Ysgol Tŷ Monmouth Policy

Referral, Assessment and Placement

POLICY STATEMENT

- At Ysgol Tŷ Monmouth, we seek to provide a safe and nurturing learning environment where Pupils can experience positive learning opportunities that will enable them to develop their full potential socially, emotionally, academically, and physically. This is achieved through our commitment to the shared vision of the four purposes of learning, thereby empowering our Pupils to become:
    - ambitious, capable learners, ready to learn throughout their lives.
    - enterprising, creative contributors, ready to play a full part in life and work.
    - ethical, informed citizens of Wales and the world.
    - healthy, confident individuals, ready to lead fulfilling lives as valued members of society.
- Article 29 of the UN Convention on the Rights of the Child states 'I have the right to an education which develops my personality, respect for others' rights and the environment.

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1. Scope

1.1 Aims

1.1.1 This policy aims to:

1.1.2 Establish a clearly defined admissions process to ensure that the needs of all Pupils who attend Ysgol Tŷ Monmouth can be met safely and effectively by our provision in line with the Pupil's academic, social, and emotional needs; and as described in the Pupil's Statement of Educational Need (SSEN), Individual Development Plan (IDP) or Educational and Health Care Plan (EHCP).

1.1.3 Establish a process which considers the compatibility of a potential Pupil with the cohort of Pupils already attending the school, as a key element of assessment and consideration of Pupil welfare and wellbeing.

1.1.4 Ensure all stakeholders have a clear understanding of the criteria used in assessing the suitability of the school setting for potential Pupils, and a clear understanding of the processes used to make this decision; and understand their part in supporting the success of the referral, assessment, and placement process.

1.2 Who can we support?

1.2.1 Ysgol Tŷ Monmouth provides additional learning provision for Pupils between the ages of 7 and 16 with autism alongside other associated needs. Pupils will usually have a Statement of Special Educational Needs (SSEN), Individual Development Plan (IDP) or Education, Health, and Care Plan (EHCP).

1.2.2 In order to support the best possible outcomes for each of our Pupils, our admissions process takes into account each Pupil's personal history, successes, barriers to learning and Pupil preferences. This leads to the consideration of the unique profile of each Pupil formed by complex and individual needs, that may be associated with:

- Receptive or expressive language skills.
- Sensory processing.
- Communication and social interaction.
- Anxiety and low self-esteem.
- Routine, predictability and change management.
- Attention and concentration.
- Emotional and behavioural regulation.
- Fine or gross motor skills.
- Mild or moderate learning difficulties.

2. Admissions Process

2.1.1 A flowchart summarising the referrals, assessment and placement process can be found in Appendix 1. Below is an extended description of each stage of this process:

2.2 Stage 1 - Enquiry

2.2.1 Our latest prospectus is published on our website, and paper copies can be made available on request. This provides information for general enquiries.

2.2.2 Specific enquiries may be made by the Local Authority or Parents/Carers. We encourage Parents/Carers to discuss their wishes with regards to their choice of school with their Local Authority and to make a joint application. This can happen at any time of the year.

2.2.3 In order to move to stage two of this process, the Local Authority will submit key, essential information (including the SSEN, IDP or EHCP) to the Senior Leadership Team (SLT), for review.

2.3 Stage 2 – Referral

2.3.1 On receipt of key information and documents, the SLT, Integrated Therapies Team and/or allocated assessment team will review these, in order to ascertain whether the school can meet the Pupil's individual needs effectively, safely, and efficiently. This review will also consider:

2.3.2 The needs of the current Pupil cohort, and impact of the potential new placement.

- the environment and location of the school.
- the skills of the team, and resources available.

2.3.3 If there is sufficient information to make an accurate and informed decision, the school will decide whether it is appropriate to initiate the initial assessment process (stage 3). If further information is required, Ysgol Tŷ Monmouth will work co-operatively with the Local Authority and other relevant agencies, to gain the information required.

2.4 Stage 3 – Initial Assessment and Placement Offer

2.4.1 As part of the information gathering process, the school may request attendance information, exclusion history, safeguarding information, chronology records, therapy or behaviour support plans, risk assessments, and reports from involved professionals

2.4.2 The initial assessment process includes meetings, information gathering sessions, fact checking and observations. The detail of observations, visits and discussions is individual to each Pupil but may include a combination of:

- Discussions with the Pupil's current teacher and key Team Members in school.
- Observation of the Pupil in their current educational setting.
- Discussions with the Pupil to understand their views, aspirations, preferences, worries about transition and what helps them to feel safe, engaged and successful in education.
- Collection and consideration of key documentation (if not already received).

- Discussions with Parents/Carers.
- Observation of the Pupil in the home or other relevant setting (such as a youth club).
- Discussions with multi agency professionals currently involved in supporting the young person (this could include the social worker, clinicians, support workers).

