



# Elmwood School

## Admissions, Transitions, Mid Year Intakes, Induction and Leaving Policy

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## VISION STATEMENT

Elmwood School has embarked on a journey to be an outstanding provider of education services to some of Walsall's most vulnerable young people.

Elmwood School works at the heart of the Walsall community to support young people and their families to overcome the barriers that prevent them from becoming effective citizens. We provide an integrated caring service working with other agencies to identify the needs, uphold the rights and emphasise the responsibilities of young people who have special needs.

Elmwood enables young people, who have not necessarily had a positive experience of education, to enjoy success and reach their potential in a small nurturing environment. We aim to set clear expectations and boundaries that allow pupils of all abilities equal opportunities to achieve their personal goals.

Elmwood offers a personalised learning experience allowing young people to develop physically and mentally in a happy, calm, structured and supportive environment. Our differentiated curriculum is designed to engage the disaffected with a strong emphasis on Literacy, Numeracy and Physical fitness alongside a range of vocational qualifications underpinned with a commitment to Outdoor Education as a way of developing the whole child. We aim to offer a wide range of appropriate qualifications which enable every learner to access further education or employment.

Elmwood values the unique nature of every individual student and is committed to them achieving their potential. We acknowledge the challenges facing those with Social and Emotional issues and a range of complex needs and are understanding and empathetic. However we have high expectations of success and believe that together as a community we can work through issues and develop independent life long learners with genuinely enhanced options of a healthy and productive life.

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### Document Purpose

The purpose of this policy is to ensure that everybody connected with Elmwood School is familiar with the admissions procedure of the school.

### Audience

This policy, having been presented to and agreed upon by the whole staff and Governing Body is distributed for the information of:

- All teaching staff
- All teaching assistants
- All support staff

A copy of the policy is available for:

- School governors
- LA External Professionals
- OFSTED
- Parents
- Visiting teachers
- Other interested adults (social and psychological services etc)

### **Admissions to Elmwood School**

As a school for pupils with SEMH (Social, Emotional & Mental Health). SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. All pupils are placed at the school following a request from the Walsall Children's Services 'SENDI' team. Pupils are placed at Elmwood School following a 'change of placement' panel meeting or occasionally they are placed to enable an assessment of need to be carried out. All pupils have an Education Health and Care Plan.

### **Admissions Procedure**

Walsall Children's Services contacts the Headteacher, at Elmwood School to establish if a place is available in relevant Year Group.

If a place is available, the following happens

1. The young person's EHCP and other associated paperwork is sent to the secretary of the school for review by the Senior Leadership Team. It is important at this stage that **all reports in relation to pupil behaviour and academic achievement are received.**
2. A Risk Assessment is made if relevant in order for a professional overview of placement suitability to be considered.
3. Response is then made to Children's Services in relation to pupil need and the resources the school have available to meet such a need.
4. A meeting is then convened as appropriate with Children's Services in order to jointly consider any potential implications for admission (including funding issues) – academic, medical or behavioural. (The resources of the school are targeted to pupils being in class. If pupils are out of class as in a crisis needing support the resource scenario changes and as such needs to be considered)
5. Once a placement has been jointly agreed as being appropriate a pre admission visit is arranged for pupil and parents/carers.
6. The Headteacher agrees to the placement and an F4 Admission form is completed and returned to the SENDI team
7. The pupil and parents are seen by the Headteacher or other Senior member of staff alongside any relevant support staff e.g. Teaching Assistant
8. The relevant paperwork including a parental handbook (see below) is given and explained to parents
9. Parents complete and return paperwork (jointly where relevant)
10. A pre-start visit is arranged as part of the transition phase
11. An admission date is set by the Headteacher.
12. Education Walsall SENDI team are contacted and asked to arrange transport for the pupil.

There are a number of forms that are required to be completed and a number of letters that need to be issued to parents / carers. All Admissions paperwork is included in the parental handbook.

