



SPECIAL EDUCATIONAL NEEDS/ ADMISSIONS AND ARRANGEMENTS POLICY

Author:	Lee Cross
Updated:	February 2025
Approved by:	Full Governing Body on 27.2.25
Next review:	February 2026

Basic information about the School's Special Educational Provision

Elmwood School is one of seven special schools in Walsall, established to meet the needs of children who have an EHCP. The school's catchments area is primarily the local Walsall area although some pupils come from neighbouring authorities. Elmwood caters for secondary aged pupils, 11 to 16 years of age, who have Social, Emotional and Mental Health difficulties, which is a difficulty in emotional regulation and / or social interaction and / or experiencing any mental health problems as their primary need, with additional complex needs. These may include Cognition and Learning; Communication and Interaction as secondary needs.

The school's provision in relation to curriculum, environment, resources, staffing structure, policies and staff development are focused on meeting the individual needs of the children as identified through their EHCP. Pupils are admitted to the school upon the recommendation and request from the SEND Team at the Local Authority(s), *appendix one*. Funding from the authority reflects the provision designation for the school and in doing that the curriculum entitlement that can be offered under that funding stream. Due to the changes within the funding formula Elmwood School will charge the requesting borough the place value (£10,000) and the top up funding (aligned to the banding system of Walsall LA SEMH 6 = £17,100, SEMH 7 –£22,217 of any pupil that is above the schools *commissioned places* for that academic year, this figure will be pro-rata based on the date the pupil comes on roll. Some pupils will carry additional funding due to their level of need, and their curriculum opportunities will represent this. The School has the right to refuse a placement if it is deemed that such an admission would be

- a) incompatible to the education of others in the School or
- b) this child's needs cannot be met at Elmwood.

All pupils' needs are reviewed, at minimum, on an annual basis. These meetings are attended by parents/carer(s), Headteacher and pupil- Other professionals will be invited to the reviews on request of either the school or parents if it is felt necessary. The focus of the review is always from a celebratory focus but also to discuss pupil progress, appropriateness and accuracy of the EHCP and the appropriateness of current provision.

Pupil progress is assessed through the use of APS points (which is the only standardised measure we have with other SEMH schools within the West Midlands) which are aligned to the school's belt system. In Key Stage 4 pupil progress is measured using the appropriate examination body. All accreditation levels are also cross matched to APS to highlight whether the pupil is working below, at or above expected progress from baseline into the school. This makes continuation of progress tracking easier for parents / carer(s) and pupils. In addition to this the school also makes comparisons to ARE (Age Related Expectation) for KS3

Progress relating to individual pupil's main barriers to learning are also monitored and tracked through Curriculum Leads Meetings within the school and where appropriate interventions are instructed to secure at least expected progress. Individual Behavioural Plans (IBP's) and Individual Risk Assessments (only for pupils who are designated as high risk within our environment) are reviewed and assessed on a 30 or 60-day rotation and are linked to any additional targets set at Annual Review meetings. As a school we look at addressing Quality First Teaching and utilise WAVE 3 interventions as a means of short term intervention, if this extraction becomes the "usual way of working" the school will call an interim review to assess the suitability of the placement.

Induction

As a school and learning community we have a number of responsibilities to secure a positive and purposeful induction for all stakeholders:

School Responsibilities	Parent / Carer Responsibilities	Pupil Responsibilities
<ul style="list-style-type: none"> To support your child to be ready to learn at Elmwood. To support transition of information from previous school i.e. IBP; Risk Assessments; medical needs. To ensure parents and pupils are informed of the transfer procedures. 	<ul style="list-style-type: none"> To be a partner in my child's education. To research and question parents / carers about the ethos and vision of Elmwood School to enable an informed choice about the education of their child. 	<ul style="list-style-type: none"> To engage in appropriate baseline assessments to enable staff to meet your needs effectively. To engage and accept this new chapter in your life.
<ul style="list-style-type: none"> To ensure that any relevant information is shared in relation to the child's special educational need. To allay everyone's fears (real or perceived) about Elmwood School. 		

