

Protocol for Admission of New Pupils Samuel Laycock School (Appendix to Samuel Laycock School SEND Policy)



On receipt of documentation from the Local Authority (LA) the Senior Leadership Team (SLT) will review the information and feedback to the Local Authority their considered opinion on suitability of placement and level of resourcing through top up funding that will be required.

Factors to be considered will be:

- Is placement consistent with the schools role within the LA Local Offer?
- Is placement suitable in terms of ability, aptitude and special educational needs?
- Is placement compatible with the efficient education of other children?
- Is the school able to draw on its SEND capacity and processes to draw up and implement a clear pupil support plan, identify steps that could be taken to overcome incompatibility?
- Is the placement compatible with the LA's efficient use of resources.
- Is additional resourcing required in terms of materials and personnel?

Once agreed that provision could be made at Samuel Laycock the school admissions procedure can be followed. The first step is for the Head-teacher to share the paperwork about a potential new pupil to SENCO, who will feedback to SLT.

SLT will decide who will take responsibility for pupil transition support and admission. Including observation of pupil, parent/child's visits, admission documentation, liaison with pupil's school and Samuel Laycock staff.

Assistant Head and SENCO to monitor progress of admissions and keep a record of observations, visits etc.

The designated member of staff will arrange to visit the new pupil's current school if within the local area, to observe them in class and to talk to key staff.

In addition to the child's attainments discussion should focus on:

- Language skills, including use of symbols where necessary
- Medical issues
- Family background
- Risk assessment and Risk management strategies linked to safeguarding
- Behaviour strategies
- Other agency involvement
- Any risk assessments required due to vulnerability of the pupil or impact on vulnerable pupils as a result of their behaviour including and sexualised behaviour
- Relationships with adults and peers
- This should be reported to Head so that she can decide if we can meet the needs of the child. Head will then contact LA.

LA should contact parents and the child's school. Parents will be requested to ring up to arrange a visit to the school. If the parents do not ring up within a week, the Assistant Head /SENCO should contact the parents. If the parents agree to the placement the admission paperwork can be completed on this visit.

Admission Documentation

A pre-admission file is kept in the Deputy Head-teachers office. When the admission documents are completed they should be given to the SENCO who will create a new case note file for the child and file the documents. All other documentation about the child from the LA and the child's previous school should be placed in the admin office and made available to the new tutor & TA team. When all key staff have read it should be stored in the appropriate place.

Transition Process for New Pupils

Pupil Transition Support Visits.

Year 6 pupil intake.

Arrangements will be made to meet staff from feeder primary schools to gather pre admission information and to make formal arrangements for the three day transition support visits which take place on the Wednesday, Thursday and Friday, of the first week in July, prior to the September start date. During these three days pupils will undertake a programme of introduction to the whole school community. This will include a parents evening. If additional transition support links are felt to be necessary or appropriate these will be arranged on an individual pupil basis with key staff and parents.

The tutor / teaching group the child visits will be one in which there are some pupils who will be in the same group the following year.

Individual Pupil Intake

For admissions at other times of the school year, the pupil will visit the tutor group they will be placed in. Parents are asked to bring their children but if they have transport difficulties the child's school or L A should be contacted and asked to make the arrangements. When the child visits the school a school prospectus will be given/sent to the parents.

Some children may also need to be sent photographs of the tutor base, other subject based rooms and key staff they will come into contact with during their visit.

The pupil's current school should be informed about the planned transition visits.

- School need to be informed about any medical issues before the child visits.
- Medical Information / safeguarding information to be shared with school to inform risk management strategies.
- SENCO will work with Personal Care Teaching Assistants to collate all the medical information about new pupils to be shared with the whole staff team. Including liaison with medical professionals in relation to any identified Occupational Therapy and Physiotherapy programmes.
- SENCO will collate information regarding any special requirements for lunch arrangements, including allergies and preferences and give to the child's Teaching Assistant and the Cook.
- Speech and Language Information about current levels of support and programme details.
- SENCO will collate information and liaise with speech therapists and tutor team to ensure that appropriate support programmes are in place including the use of symbols/PECs books.
- Prior to admission parents will be informed of the tutor / teaching group that their child will be in and the staff who will be teaching them. School holiday dates should also be sent and details of how to access information on the school web site.

Pupil Information in preparation for placement review meeting.

When a new pupil starts at Samuel Laycock the SENCO will give tutor group staff information about the pupil's levels, their needs and any medical information including.

- The pupil's statement / EHC plan
- The Educational Psychologist's report
- Medical information
- The school admission documents
- Speech Therapy Report
- Reports from the previous school. Some of these may not arrive before admission. As new information is received it should be given to SENCO who will pass it on to tutor team and other relevant staff.

Assessments

Before the placement review meeting, the relevant staff will assess the pupil's levels across all subjects including personal & social skills.

A base line record of children's levels of achievement on entry to school will be kept and used to assess levels of progress.

Behaviour Plan

Some new pupils will need to have a behaviour plan drawn up. As part of this process the pupil's parents / carers will be called into school to talk to tutor, SENCO and a member of SLT. It is important that a way of keeping them informed about their child's behaviour is agreed, and that subsequent plans are shared with the whole staff team.

Placement Review Meeting

If this is appropriate and is required before the Annual EHC / Statement Review the meeting date will be arranged by SENCO and participants invited, to include a representative from the local authority SEN team SENCO will ensure that all other relevant reports are completed and shared as appropriate.

SENCO will check the file and ensure that the following have been received and filed.

- The pupil' statement / EHC plan
- The most recent Educational Psychologist's report
- Medical information
- Reports from the previous school
- Any other relevant information including Personal Learning Plan / IEP

In order for a decision to be made at Local Authority level, about the capacity of school to maintain the pupils placement outcomes of the placement review meeting should be shared with the LA commenting on -

- Is placement consistent with the schools role within the LA Local Offer?
- Is placement suitable in terms of ability, aptitude and special educational needs?
- Is placement compatible with the efficient education of other children?
- Is the school able to draw on its SEND capacity and processes to draw up and implement a clear pupil support plan, identify steps that could be taken to overcome incompatibility?
- Is the placement compatible with the LA's efficient use of resources.
- Is additional resourcing required in terms of materials and personnel?

DATE – This protocol was shared with Governors for approval as an appendix to the SEND policy May 2015.