

PACES HIGH GREEN SCHOOL

SCHOOL POLICY DOCUMENT PS/PD.03

ADMISSION, INITIAL ASSESSMENT AND TRANSITION

This policy is written for the development of conductive education groups within the School. It includes the Parent and Child group, because any assessments and admissions to this group impact on the whole school.

ADMISSION

Paces High Green School provides education for children whose motor disorder is originated from the damage of the central nervous system, such as Cerebral Palsy.

There is no criteria as to intellectual ability or skills attainment, although the school as a whole is less likely to be appropriate for children whose difficulties are secondary to genetic disorders or profound intellectual disabilities.

The school does not require a formal referral from any agencies. Anybody can contact and discuss assessment options with the relevant school staff.

INITIAL ASSESSMENT / INVOLVING PARENTS

1. Once an enquiry is received, arrangements are made for an assessment and parents/carers are sent a 'pre-assessment' sheet which details the child's problems. The office also completes a 'CE Enquiry & Admission Procedure check list' form.
2. An initial assessment will then be carried out by one of our staff team who is a fully trained and qualified Conductor- Teacher/ Early Childhood Specialist. The Conductor-teacher will assess the suitability of the programme for the child and complete the 'Assessment Sheet'
3. Following assessment the Conductor- Teacher will recommend whether Conductive Education might benefit the child/young person. Based on this recommendation then the School Management Team will decide what placement will be offered.
4. There may be a waiting list if the age appropriate group has already reached it's full capacity.
5. The school administration will admit a pupil into the group. Admission forms, which include family and child details, are given to families to complete before a programme begins and staff ensure that these forms are complete and the admission will be confirmed in writing. Details are also entered onto the checklist detailed above.
6. Once it has been decided to admit a child/young person into a group the Conductor-teacher will discuss the targets which have been set for the child/young person and also the problems which that child/young person might encounter.
7. NB: Some children may be offered a placement on a trial period. The length of time for this trial period will be discussed with the family and the conditions will be confirmed in writing. It is acknowledged that some children who would not traditionally appear to

benefit from Conductive Education (e.g. some children with other syndromes) might well do so. In such cases, a more lengthy period of observation and assessment will be required. A review will take place at the end of the agreed trial period.

8. Following assessment, if the Conductor-Teacher and the School Management Team decides that our programme is not appropriate for the child, then parents/carers will be offered advice about other services which may be available to them.
9. A key worker from the group's staff team will introduce the pupil and parents/family to the group.
10. The parents/family must be made to feel that they have a valuable contribution to make to the whole conductive education programme, and that their observations and opinions are highly valued.
11. Paces staff will ensure that the parent/family feel at ease to ask any questions no matter how trivial they may seem, and provide them with written information and materials.
12. Information about each pupil is recorded on a database.

GROUPS: 0 - 3 years

Children may begin attending group sessions from 6 months of age. The service provides a comprehensive early years education which is appropriate to the age, ability and needs of the children and leads to the development of physical, social and self care skills as well as communication and intellectual abilities.

1. The last term of the session will be the term they become 3 years old. We feel there needs to be the option of flexibility to meet the different needs of a child and family. Therefore some children may transfer to the next stage at an earlier age or can stay longer in this programme.
2. Children under 6 months may access Conductive Education via a fortnightly or monthly meeting with a Early Childhood Specialist who will give advice on handling, what to look for and be aware of and what to be working on next. This will continue until it is decided jointly by the parent and Conductor- Teacher that the child will be able to access Conductive Education groups, or when a place/peer group becomes available.

GROUPS 3 - 6 years

A place will be offered for the child to transfer into a full day nursery from the term following their 3rd birthday.

Days of attendance will be agreed between the Head teacher and the parent. Once a child has a statement, a minimum of 4 days will be offered to all families. For those families who privately fund the programme, an agreement is made between the Head teacher and the parent.

Any disagreements are considered by the Paces School Senior Management team and a decision will be made based on our professional opinion in the best interests of the child.

Paces staff and the Family Support Service will assist parents in requesting that transport services provide transport to take their child to and from nursery, if this is the parents' wish.

Parents do not have to attend with their child. If they wish to attend with their child, they can discuss this with the Conductor- Teacher.

TRANSITIONAL REVIEW

In the term before the child's 6th birthday a Transitional Review will take place to discuss the next stage of 'schooling'. Options could include: Mainstream School, Paces Primary School Group, LA Special School, or a split placement between Paces School for Conductive Education and a mainstream school. A decision could also be made to keep the child in nursery for an additional year. In this case the end of Foundation Stage Profile would not be completed until the child has completed an additional academic year in nursery.