2.4.3 The initial assessment is carried out by a small team, with one named assessment lead. All relevant information gathered is recorded on the assessment section of the Referral, Assessment and Placement (RAP) Form. This is split into two areas:

2.4.4 Suitability and Compatibility

2.4.5 Placement decisions will consider whether the school can meet the Pupil's needs safely and effectively, and whether the placement is compatible with the needs, wellbeing and safety of the existing school community.

- Physical needs (including motor skills).
- Detailed history of behaviours that challenge, including those which may harm self or others.
- Current support levels with rationale.
- Medical history.

2.4.6 General Assessment Information

- Education and learning history.
- Current behaviours that challenge, including support strategies.
- Use of restrictive and physical interventions.
- Independent living and communication skills.
- Clinical and medical interventions (past and present).

2.4.7 Once a thorough initial assessment has been carried out, a placement decision can be made. The assessing team populates section 3 of the RAP to detail if and how Ysgol Tŷ Monmouth can meet the needs of the Pupil.

2.4.8 Any placement offer is mapped against the objectives listed within the Pupil's IDP/ Statement of Educational Need/EHCP; and this must be approved by the Headteacher. If the decision is that Ysgol Tŷ Monmouth cannot offer a placement, there must be clear evidence set out in section 3, of why this is the case.

2.4.9 Where additional resources such as Team Member support ratios, training, specialist equipment or environmental adaptations are required, the school will consider whether these can be secured within an appropriate timeframe before confirming a placement.

2.4.10 The communication of a placement decision will be made to the Local Authority within 5 working days wherever possible. Any offer of a placement, and a proposed start date is sent to the Local Authority and Parent/Carer. The proposed fee of the placement is also sent to the Local Authority.

2.5 Stage 4 – Transition

2.5.1 Once contractual arrangements between the setting and the placing authority are approved, transition may commence. This will begin with a meeting between all relevant parties, in order to agree an individual and person-centred transition plan.

2.5.2 Transition planning may include visits, visual supports, photographs of key areas, introductions to key Team Members, personalised transition resources, phased timetables and other reasonable adjustments to support a successful transition

2.5.3 The process typically comprises:

- Checking previously obtained information is up to date (and removing or amending outdated information)
- Information sharing with key team members in the school.
- Ongoing communication with school, Parents/Carers, and the Local Authority to plan for transition (including an admissions pack and Pupil handbook)
- Development of a transition plan (individual to each Pupil)
- Implementation of a transition plan (to include school visits as appropriate to each Pupil).

2.5.4 It is essential for the Pupil, that their first experience at the school is positive and successful, and therefore Ysgol Tŷ Monmouth is flexible and responds to differing needs where required, in order to provide a tailored transition plan. It is essential to consider mechanisms/strategies that may make the process easier for the Pupils.

2.5.5 Ysgol Tŷ Monmouth will send out an admissions pack which will include detailed information about the school for Parents/Carers, and new Pupils. The Parent or Local Authority is responsible for making transport arrangements and will inform the school accordingly.

2.5.6 On completion of transition, Ysgol Tŷ Monmouth will agree a first day plan with the Pupil to support a reduction in anxiety for the Pupil. Ideally, by this time an initial individual risk assessment and Behaviour Support Plan will be created, ready for implementation on the first day.

2.6 Stage 5 – Admission

2.6.1 Ysgol Tŷ Monmouth maintains a systematic approach for maintaining admission records and we ensure all relevant documentation (contracts, permissions, medical information, and consent etc.) are signed by the appropriate Parent/Carer/Local Authority, prior to welcoming the Pupil to school for the first day.

2.6.2 Baseline assessments start during the first half term, after welcoming the Pupil to school. The length of time required to complete this assessment will vary but is usually completed within 12 weeks. Parent/Carer information, teacher observation and assessments carried out by appropriate professionals contribute to this process. Individual Educational Plans will then be developed and discussed with Parents/Carers prior to implementation (at the initial review).

2.7 Admissions Priorities

2.7.1 Ysgol Tŷ Monmouth aims to work closely with local authorities to manage referrals. Where the school has vacancies and is able to meet need, a placement will be offered. Where there are more applicants than vacancies places (oversubscription) will be prioritised according to the admissions criteria and Pupils may be placed on a waiting list when no places are available.

2.8 Children who are Looked After

2.8.1 Please refer to the Children Looked After (CLA) Policy for further information.

2.9 Appeals

2.9.1 When a decision is made that Ysgol Tŷ Monmouth cannot meet the needs of a Pupil, explanatory feedback will be provided to Parents/Carers by the Local Authority.

2.9.2 If the Local Authority decides not to name the school in the Pupil's SSEN, IDP or EHCP, the Parents/Carers may wish to appeal the decision and should refer directly to their Local Authority to inform them of their intent to appeal the decision. This process also applies to Pupils whose referral is subject to the tribunal process. Ysgol Tŷ Monmouth, if requested to do so by an advocate or solicitor, will endeavour to provide all assessments and reports prior to the tribunal hearing.

2.10 Communication and Confidentiality

2.10.1 All decisions regarding the placement at Ysgol Tŷ Monmouth are confidential. The Local Authority will be kept up to date and there will be regular communication with Parents/Carers, and advocates on order to ensure that the needs of the Pupil are respected.