Year 6 to 7 transition

Pupils in Year 6 and 5 from Primary Schools within Walsall are invited to our school's transition afternoon providing an opportunity for parents / carers to meet the Senior Leadership Team; staff and pupils in action (parents of children who are currently attending a mainstream provision but have an EHCP are informed of this date through Walsall SEND Team or their school's SENCO). This is to provide parents / carers and pupils with an informed choice about the next stages of their education. Upon successfully naming Elmwood School as your preferred school you will receive regular updates via our school newsletter. A member of the Senior Leadership Team will try to be present at your child's last annual review meeting to introduce themselves and ask any questions you may have about the transition process.

Your child will also be invited (post EKS2 SAT's) to our Elmwood experience event where pupils will experience the following:

- The art of Emotion Coaching.
- Experience pre taught strategies to emotionally regulate through regulation corners.
- The structure of emotion check in and check outs.
- Practical experience of the curriculum offer.
- Work in collaboration with allocated staff.
- Complete baseline assessments in reading, writing and mathematics to enable staff to effectively prepare and build on the work of the previous year. This will then enable effective target setting.

Monitoring and Evaluation of Year 6-7 Transition

The success of the transition is monitored by the Headteacher and the form tutor(s). This judgement is made on the following pieces of information:

- Attendance is at least above 90%.
- Academic is at least expected from baseline entry into the school across reading, writing and maths.
- Pupil is presenting with safe / un safe behaviours.
- Pupils voice about their experience at Elmwood.
- Level of interventions required to achieve the above factors.

If the Headteacher feels that these are not occurring after the first term, then an interim review will be called to ascertain the following:

- a) incompatible to the education of others in the School or
- b) this child's needs cannot be met at Elmwood.

If additional funding is required to secure the level of intervention in place to achieve this positive outcome the Headteacher will request for a review of banding (aligned to the matrix of need).

Mid year intake / transition

Pupils entry into the school are the same as highlighted in appendix one, and the same responsibilities are adhered to, to make the experience as positive as possible. The only difference is around the integration programme pupils follow. Pupils will complete the following: (transport arrangements are the responsibility of the parents / carers and not the school during the integration process, once a child has finished this process the Walsall Council SEND Transport Team can be informed to ascertain whether your child is eligible for home to school transport).

- Meeting and tour of the school with the Headteacher and parent / carer to secure the views of the child. It is at this initial meeting that the Headteacher will be exploring the child's presentation and also exploration of level of need (as the EHCP may be out of date)
- In class active participation (following groups specific timetable) from 8.40 - 11.10 (Monday – Thursday) and 8.40 - 14.25 (Friday). This will be reviewed after 2 weeks.
- In class active participation (following groups specific timetable) from 8.40 – 12.00 (Monday – Thursday) and 8.40 - 14.25 (Friday). This will be reviewed after 2 weeks.
- In class active participation (following groups specific timetable) to include lunch (12.30). This will be reviewed after 2 weeks.
- Pupil is full time (8.40-14.25).

N.B. It is the decision of the Headteacher at the 2 weekly review whether the integration plan proceeds or maintains based on the feedback from parents / carers; pupils and staff involved.

Transition Review (Year 9 and Year 11)

During Year 9 pupils complete their Person Centred Plan with support from staff and an Independent Careers Advisor through the format of "Preparation for Adulthood". This information is formally shared during their EHCP review highlighting their aspirations for the future and to start thinking and taking responsibility for their choices. From this meeting an action plan is generated and shared with all stakeholders as a working document to highlight the steps and the people responsible for achieving them-this is reviewed constantly within the school and revisited formally at the subsequent EHCP review. During Year 11 the action plan is finalised to look at "moving on up" preparation for Post 16 / adulthood and ways in which all parties can best support the pupil onto their next step within education and employment. All of this is supported through the Independent Careers Advisor. The focus of this process is to ascertain an accurate and realistic destination for the pupil as they progress to adulthood.

Curriculum Entitlement

The school has a strong tradition of curriculum development and the pupils are provided with an appropriate and dynamic educational programme, utilising the outdoors as a stimulus and a platform for learning. The core of the curriculum is an emphasis on English, maths and science with a thematic and creative curriculum to encompass the foundation subjects and wider key skills, building upon having a varied and diverse "cultural capital."

Inclusion

We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children and systems of early identification of barriers to learning and participation.

Inclusion opportunities are available in a variety of ways for groups of pupils and individuals through our work with alternate providers within the local area.

Procedures for concerns

If parents have concerns regarding the provision made to meet their child's special needs they are encouraged in the first instance to discuss the issue with the Headteacher. If they do not feel satisfied with the outcome they may take advantage of the governors' complaints procedure or contact the SEND Governor, Mrs Sallyann Tuckwell-Allen care of the School.

