



Pre-Placement Assessment and Transition Plan

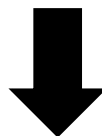
This document outlines the comprehensive process undertaken when a child is referred for consideration of a placement at The Orchard, the specialist provision for children with Social, Emotional, and Mental Health (SEMH) needs within Thornton Primary School. It details each stage of the referral pathway, from initial documentation review to final placement decision, ensuring transparency, consistency and a child-centred approach throughout. The aim is to ensure that every placement is carefully considered, based on the child's individual needs, the views of their family and current educational setting and the capacity of The Orchard to provide appropriate and effective support.

Initial Review and Consideration of Placement

Upon the availability of a place within the setting, the child's Education, Health and Care Plan (EHCP) documentation, along with any consultation materials provided by the local authority or referring body, will be formally received. These documents will be reviewed collaboratively by the Headteacher and the designated SEND Unit class teacher. Preference will be given to pupils living within the Thornton Cleveleys area.

The purpose of this initial review is to ensure that the child's identified needs, as outlined in the EHCP, align with the provision, expertise and support available within the setting. Particular attention will be given to the child's primary area of need, their level of development, current strategies in place and any recommendations for specialist support or interventions.

The outcome of this review will inform the decision on whether to proceed to the next stage of the placement process.



Educational Setting Consultation for Placement

Following the initial review of the EHCP and consultation documents, a decision will be made as to whether the setting is able to meet the child's identified needs. This decision will be based on the alignment between the child's requirements and the resources, expertise and support available within the setting.

If it is determined that the setting can meet the child's needs, the next step will involve contacting the child's current educational provider. This conversation will aim to gather further insight into the child's day-to-day experience, the strategies and interventions currently in place and any additional contextual information that may support a smooth transition. This collaborative dialogue ensures continuity of care and provision and helps to inform a tailored transition plan should a place be allocated.

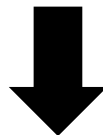


Parent/Carer Consultation for Placement

The next stage of the placement process involves a structured phone consultation with the child's parents/carers. This conversation is a vital part of understanding the family's perspective, priorities and aspirations for their child's educational journey.

During the consultation, staff will seek to gain insight into what the parents hopes for their child's future, both academically and personally. This includes discussing long-term goals, desired outcomes and the type of support they believe will best enable their child to thrive.

This dialogue helps to ensure that the placement decision is not only based on professional assessments but also reflects the hopes and expectations of the family. It also supports the development of a collaborative relationship between the setting and the child's support network from the outset which will be vital should a place be offered.

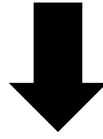


Pupil Observation in Current Setting

Following the parent/carers consultation, a member of staff from The Orchard will arrange a visit to the child's current educational setting to carry out an observation. This visit serves as an important opportunity to see the child in a familiar environment, interacting with peers and staff and engaging in their usual routines. If the child is not currently in an educational setting, an alternative visit will be arranged.

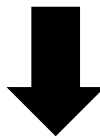
The observation will focus on key aspects of the child's behaviour, communication, emotional regulation and learning engagement. It will also provide insight into the strategies currently being used to support the child and how they respond to different types of input and structure.

This direct observation complements the information gathered from the EHCP, consultation documents and parental input, helping to build a holistic and nuanced understanding of the child's needs. It also allows staff from The Orchard to begin forming a connection with the child, which can support a smoother transition should the placement proceed.



Final Review, Integration Visit and Notification of Placement Decision

The final stage of the placement process involves a formal discussion between the Headteacher and the SEND Unit class teacher. During this meeting, all gathered information, including the EHCP, consultation feedback, parental input and observation findings, will be reviewed in detail. The purpose of this discussion is to evaluate whether the setting can effectively meet the child's current needs and provide the appropriate level of support. The Local Authority will be informed if the school feels they can meet the needs of the child in The Orchard. The Local Authority will then decide whether to confirm the child's place in The Orchard.



Induction Sessions

If all parties are in agreement and the placement has been agreed by the Local Authority, the child will be invited to attend an informal induction session. This session plays a key role in supporting a smooth and positive transition.

This visit offers the child an opportunity to experience the environment first hand, interact with staff and peers and begin forming early connections. It also allows staff to observe how the child engages with the setting and assess how well they integrate with the existing group. This is the start of their personalised transition programme.

Right to Decline Placement

At any stage during the placement process, Thornton Primary School reserves the right to determine that The Orchard setting is unable to meet the needs of the child based on:

- A. The child's age, ability, aptitude and special education need
- B. The placement is incompatible with the efficient education of other children in the school/setting and there are no reasonable steps the school/setting or Local Authority could take to prevent incompatibility