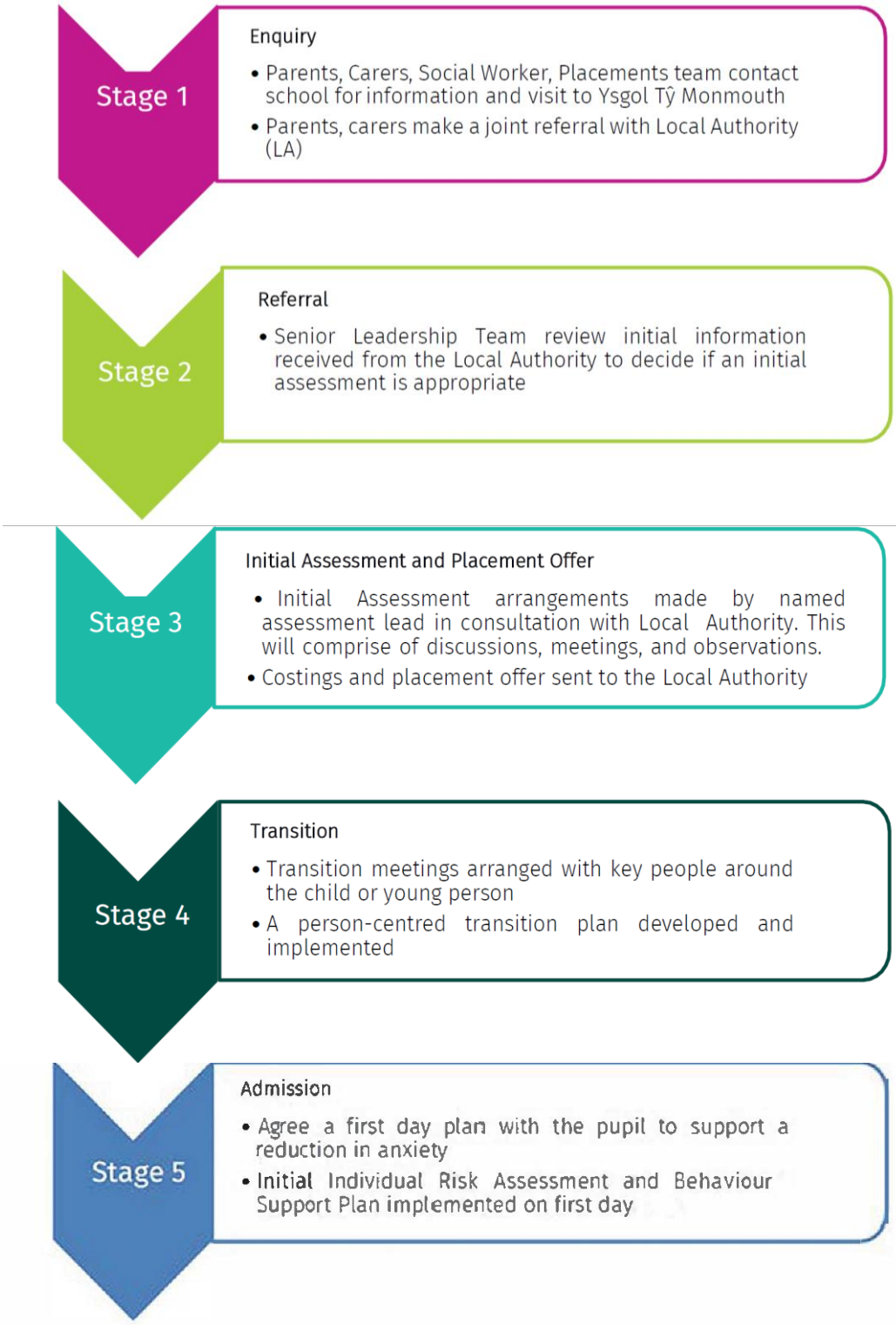
2.11 Legislative Framework

2.11.1 This policy has been drawn up on the basis of law and guidance, namely:

- Equality Act, 2010
- Children Act, 2004
- The Disability Equality Duty, 2006
- Human Rights Act, 1998
- Making a difference. A guide for the designated person for looked after children in schools 2017.
- Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Additional Learning Needs Code for Wales

- United Nations Convention on the Rights of the Child (UNCRC)

3. Appendix 1 - Referrals, Assessment and Placement Flow Chart



4. Appendix 2 - Useful Documents as part of the Information Gathering Process

- Current Pupil SSEN, IDP or EHCP Plans
- Details of any on-going safeguarding or behavioural concerns which may impact on the safety of the Pupil, or others at school.
- Attendance data
- Details of any exclusions
- Key educational progress data (including most recent annual review document)
- A chronology of significant life events
- Current or most recent behaviour management plans and risk assessments
- Professional reports (e.g., psychology, speech and language, psychiatry, paediatrics, occupational therapy etc)
- Parent/Carer submissions