



**The Grange  
Therapeutic School**

**Procedures for Admission, Induction and  
Transition for Residential Pupils**

**GP34**

<b>Reviewed Date:</b> Sept 2018	1	<b>Policy:</b> Procedures for Admission, Induction and Transition for Residential Pupils
<b>Next Review:</b> Sept 2019		<b>Revised by:</b> Gill McLeod

## **1. Introduction**

This document describes the important processes for admission, induction and transition of a residential student. Transition of any kind is a very important step in a young person's life and we strive to keep students and their parents and carers fully involved with the process.

All plans are individually tailored to meet the specific needs of the young person and the transition involved. In residential care, the main transitions would be moving into The Grange School as a new student, moving residential house or leaving the Grange school for further education or employment.

## **2. Admission of Residential Students**

This section should be read in conjunction with the school policy 'Admission Guidelines for parents/carers (GP30)'.

### ***NMS 2.4 The school makes reasonable efforts to obtain all necessary information about a child's health, education and care needs, prior attainment and achievements prior to admission***

As part of the referral and admission process, The Headteacher and Team Leaders meet with representatives and parents of students before the young person visits for the first time. Although the referral information is generally comprehensive, it must be fully examined to ensure that the placement would be appropriate to meet the needs of the individual concerned. A home or school visit is planned as part of this process to meet with the student or to observe him in his current education placement.

A prospective residential student is therefore only invited to attend for a visit to the school when it is fairly certain that a place can be offered. This avoids a student visiting, seeing the school, meeting the staff and then not being offered a place.

Once an offer of a placement has been made, the main office provides parent and carers with information about the school and admission documents to be completed. When signed admission documents have been received by the school office, they will be copied and passed to the Team Leader.

The Team Leader or Personal Support Worker will put together a Health, Care and Placement Plan, and an Individual Risk Assessment prior to the young person's admission.

Information is gathered from the point of referral and throughout the initial visit and referral process by the Team Leader by speaking with parents, social workers and in some cases, the young person's previous school. Copies of these documents are provided to and discussed with education staff by the Team Leader.

A 'Pen Portrait' is completed and distributed by senior education staff.

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## New Pupil Admission Checklist

- Has the pupil visited the house with his parents?
- Has the team leader discussed the pupil's needs with the parents?
- Has all information needed been received by the school?
- Who has co-ordinated this information?
- Have all consent forms been returned and signed by parents or guardians?
- Has an individual risk assessment been prepared?
- Is the Health, Care and Placement Plan in place?
- By who?
- Has the pupil and parents the received the school information pack?
- Do they know what he can or can't bring to school?
- Have arrangements for his induction been put in place?
- Who is his Tutor? Who do care staff hand him over to on his first day at school?

We usually encourage that new residential students start their first day by arriving around 3pm at the residential house. This gives the student and their parents some time with staff before other students arrive back from school. They also get to settle into the house before having to meet a lot more students and staff in school the next day.

New students are usually accompanied by their parents or carers on this first day. However, this is not always possible due to individual circumstances.

### **3. Induction**

***National Minimum Standard 2.3 – There are appropriate procedures for induction and support on admission to ensure that they are familiar with staff, other children, the school's expectations and daily routines.***

An induction plan is started outlining any visit to the student's home and initial visits from parents and student.

In discussion with parents/carers and the placing authority, a date for when the young person starts at the school is agreed. It may be that they would benefit from a 'staggered' start by staying at school for one or two nights before a full week. This would help them used to staying away from their families as the placement may be the very first time away from home.

Team Leaders will ensure that information is sent out to new students and their parents regarding routines and expectations in the specific house group where they will be staying. The house group handbook sets out this information in a simple way that should be easily understood by the young person.

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A Personal Support Worker (PSW) is allocated by the Team Leader and they will contact parents before the arrival of the young person to ensure that any specific needs are met.

The Team Leader ensure all care staff working with the new student have knowledge of the students Health, Care and Placement Plan and risk management plan before the child starts the school.

The personal support worker for the child is responsible for support on admission to ensure they are familiar with staff, other children, the house/school's expectation and daily routines. The Personal Support Worker provides a house information pamphlet and pupil handbook supporting the new student to understand these specifically identifying who to contact should they have any welfare needs.

When the student arrives on the house group, it is the responsibility of the PSW to ensure that he is settled in to his room and personalises it if he wishes. One of the other students may be introduced to the new student and tasked with showing him around and explaining how the house and routines are organised.

**Suggestions**

- Welcome to The Spinney / The Manor
- The adults who work here are ..... (show photos)
- Introduce staff to the student
- Introduce other students
- Give a tour of the house; show them where the toilets are located and explain the boundaries
- Go through house routines and activities
- Ensure the parents are contacted to keep them informed and reassure them at the end of the first evening
- Does the pupil know when he will be going home and what his transport arrangements are?

The PSW will monitor a new student to check he has information he needs and most importantly how to contact his parents or carer or anyone else supporting his placement.

***NMS 2.5 – Arrangements are in place to review how the child is settling following admission to the school.***

The Team Leader will ensure that an induction review (see appendix 1) is carried out within the first few weeks of the student staying on the house group. The review also seeks the parent/ carers view of how the boy is settling and any concerns of the suitability of the placement should be discussed with the Headteacher. Views on the placement are sought from the student, his parents or carers, local authority representatives or social workers and school staff from care and education.

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#### **4. Transition**

Examples of transitions that a residential pupil at The Grange could encounter are:

1. moving house groups (from The Spinney to The Manor)
2. moving from Lower School to Upper School
3. leaving school.

The young person should be fully supported by discussing any transitions well in advance of the move. A transition plan should be drawn up by the current Personal Support Worker which would involve all the main steps leading to the transition. This would include discussing with the pupil, discussing with the parent/carers/social workers, discussing with the new care teams / new teachers, passing on any information to new care/teaching staff in advance of the move. An example of a transition plan for a young person moving house group is included as Appendix 2.

Transition plans should include initial discussions with school staff, parent or carers, social workers and placing authorities of reasons for the transition. This is normally done through the annual review process although circumstances can occur and some transition plans are made without an annual review. However, it is important that placing authorities are contacted by a member of the Senior Leadership Team when a transition is thought necessary.

A transition will outline these initial discussions and how this is communicated to the student and other staff. The practical arrangements of pre-transition visits and communications are then outlined and dated to ensure all necessary steps to prepare a young person for transition are carried out.

After initial discussion and communications with all parties, suggested dates are put into the plans for:

- Initial visits and meeting unfamiliar students and staff
- Joining the new group for a tea visit or evening activity
- Parents or carers visits to the new house
- Proposed dates for an overnight visit or move completed.

Some students benefit from a phased introduction to a new house while others are confident to make a move without this. This will be discussed and agreed with personal support workers, the student and their parents and carers early in the transition process.

***NMS 2.6 – Where children are leave the school on a planned date they are given appropriate information and guidance well in advance of planned leaving to assist in the process of transition.***

When a young person is planning to leave the school, a transition plan should commence in the autumn term before they are planning to leave and should include additional factors such as living skills required for the transition, college application, college interview or job applications/interviews. If the young person is leaving care, the school also has further responsibilities to have input into a Pathway Plan (***NMS2.7***) and should be actively involved with the appropriate social care team to ensure that the young person has the support and all the skills required to enable a smooth transition.

Any transition plan generated is a working document and should be circulated and amended regularly to update with any milestones or additional information as appropriate.

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