Links with other agencies and schools

Elmwood believes that effective action on behalf of our pupils depends upon close co-operation between the school and other professionals. We work closely with agencies including Social Care, Educational Welfare, Educational Psychologist and the Child Health Service. We also have good working relationships with the other special schools in the borough. In addition to this is our inclusion within the Manor Teaching School and being an integral part of Barr Beacon's SCITT status (~~recently regarded as Outstanding in 2018~~). This has provided numerous opportunities for staff professional development, career enhancement and pupil engagement in subject areas that we don't offer i.e. GCSE Computer Science and BTEC Health and Social Care.

Partnership with parents:

As a school we strive to nurture relationships with parents/carers by frequent and appropriate communication. We have a who can ensure good dialogue and a common understanding of the values of the school. Parents/carers are invited to EHCP review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home. This partnership is recognised through the school receiving the Leading Parent Partnership Award (LPPA) in January 2013 (re confirmed in November 2016,2020 and in 2023), with some outstanding contributions from our parents.

Pupils leaving Elmwood to Post 16 provision (or another school / educational provision)

If it has been decided at an EHCP review meeting that the school is no longer meeting the needs of the child, they may (or parental request) look for a change of placement. This then initiates the SEND Team at respective Local Authorities to gather information as to why the school can no longer meet the needs of the child and is there any level of intervention that could be sourced to stabilise the placement – if this isn't the case then the SEND Team will request educational provision from other places within or out of the borough that meet the child's needs (each school will follow similar admission arrangements as Elmwood). When a suitable placement has been sourced and you are now recognised as being on their roll the school will send all relevant documentation to support a smooth transition to your next school. It is essential though that your child remains in attendance at Elmwood School until the new provision has been sourced.

If your child is moving onto Post 16 provision the school has a very robust and nurturing philosophy to support the pupil and parent / carer. The school will work in collaboration with the SEND Local Authority(ies) and Post 16 Provisions in January, to support the Local Authority(ies) to name the placements by the last Friday in March (DfE guidelines) to support a long and flexible transition to the named college / provider. The offer will consist of (where appropriate):

- Supported visits to the college / department working in.
- Access to previous Elmwood leavers (if possible).
- All relevant documentation provided to the college upon interview / assessments.
- Support to college to access the assessments.
- Travel training from home to college (familiar routes only).
- Direct link for the college to Family Support Worker and Headteacher regarding welfare and pupil progress.
- Termly visits from Family Support Worker and / or Headteacher (within the first year of leaving Elmwood School).
- Termly phone calls and / or visits during the second year after Elmwood.

Appendix One:

Walsall SEND Team contacts the Headteacher, to establish if a place is available in identified year group. If a place is available, the following procedure occurs:

1. The child'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 Local Authority in relation to pupil need and the resources the school has available to meet such a need.
4. A meeting is then convened as appropriate with the Local Authority in order to jointly consider any potential implications for admission (including funding issues) – academic, medical or behavioural. (Reference is made here to the school's local offer and also the SEMH funding matrix).
5. Once a placement has been jointly agreed as being appropriate a pre admission visit is arranged for pupil and parents/carers. (*appendix two*)
6. The Headteacher agrees to the placement and an F4 Admission form is completed and returned to the SEND Team (or equivalent).
7. The pupil and parents are seen by the Headteacher and any relevant support staff e.g. Teaching Assistant.
8. The relevant paperwork including a parental handbook is given and explained to parents.
9. Parents complete and return paperwork (jointly where relevant).
10. Parents are contacted to arrange the integration process to commence.
11. An admission date is set by the Headteacher.
12. Walsall SEND Team are contacted and asked to arrange transport for the pupil (if applicable).

Admissions Interview Process Check.

Pupil Name:		Year:
Date:	D.O.B:	Interviewer: Headteacher <input type="checkbox"/> Assistant Headteacher <input type="checkbox"/>

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

Additional Commentary:

Interview Tasks

- Signpost to areas of interest on the website.
- 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
- Visit to classroom
- Date Arranged for baseline assessments

Additional Commentary:

Behaviour management system

- School responsibilities explained
- Rewards and Points system explained
- Damage limitation explained in relation to points system
- Reflective practice explained

Additional Commentary: