

Sperrinview Special School

Procedures Following Placement by EA Southern Region Policy

Rationale

The purpose of this document is to set out the procedures followed when a placement referral is made to the school by EA Southern Region, and outlines the arrangements which have been put in place to cater for perspective pupils and their parents. Staff in Sperrinview are acutely aware of the sensitivities that exist for parents at this crucial stage of their son's/daughter's development and further recognise that initial contact may be the beginning of a long-term partnership between a pupil, his/her parents and the school staff.

Aims

- To consult at the initial referral stage with the EA Southern Region Special Education Branch and/or the Psychology Department of the EA Southern Region.
- To provide a welcoming, positive and reassuring environment for parents.
- To provide parents with information about general structures within the school, the curriculum and arrangements within the classroom.
- To ensure that the transition from home or school to Sperrinview is conducted in a structured and sensitive manner.
- To create a secure environment and ensure that the pupil's introduction to Sperrinview is a happy and pleasant experience.

Organisation

- Parents are invited to meet with the Principal and the class teacher and/or the Vice Principal.

- Parents are shown around the school. The classroom in which pupils of their son's/daughter's age are placed will be focused on.
- Parents are encouraged to provide detailed information about their son/daughter and given every opportunity to question staff about all aspects of school life. Information is exchanged on eg curriculum matters, dietary requirements, break and lunch routines, administration of medication, transport etc.
- Parents are invited to return to the classroom at a pre-arranged time during the school day to observe classroom activities and meet with staff. Subsequent visits will be arranged if requested.
- If appropriate the class teacher may make a home visit.
- Written reports eg draft or statement and/or school report will be required and Principal or class teacher will liaise with other professionals as appropriate eg Psychologist, CMO, Therapists, Principal/Staff from previously attended school.
- If and when a commencement date has been agreed with EA Southern Region Special Education Branch, transport, if applicable, will be contacted. Parents are encouraged to speak directly with the transport officer so that precise details regarding names of driver, escort and times can be finalised.

When the pupil begins school

Parents are encouraged to accompany their son/daughter to school on day one and remain in the classroom for a period if they so desire.

If parent[s] are not in school at that time the class teacher will make telephone contact with them during the course of the morning.

During week one parents are asked to complete and return a personal information form, data collection form and, if appropriate, medical forms AM2 & AM4.

For up to four weeks pupils who have entered class JA or J1 may

remain in school until noon each day. When the pupil is able to sustain a longer day his/her time will be extended until 1.10pm.

During the pupil's early weeks at school, close and regular contact will be maintained with parents through use of home/school book, telephone and bus/taxi escort, if available.

The above arrangements apply mainly to younger children however referrals from the age of four upwards are made. Pupils may remain at Sperrinview until the end of the year in which their nineteenth birthday falls.

Conditions which govern admissions

Where enrolment numbers allow and when a placement is recommended by the EA Southern Region's statementing officer the pupil will be admitted to Sperrinview.

Roles

The co-ordinator for procedures following placement is Miss Jordan. The Principal has overall responsibility for the implementation of the policy.

External Support

Parents

EA Southern Region

Staff from previous school[s] attended

Staff Development

The individual needs of new pupils will dictate training needs for a range of staff eg teachers, classroom assistants, escorts etc.

Monitoring and Evaluation

This policy will be monitored and evaluated on an ongoing basis through consultation with pupils, staff and parents.

Review

A sub-committee of the Board of Governors will monitor and evaluate the effectiveness of this policy as part of a timetabled, on-going process.

Signed; _____ Date: _____