

Residential Admissions and Transition Policy

Introduction

Sidestrand Hall residential provision positively embraces the school ethos and aims of 'achievement beyond expectation'; by extending the opportunity for children who board to access a 24 hour curriculum. A curriculum tailored to individual children's needs to promote and enhance growth and development of independence and social skills. Residential staff work in partnership with the children and their parents/carers, school teaching staff and professionals from other agencies.

Aims

The aim of a residential placement at the school is to develop, enhance and progress children's independence and social abilities. By working in partnership with all significant parties to address identified needs, with the aim of improving the child's current quality of life and the life chances they will have as young adults on transition from school.

Criteria for Admission

- Issues linked to the child's SEN
- Needs for social interaction
- Independence skills
- Educational Reasons – the home situation is affecting the child's ability to access the curriculum
- Needs of other children in the family
- Family pressures e.g. grandparents principle carers needing respite
- Family illness
Any of the above may be combined with
- Distance/time from home to school and the child's ability/resilience to cope with travel to school (This will not be the sole reason for residential placement)
- Placement by the local authority
- Diagnosis of autism (Clement Lodge)

Admissions Process and Selection

The admission of a child to the school's residential provision may happen in a number of ways. Children will be identified for boarding via discussion at Senior Leadership Team meetings. Additionally by referral to the Residential Managers by teaching staff or professionals from Children's Services and the Health Authority who have identified a child's needs that meets the criteria for admission. A child can be referred to the school with a request for boarding via the Local Authority admissions meetings. parents/carers may request a residential placement for a child at the annual Education Health and Care Plan review meeting.

Within the decision-making process consideration in relation to a residential placement being offered will be made based on the following;

- The child's needs and the impact of separation from his/her family on the child – balanced against special educational needs.
- The child's views and understanding of the purpose of the residential placement.

- The parents/carer's views and understanding of the purpose of the residential placement.
- The effect of the residential placement upon other children in the family.
- Very careful consideration should also be given to a situation where parents/carers and the child are not in agreement about the placement. (Local authority placement)
- In all cases consideration will be given to the effect of the admission to residence upon the boarding pupils already in residence.

A suitability assessment will be carried out by residential staff. This will include parent discussion, child discussions, observations of the child at school and possibly within the home setting. Parents and children will be invited to visit the residential provision prior to boarding. A visit may not be in the best interests of the child; this will be assessed and agreed with parents, outside professionals and Residential staff. Children will be given additional resources as required such as social stories, photographs and child friendly documents to support the transition into boarding.

Placement Duration

It will be agreed in principle the number of nights the pupil will board and which nights. Once agreed a continuous assessment will take place to assess the suitability of the placement by the staff in each individual provision. At the end of the half term a telephone review will be conducted to determine whether the placement will continue. Unless it is determined that the placement needs to be discussed sooner. This will be decided in consultation with staff and the Residential Manager. An annual review of the placement will take place. This will be conducted at EHC reviews or at a date agreed with parents. The suitability of the placement will be discussed. It will be agreed by staff and parents whether the placement should continue or any changes to be made.

The residential manager regularly updates the Senior Leadership Team of the progress or issues of individuals within their placements.

Transition from boarding

The residential staff team recognises the anxieties children may experience at points of transition. An individually tailored planned approach when needed to meet the child's needs will be made to ensure as smooth a transition as possible. This will be completed in conjunction with the child, parents, external agencies and any new placement. Staff will ensure that children are emotionally supported through this potentially difficult period where anxieties might be high.

Transition meetings take place from year 10 supported by the school's transition coordinator.

When required after care support for the child and their parents/carers is facilitated by the residential staff team, this is by means of telephone advice or attendance at professionals meetings.

It is recognised that previous boarding children may wish to keep in touch with residential staff through contacting the school by telephone, in writing or email

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