

## Priory School

### Student and Family Packs



#### General Description of Priory School:

Priory school is a community special school, which is run by Croydon council for students with severe and/ or profound learning difficulties and autism. Students usually come to Priory in Year 7 and can stay at the Tennison Road site until the age of sixteen. There is then a transfer to our Post 16 centre at hermitage road, where students stay until the age of 19 (Year 14). We work closely with families, Post 19 services, Social Services and the Health Authority to place pupils in the most appropriate provision. Students leaving Priory Post 16 Centre move on to either: Residential Placements, most of which are residential specialist colleges, colleges of further Education, or day Care Centres.

#### Student and family Packs

This guidance explores the way in which Priory school uses student and family packs as an effective information gathering tool to identify the aims, goals and ambitions of the student and their family. The information leads to Priory's' Person Centred and Destination Led approach to teaching and learning. In addition to this guidance, Priory School has provided

- an exemplar family booklet
- an exemplar student booklet
- a blank student booklet
- a blank family booklet

The aim of this document is to show how Priory gathers information annually from students and their families to identify what is important to them and what their short and long term destinations are. This helps us to provide individualised which supports the achievement of full potential in areas most important to the student in the future.

**This guidance should be read in conjunction with the exemplar family and student booklet and blank family and student booklet.**

In order to explore the way the process works a completed family and student booklet have been provided for a young man named Carl. The information gathered in Carl's booklets was discussed during the his Annual Review, and information from the review was then used by Carl's teacher to plan his learning. Carl really enjoyed completing this booklet and was very excited about being able to discuss what he wanted to do in his future, and what he needed to develop to be able to achieve the goals that he has set for himself. An example of this is that one of the things that Carl said he wanted to do was to work in a shop when he left school. His group completed a work awareness course where they have the opportunity to interview with different jobs (one being a sales assistant). Next year Carl will be able to complete a work experience in a local supermarket.

The booklets are completed annually so that we can identify any changes to students short and long term futures or evaluate whether we need to work more extensively on particular areas.

### **The way the Student Booklet is used**

- Students work on the booklet in school three weeks before the review.
- Students should work with a member of staff that they have a close positive relationship with.
- The booklet can be completed by the student.

Or

- The booklet can be discussed with the student and then the member of staff writes students ideas down. (The member of staff has to state their advocacy role on the booklet.)

Or

- The booklet can be completed on behalf of a student. (The member of staff has to make their advisory role clear on the booklet.)
- Information gained from the Student booklet should be attached to the Annual Review paperwork and could feed into the student opinion and transition plan section in the Annual Review.

The booklet gives the student an opportunity to think about what type of life they would like in the close and distant future. It enables them to identify things that they are good at and areas of improvement so that they can be involved in setting themselves goals which apply at home and at school. The students may think of different goals for home and school or they may come up with a target that could cross over both areas.

The family and student booklets are designed to gather a more holistic picture of the student and identify what type of future they and their families have in mind for them.

With the family booklet we may get a slightly different perspective on the students because the student could be very different at home than he is in the Centre. The booklets are also a good way of introducing sensitive discussions about future placements. The student in the exemplar identified that he wants to get married when he is older, whilst his parents anticipated that he will live with them at home forever. The booklets are therefore a good way of opening up the discussion about the future, raising expectations, challenging assumptions and identifying pathways to support future options which parents sometimes find hard to imagine.

### **The Family Booklet**

- The booklet should be sent to families four weeks before the review.
- Students and parents/Carers should work on the booklet together at home.
- The booklet can be completed by the student.

Or

- The booklet can be discussed with the student and then the parent/carer writes students and their own ideas down. (The parent/carer has to state their advocacy role on the booklet.)

Or

- The booklet can be completed on behalf of a student. (The parent/carer has to make their advisory role clear on the booklet.)
- Information gained from the family booklet should be attached to the Annual Review paperwork and could feed into the parent/carer opinion and transition plan section in the Annual Review.