### **Grounds for Refusal**

The School has the right to refuse a placement if it is deemed that such an admission would be incompatible to the education of others in the School or this child's needs cannot be met at Elmwood.

### **Aims of Successful Induction into Elmwood School**

- To encourage all parents to be partners in their child's education
- To assist parents in helping their child towards readiness for Elmwood School
- To ensure appropriate transition from one school to another
- To ensure that any relevant information from outside agencies is acknowledged and considered e.g. in relation to the EHCP.
- To ensure pupils and parents are informed of procedures for transfer
- To ensure that parents have relevant and statutory information about the school
- To ensure transfer of required information about pupils, including Individual Education and Behavioural Plans, risk assessments, specific learning difficulties or medical/equipment requirements
- To allay pupil's fears and perceived fears
- To ensure effective and accurate baseline assessment of pupil and targets set in relation to these and represented through IE/BP's and lesson planning formats
- To ensure the Health and Safety of the pupil and of other through a 'Risk Assessment'

### **Induction Procedures**

Pupils who have been identified as transitioning into the start of Year 7 will have the opportunity to join transition sessions during the summer term of their Year 6.

## **TRANSITION TO ELMWOOD SCHOOL**

- Year 6 pupils meet key members of SLT at their primary school
- Parents and pupils are invited to formal visits
- Representatives from the Primary School, such as the Family Liaison Officer, are invited to visits
- Elmwood Staff attend Year 6 reviews on invitation
- Pupils primary schools provide Elmwood with accurate data and assessments of pupils academic attainment
- Year 6 pupils are invited to spend some time at Elmwood School, where they will experience some taster sessions
- Parents as well as Year 6 pupils are invited to transition days at the end of the school year.
- Parents receive a copy of the Parents' Handbook, containing all the information needed for a happy start to life at Elmwood
- SLT to meet with primary school to discuss groupings and strategies.

## **MONITORING AND EVALUATION**

The success of the transition provision is monitored by the Assistant Headteacher, Mr Hawkes and the Tutor(s) for Year 7.

Attendance and punctuality, along with progress, are closely monitored as a measure of our success. Safe, happy achievers want to attend school.

### **Mid Year Intake and Transition**

Pupils may transfer to Elmwood mid year. Following an EHCP, a referral from their Local Authority and visits from the pupil and parent/carer to school, to ensure needs can be met. The aim is to ensure that pupils are able to move from their previous school to Elmwood School as successfully as possible and are welcomed into our safe, secure and caring environment.

### **Starting at Elmwood**

At Elmwood we provide a gradual integration programme for pupils to adapt to their new environment. Pupils attend usually on a part time basis initially while all assessments take place and staff gather information.

Pupils begin integration with their peers by joining their class group for lessons and at social times. Baseline assessments are normally taken within the first two weeks.

### **Keeping parents/carers informed**

During the integration period reviews are held every 2 weeks and parents/carers are kept closely informed of progress so any issues can be easily and quickly addressed. The timetable is increased accordingly when appropriate.

### **Children leaving Elmwood during the school year**

Occasionally pupils move to other schools mid-way through a school year. This decision has to be supported by the Pupil's EHCP and agreed at a review meeting. The new school is then named on the EHCP if the pupil is remaining in borough or the whole statementing process is transferred to a different borough's Special Needs Team.

There are several reasons why a pupil may move school mid-year.

- The pupil may be moving home, to a different borough making travel to school unfeasible.
- The statement review process may have identified that another special school or provision may meet the needs of an individual pupil better.
- A pupil may be returning to mainstream school.

In all cases parents are offered support throughout the process. The Special Needs Team at the local authority are available to offer advice on available schools, the statementing process and funding available.

The IASS (Information and Advice Support Service) offer impartial advice and advocacy to parents if required. School will also do all it can to support parents and pupils.

