

### Meadows Care Admission Process

Young People are admitted to Meadows Care following Meadows Care Referrals and Placements Policy (2.1)  
 If a young person requires education this is requested at admission by the referrals manager.  
 The Referrals manager contacts Head Teacher and SENCO to inform them of the young person's details.

### Meadows School Admissions Process

#### Initial Period

SARP Programme	Year 11-GCSE continuation
<p>Format:</p> <ul style="list-style-type: none"> <li>A 6 week programme to introduce young people to key staff, to stabilise them in their placement enabling them to learn. Establish an academic and social baseline. Takes place at home with support from care staff or at ARC with support from care staff. Programme is managed by SARP manager.</li> </ul> <p>Purpose:</p> <ul style="list-style-type: none"> <li>To gather key historical information about a young person's education and behavioural background (PEP, EHCP, School reports)</li> <li>SENCO to have an informed discussion with social worker and previous educational provision.</li> <li>Gather and complete information on admissions document.</li> <li>SENCO to establish any requirement for additional support and create Individual Education Plan.</li> <li>Academic Baseline assessments/cumulative assessment</li> <li>Get to know key staff (Head teacher, Key stage teachers)</li> <li>Manage Education, Health and Care plan (EHCP) or Begin process of application for EHCP</li> <li>To develop an appropriate pupil focused timetable</li> <li>Informal assessment of motivation for education and ability to learn.</li> <li>Assessment of required educational needs - Identify required educational offer.</li> </ul>	<p>Purpose: For Young people who have already commenced GCSE's and need to complete their courses and exams.</p> <p>Handover from previous education provision regarding coursework and exams.</p> <p>SENCO has informed discussion with social worker</p> <p>Gather information</p> <p>Complete admissions documents</p>

### Educational Progress

SENCO and Head Teacher agrees the most appropriate educational placement for pupil based upon the Assessments completed through the SARP Process.

Pupils will be expected to move through these stages based upon ongoing SENCO assessment. Pupils referred to Meadows Care Welfare and Attendance Team (WAT) for management of admissions.

Educated on educational Hub (Ed Hub) timetable in registered classroom in the home.	Part Ed Hub and Meadows School/ARC	Meadows School/ Alternative Provider (e.g. ARC)	Alternative provision. (External - SEN/Independent)	Mainstream (External - Secondary,
<p>Identified as high needs due to SEMH and highest level of risk to self or others.</p> <p>Requires at least a 1:1 ratio of supervision to ensure safety of self or others.</p> <p>School ratio of 1:1 for minimum of 8 hours per week with remainder of timetable on Virtual Platform.</p> <p>Unable to manage within school setting and with others at the current time.</p> <p>Timetable will be planned for the home.</p> <p>Behaviour, SEMH and attitude will be monitored throughout and will be Ongoing</p>	<p>Risk assessment reduced due to sufficient level of intervention/support.</p> <p>Positive attitude to learning- may be reluctant or anxious.</p> <p>Able to follow instructions</p> <p>Not smoking throughout the am or pm session.</p> <p>Wearing uniform.</p> <p>Respect anti-bullying policy.</p> <p>Sessions in school are closely monitored and assessed.</p> <p>Ongoing monitoring</p> <p>SENCO to work with Rochdale Authority and substantive Authority to ensure pupil has EHCP (if required) and correct educational establishment is offered.</p>	<p>Risk assessment is low/medium provided adequate supervision is in place.</p> <p>Pupil is undergoing assessment for an Educational Health and Care plan (EHCP). - (This should be conducted by SW/VIS although school may support this if requested. Meadows school must not initiate this unless formal request made by Authority)</p> <p>Pupil is on a short-term/emergency placement.</p> <p>Pupil is on a temporary, Section 20 care plan.</p> <p>Pupil is on a 52 residential plan.</p> <p>School ratio 1:7 (possibly 1:4 in lesson)</p> <p>Positive attitude to learning- may be reluctant or anxious. May have specific phobia's (scriptophobia, graphophobia or mathphobia) that require therapeutic intervention.</p> <p>Re-integration step towards moving</p>	<p>Meets criteria for admission to a SEN specialist school through EHC plan.</p> <ol style="list-style-type: none"> <li>Has a defined Special Educational Need that has been identified/diagnosed.</li> <li>Age related attainment is at least two levels below national expectations.</li> </ol> <p>Pupil has an Educational Health and Care plan or is going through a SEN statement transfer.</p> <p>School ratio 1:7</p> <p>Pupil is not on a short-term/emergency placement.</p> <p>Pupil is not on a temporary Section 20 care plan.</p> <p>Pupil is not on a 52 week educational/residential plan.</p>	<p>Assessed as able to manage in a mainstream setting:</p> <ol style="list-style-type: none"> <li>Has achieved national attendance targets for at least <math>\frac{1}{2}</math> term. (Currently 96%)</li> <li>Has regulated behaviour and emotions enough to remain in all lessons for at least <math>\frac{1}{2}</math> term. (e.g. Has not had any fixed exclusions in at least <math>\frac{1}{2}</math> term or been sent home/off site to re-regulate behaviour/emotions)</li> <li>Is within age related attainment in literacy and numeracy.</li> </ol> <p>School ratio : 1:30</p> <p>An appropriate setting is identified.</p> <p>Visits held with school and professionals.</p> <p>Visits by young person.</p>

<p>SENCO to work with Rochdale Authority and substantive Authority to ensure pupil has EHCP (if required) and correct educational establishment is offered. Meadows school cannot initiate EHC application without written authority from SW/VS.</p>		<p>to either a specified SEN school or mainstream school.</p> <p>Does not meet criteria for other educational offers.</p> <p>Meets criteria for Meadows School and has interests in other activities/subjects which can be pursued elsewhere for the benefit of the young person and their education.</p> <p>Identified as benefiting from a vocational curriculum.</p> <p>Cannot regulate behaviour and emotions sufficiently to be placed in a specified SEN school or mainstream school. (At this moment in time)</p> <p>Quality Assurance Manager to assess and review pupil progress and work with SENCO, Rochdale Authority and substantive Authority to ensure pupil has EHCP (if required) and correct educational establishment is offered.</p>		<p>Managed move is agreed between SENCO and new school (normally 3 months).</p>
--	--	--	--	---

	Name	Date
Created/updated by:	Paula Forth	May 2017
Proofread by:	Linda Robinson	May 2017
Reviewed by Governing body	Governing Body meeting	June 2017
Approved by Director:	Jane Toner	