

## **Assessment of new students to ensure that all SEMH & Learning needs can be met**

1. SENDCO makes an Initial request to the borough for:  
  
EHCP or Statement if not transferred, Ed Psyche Reports, Annual Reviews, PEP'S, LAC Reviews, Safe Guarding Concerns, Therapeutic Reports, Panel Reports, School, and other professional reports such as CAMHS.
2. Contact with last school via SENDCO: To complete the new student pro former **(Item A)** for key information, an Educational history form **(Item B)** to assess the academic and social needs including the completion of the strengths and weaknesses questionnaire.
3. Once information is received from the school an Interview is arranged to discuss and assess the suitability of the placement and to complete the strengths and weakness questionnaire.
4. SLT meeting to discuss student, if successful the school will create a: Positive handling plan, Behaviour support plan, Bespoke curriculum, numeracy and literacy support plan, provision map including additional support such as therapy and mentoring, safe guarding support plan, health and safety plan, and a student passport.
5. Parent returns in order to discuss the plans and helps finalise and shape them. They then complete the admission form and a start date is given. Boroughs are then sent plans and the start date. LAC, CIN and CP meet with the family liaison officer to establish links with the school and other professionals.
6. Planning live begins on a weekly basis and this includes the discussion of all new students as they join the school, passport given out which includes; IEP targets, EHCP targets and expected outcomes and key SEN information. Safe guarding, social and emotional and health concerns are discussed confidentially.
7. In the **first week** a therapeutic support plan is put in place. A trained professional will assess the social and emotional needs using 9 psychological scales and the Progress Star **(Item C)**. This is used to form a baseline along with the strengths and difficulties scores for the students social, emotional and mental health needs. Again the Borough will be sent this information.

Literacy and numeracy assessment begins, see separate document (**Item D**)

8. **After one month** the student is allocated either life coaching or therapeutic support for a minimum of 45 mins per week. One month is given to allow the life coach or therapist to build a trusting relationship with the young person. Parent is met to discuss the process, ethics and give their consent. There is also the possibility to implement systemic work if the parent requires support.

The SENDCO assesses the need for an additional Ed Psyche report.

9. **After 6 weeks**, the therapist or life coach meets with the head of therapy to decide on the type of therapy and set therapeutic targets based reports, initial meetings, and assessment data (Progress Star -Item C / Strengths and weaknesses questionnaire). Therapists meet on a fortnightly basis for supervision and to discuss progress.
10. A mentor is allocated to work on the (Progress Star-item C) alongside therapeutic work.

### **SEMH and SEN**

11. At the end of term IEP targets are reviewed alongside all plans and the passport and IEP targets are renewed and redistributed to staff and the borough.