Policy

Day pupils leaving the school have a Progress File, which describes their achievement at school. School leavers have a final Celebration Event to which parent(s)/carer(s) and friends are invited to celebrate their achievements.

Details of Preparing for Adult Life and other support information are included in Camden's Local offer.

Partnership with parent(s)/carer(s)

The school recognises the value of parent(s)/carer(s) as partners in the education of their children, as described in the Children and Families Act 2014. If the pupil is a Looked After Child we will work with both the carer and the Local Authority

Parent(s)/carer(s) of in-patient pupils support different activities, organised by school staff, when their child is on the ward and also encourage attendance in the school classroom.

Parent(s)/carer(s) of day pupils are fully consulted before the involvement of any other professional, or support agency, in their child's education. They are encouraged to attend, and discuss their child's personal and educational progress at termly review meetings, and Annual Reviews if the pupil has an Education, Health and Care Plan. An interpreter is provided for any parent/carer who needs this service. Home /School agreements are read and signed by both parents/carers and pupils on admission to the day school.

School Partnerships

The Royal Free Hospital Children's School involves health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and disabilities and in supporting the families of such pupils.

The school has developed positive working relationships with a range of external agencies.

Royal Free Hospital

Child and Adolescent Mental Health Service (CAMHS)

Paediatric, Gastro, Plastics and Eating Disorder Intensive Service Consultants

Nurses – wards and Community Children's nurses

Allied health professionals e.g. Play Specialists, Dieticians, Physiotherapy, Occupational Therapy, Community Diabetic nurses, Speech and Language Therapy

Camden & Islington Primary Care Trust

School Nurse

Physiotherapy

Occupational Therapy

Speech Therapy

Camden Children, Schools and Families

SEND Department

Inclusion Team

Disability team

Educational Welfare Service

Educational Psychology Service and Educational Psychologist

Connexions PA

Social Care – Social Workers and Family Support Workers

Links with other Schools and Institutions include

All Camden Primary and Secondary Schools

Great Ormond Street Hospital School

Simmons House

Swiss Cottage Special School

Elfrida Rathbone

The Tavistock Clinic

The Brandon Centre

Barnet College

College of North West London (CONWL)
City & Islington College
Kingsway Westminster College
Plot 10
National Art Gallery
Wallace Collection
Mental Health Charities
Kentish Town City Farm

The School has links/membership with the following Educational agencies

SENJIT (Special Educational Needs Joint Initiative for Training)
NASEN (National Association of Special Education Needs)
NAHE (National Association for Hospital Education)
ACAMH (The Association for Child and Adolescent Mental Health)

The contact details of support services for the parents/carers of pupils with special educational needs and disabilities, including those for arrangements for securing impartial information, advice and support can be accessed through the Camden Local Offer <https://families.camden.gov.uk/send-local-offer/>

Other National Organisations

- National Down Syndrome Society - <http://www.ndss.org/>
- Down's Syndrome Association - <http://www.downs-syndrome.org.uk/>
- Downright Excellent (Down's Syndrome) <http://downrightexcellent.org/about/>
- Deaf Children (NDCS) - <http://www.ndcs.org.uk/>
- <http://www.kids.org.uk/> (Working with disabled children, young people and their families)
- National Autistic Society - <http://www.autism.org.uk/>

Monitoring and Review

The SENDCO is responsible to the Governing Body for ensuring implementation of the policy.
Monitoring procedures include -

- Staff awareness of individual pupil's needs
- Pupil awareness of their targets and achievements
- Monitoring of Annual Reviews and the achievement of previously agreed targets
- Work sampling
- Pupil attendance
- Regular meetings with the school's Bursar to monitor spending, including spending for pupils with SEN/Ds
- Student progress and achievement

Because of the nature of the school, evaluation of the success of the SEN/D Policy will cover every aspect of school life. The main criterion used for judging success is based upon any measurable increase in the quality of the learning opportunities that have been provided. Such judgments will be made by -