If a split placement is decided upon, then the child would attend a Paces School Group for a minimum of 4 days. If a nursery placement is offered (15 hours per week) the minimum the child should attend is 12 hours per week.

Parents, their child and Paces staff will conduct this review. Other professionals involved with the family will be invited to attend and/or submit a report. It is hoped that a joint decision can be reached which reflects the best interest of the child.

Once again, any disagreements would be considered by the Paces School Senior Management team and a decision would be made based on our professional opinion in the best interests of the child.

In the last term of nursery education, the child will have a structured programme of time spent in the next educational setting, accompanied by a member of nursery staff (their key worker).

GROUPS : 6 years+

Children will be admitted into an age appropriate Conductive Education group, following assessment or transitional review. The assessment programme will be as that described in 'Initial Assessment/Involving Parents'.

Children who are transferring within Paces will be guaranteed a group at transitional stage.

ANNUAL REVIEW/TRANSITIONAL REVIEW

At each stage of transition, the child will have a structured programme of time spent in the next educational setting, accompanied by a member of staff.

At each Annual Review/Transitional Review there is a discussion about the progress the child/young person is making against their targets and the appropriateness of the child/young person's placement. Where there is a split placement then sometimes there is a discussion about the number of days the child/young person should attend Paces/mainstream school.

TRANSITION FROM CONDUCTIVE EDUCATION

It is our policy that in the case of a split placement, then initially the child would attend the Paces School Group for a minimum of 4 days.

It is the aim of Conductive Education to integrate the child into age appropriate inclusive educational settings. Therefore, when the child has achieved their targets and reached the age appropriate level of their development or when it is considered that the child will benefit from a different system of education, Paces School will propose a transition from Conductive Education to another suitable or available setting.

The transition for children/young people attending conductive education programmes to an inclusive setting needs to be managed carefully and the Conductor-teachers will have an important part in this. When it becomes evident that the transition is necessary the Conductor-teachers will advise the parents through the Conductive Education Planning Meeting. This will later be presented to the Annual Review for an amendment to the EHC Plan/Statement.

Based upon mutual agreement the school will implement the transition in co-operation with the child's new school's liaison teacher.

If there is any disagreement about the transition and the number of days attendance at Paces, and the child's needs have not changed significantly, the Annual Review Meeting will be the place to initially discuss any proposed changes.

If an agreement cannot be reached during the Annual Review then the split placement attendance would then be considered by the Paces School Senior Management team and a decision would then be made based on professional opinion in the best interests of the child. The outcome and recommendations from this meeting will be sent in writing to the placing authority and the parents/carers. A further review meeting will be arranged if necessary.

ATTENDANCE

The progress of a child depends on many factors. An important one is regular attendance as recommended by the School Management Team. See PS/PD27 'Attendance Policy'.

FEES

Paces Sheffield Ltd currently runs three core activities:

Family Support Service
Paces School
Leaping the Void
Outreach Services

The fees reflect the differences of each of the programmes. The following guidelines apply for each group individually.

Parent and Child Programme

Parental invoices will relate to the hours and weeks taken up by a child in a particular term.

Paces School

The majority of the children/young people over three years of age are funded by the government and topped up to our current fees by the local authority. The Statement of Special Educational Needs or EHC Plan acts as a contract between Paces Sheffield Ltd and the government/LA. These fees are fully paid based on a yearly fee determined by the Trustees and discussed with the local CYPD's. Local authorities are invoiced for these fees termly. The full fee for the given term is due not later than the first day of the term.

Private fees

The tuition fee of those children who have a Statement/EHC Plan but are not funded by the Local Authority is the full responsibility of the parent/legal guardians. Children can however participate in the programme without a special needs statement. In this case the parent/legal guardians or the placing LA are responsible for the whole fee in advance each term. **NB:** The Local Authority may place a child without a statement being issued.

The fees are due in advance, not later than the first day of the new term. The school will sign a financial agreement with the families and will request a direct debit/standing order.

Parental invoices will relate to the hours and weeks taken up by a child in a particular term. If FEF applies, parents will not be asked to pay the difference between the Local Authority rate and the fees that School would otherwise charge. However, if FEF is not applied because of the above statement, then our normal rate will be charged.

While the fee is normally non refundable, in certain cases the Headteacher of the School based on the guidelines given by the Governors can discuss a possible refund with the families (e.g. in the case of long term illness).