### **How School can help**

When Elmwood SLT are aware that a pupil could potentially be moving school, parents are invited into school to discuss the options. If it is decided between parents, pupil and SLT that a move of school will be needed then an EHCP Meeting will be called with the Statementing Officer from the local authority.

During this meeting all parties can discuss the reason for the move, the schools or other options that are available to meet the pupil's needs and next steps.

If other potential schools are identified school and the SEN Team will contact the school to arrange a visit for parent and pupil. The Family Welfare Co-ordinator is available to attend visits with parents if they so wish.

It may also be arranged for the pupil to attend the new school for short 'taster' sessions before committing to a full move. School staff can then accompany the child to the taster sessions to reassure and manage any behaviour.

Once the final decision is made for a pupil to transfer to another school, parents are offered advice and guidance throughout.

Any information about support which the family have been receiving is transferred to the new school so that there is no lapse in support during this difficult transition period.

### Admissions Interview Process Check.

|                    |                 |  |
|--------------------|-----------------|--|
| <b>Pupil Name:</b> |                 | <b>Year :</b>                              |
| <b>Date:</b>       | <b>D. O. B:</b> | <b>Admission Interview facilitated by:</b> |

#### Introduction to Elmwood School

- School for SEMH
- Caring environment enabling pupils to be succeed within their zone of potential development
- Curriculum and any relevant enrichment programmes
- Rewards systems
- Integration possibilities
- Pre admission visit to school

#### Interview Tasks

- Prospectus given out
- Partnership Agreement signed and copy given to Parents
- Pupil information SIMS sheet filled in
- Administration of Medicine Form signed (if necessary)
- Photography and Images of Children letter explained
- Rules for Internet use explained to pupil and acceptable use agreement signed.
- Physical Interventions explained and consent form signed
- Visit to classroom
- Date Arranged for Reading Tests etc.

#### Behaviour management system

- School rules explained
- Rewards and Points system explained
- Damage limitation explained in relation to points system
- Reflective practice explained
- Emotion coaching explained

## HOME/SCHOOL PARTNERSHIP



Chartered for Excellence

The Home School Agreement is an important link between pupils, parents and school.

### **AS A SCHOOL WE WILL:**

1. Recognise and address the needs, rights and entitlements of each pupil.
2. Support pupils to achieve their potential, providing them with regular feedback.
3. Provide a safe, nurturing environment, which is well ordered and where learning can take place.
4. Expect high standards in relation to Curriculum and Behaviour.
5. Value the uniqueness of the individual. Praise achievements and efforts.
6. Keep parents informed about their child's achievement, progress and areas of concern through effective communication.
7. Include parents and carers in events and target setting days and encourage and welcome feedback.
8. Provide opportunities for curriculum enrichment, accreditation and extension activities where appropriate. Preparing pupils for the independent journey of lifelong learning.
9. Support pupils in becoming emotionally literate individuals through emotion check ins/outs and group discussion.

Signed: .....

*Class Teacher*

Date: .....



**AS THE PARENT I WILL:**

1. Support School in relation to the vision.
2. Ensure pupils attend School, punctually, prepared for work and in school uniform.
3. Provide a formal explanation if my child is absent.
4. Attend Pupil Review meetings and contribute appropriately within them.
5. Keep the school informed about any concerns through an effective communication system with School.
6. Support my child in opportunities for home learning.
7. Support the School's approach to curriculum, accreditation and enrichment activities.
8. Support the Schools approach towards Behaviour Management and approaches inherent in 'Team Teach'

Signed: .....

*Parent/Guardian*

Date: .....

**AS THE PUPIL I WILL:**

1. Wear the school uniform
2. Attend School on time and be ready for learning
3. Try my best and work hard
4. Follow the School's 5 behavioural expectations or rights and responsibilities model
5. Work to a standard that stretches and challenges me
6. Take part in activities inside and outside of the classroom
7. Participate in group discussions, or check in/check outs, to enable me to reflect on my choices

Signed: ..... (Pupil)

Date: .....