- Monitoring and assessment of classroom practice and learning outcomes
- Regular observation of teaching and learning, and feedback, by the Headteacher and Deputy Head
- Analysis of pupil destinations; e.g. reintegration into home school or transition to college
- Buying into LA Advisory services
- The Governing Body Pastoral and Curriculum committee
- The school's Professional Partner and OFSTED
- Evaluation of the School Improvement Plan at the end of each year

Reporting to Governors

A named Governor has responsibility for monitoring the success of the SEND Policy. The Headteacher, submits a termly report to the Governors' Pastoral and Curriculum Committee which includes information on -

- The number of pupils and how their different individual needs are being met
- Pupils with SENDs and the resources and/or support provided to meet their specific needs
- Visits to/from the pupil's home school
- Deployment of resources, including use of external agencies
- Relevant staff training

The Headteacher reports annually to the Full Governing Body, who evaluate the effectiveness of the SEN/D Policy based on information from the Pastoral and Curriculum Committee. There is whole school consultation when the policy is reviewed to reflect national legislation, Local Authority guidelines and any changes within the school.

Arrangements for Considering Complaints

Arrangements made by the governing body relating to the treatment of complaints from parents/carers of pupils with special educational needs and disabilities concerning the provision made at the school.

All complaints will be handled sensitively. In the first instance complaints should be made through the child's Personal Tutor, who will respond within one working day. If the complaint is not resolved, it should be referred to the Headteacher who may –

- Arrange a meeting with all parties involved
- Undertake further investigation and take action to address the complaint
- Advise that the complaint does not warrant further action

All formal complaints should be made to the Headteacher in writing. These will be acknowledged in writing within one working day and will be investigated and reported on, in writing, within two weeks.

If the Headteacher is unable to resolve the problem it will be taken by the Governor responsible for SENDs to a committee consisting of three Governors. Other governors will operate as an Appeals committee should the complaint not be satisfactorily resolved by the first committee.

Camden Mediation Service is available to support complaints if they are unable to be resolved at a school level - <http://www.kids.org.uk/Event/sen-mediation-service>

The local authority's local offer can be found on the following link www.localoffer.camden.gov.uk

The Royal Free Hospital Children's School's SEND information report is on the school website - <http://www.royalfree.camden.sch.uk/> and is linked to the Camden Local Authority offer.

A summary of the school SEND information report is also available from the school's office.

Date updated: November 2025

Date of next review: November 2026

Date approved by the Governing Body:

Appendix 1

We understand that navigating issues around SEND can be difficult and can be made even more so by a large array of terms, acronyms and processes. Here is a glossary of acronyms to support with understanding SEND.

EBSA	Emotion Based School Avoidance
ELSA	Emotional Literacy Support Assistant – a member of staff who provides social skills and emotional literacy interventions.
MELSA	Mediated Emotional Learning Support Approach
OT	Occupational Therapy / Therapist
EP	Educational Psychologist
PLSS	The Primary learning support service provides assessments and specialist help for children with emotional, social, language, communication and mental health difficulties.
MHST	Mental health Support Team
PIF	Primary Inclusion Forum – additional body which looks at how to support children in Camden.
ADHD	Attention Deficit Hyperactivity Disorder
ASC	Autism Spectrum Condition
AuDhD	Autism & ADHD combined presentation
EHCNA	This is a needs assessment to conclude if a child needs a funded educational health care plan (EHCP)

EHCP	Educational Health Care Plan (National funding grant to support children with SEND)
ENG	Emergency Needs Grant (Camden specific funding)
SaLT	Speech and Language Therapy
VCG	Vulnerable Child Grant (temporary funding from Camden)
CAMHS	Child and Adult Mental Health Services
IEP	Individual Education Plan – targets, interventions and strategies will be documented here.
SPLD	Specific Learning Difficulty such as Dyslexia, Dyscalculia.
ARP	A specialist 'Alternative Resource Provision' available in Camden
SEMH	Social, Emotional and Mental Health Needs