



Referrals, Observation and Placement Procedure

Date Released: October 2020

Date to be reviewed: As Required

Approved by:

Date:

The Sallygate School

Referral Process

1. Upon receiving a referral the School Leadership Team will review all the provided paperwork and consider its content carefully – this will be recorded on a weekly basis with the SLT meeting Agenda and subsequent Actions (Minutes).
2. Where additional information is needed a member of SLT will contact either parents/carers and or current (most recent) school to help inform decision making
 - *Often this will be when an EHCP or other documentation does not provide the necessary information on which to make an informed decision*
3. When a referral is considered to be a 'close match' to the school then parent/carer and often child will be invited in to look round the school with a member of SLT to help them consider the appropriateness of our provision for their child
4. Following a successful visit The Sallygate school will contact the referring Local Authority to confirm the offer of a place in writing* – this will usually be completed by the Head teacher or Assistant Head teacher

***Important Note** – A pupil will **not** be put on school roll immediately. Confirmation of being put on the school roll will be sent out upon completion of a successful Observation & Assessment period as set out below.

Observation & Assessment Placement Procedure

Upon approval to attend the school by the relevant LA decisions will be made regarding starting transition and beginning an Observation and Assessment period of induction for the new pupil.

Starting at a new school can be a difficult and sometimes traumatic experience for children, especially when those young people are burdened with often complex SEMH needs that can be heightened or exacerbated during this time, placing additional demands on not only their own ability to 'cope' but also the emotions of parents/carers or other adults involved in supporting them.

In our experience the best and most successful transitions for young people into the Sallygate School are those that have;

- a. been well planned in advance
- b. been agreed between all stakeholders, including the young person
- c. been manageable at first ie shorter days to begin with
- d. a slow rate of increasing time in school
- e. been reviewed by all stakeholders at agreed points
- f. an end goal of full time attendance by the fourth week

Before Attending School

- The pupil will have the chance to visit the school at a time to suit them and meet the class adults and other school staff as well as tour the building and talk about their learning needs
- The pupil will be provided with a visual aid to have at home to help remind them of where they are going and who they will see
- The pupil will have time to collate a suitable uniform with parents/carers before they attend school

- The school SENCo or CSLM will contact family/house before pupil arrives for first day to confirm first day arrangements

By the end of Week 1

- The pupil will have attended at least the equivalent of 2 full days (possibly spread part time over the 5 days dependent upon individual needs) in their prospective class including at least 2 social sessions – eg break or lunch period
- The CSLM or SENCo will contact previous education setting(s) to obtain further details and arrange for transfer of files securely where appropriate
- The school will have gathered all relevant information from parent/carer/house regarding personal information, emergency contacts

By the end of week 2

- Following a brief review (face to face or on the phone) and agreement the pupil will have attended at least the equivalent of 3 full days in school
- Initial assessments in Reading and Writing will be completed by relevant staff

During weeks 3-6

- Following a successful week 1 & 2 the pupil and family/House can expect to have spent longer periods in school than previous weeks hopefully including more than 1 full day
- Pupil will have attended either 1 applicable Forest School or Land Based Studies Session (usually at least half a day) by the end of week 3
- If settling has proved challenging then a review of class and possible changes to this will be considered and agreed for the remaining 3 weeks (only if first 2 weeks have been extremely challenging for the pupils and class alike)
- By week 4 the aim is for the pupil to be attending fulltime
- Additional assessments as relevant for the pupil will be completed – eg BKSB for secondary pupils in core subjects

By the end of week 6

- The pupil will now be attending full time
- The pupil will have completed appropriate assessments in core learning areas so that staff can plan future learning and monitor progress effectively
- The pupil will have acquired all necessary uniform
- The class adults will be able to complete an initial SEMH (Boxall) assessments on the pupil's needs

Stability/disruption to placement

In the last week of the initial 6 week period the relevant school staff will meet to review the transition and confirm the continuation of a placement. If the first 5 weeks of placement have been challenging/difficult with the pupil unable to settle then a decision will be made on what future attendance at school looks like or indeed if the school feels that the level of need can be sustainably met. If the pupils' needs cannot be met with reasonable provisions then 28 days' notice of a removal

from the roll will be submitted to the relevant placing authority and an early annual review of their EHCP will be held.