



## **'A Home from Home'**

### **Brambles Admission Procedure**

#### **Introduction**

Brambles offers an attachment and trauma friendly provision and enables children, as they are ready, to attend mainstream school, while accessing specialist provision.

Placement in this setting is agreed by Local Authority Provision Panel. Only children who have an EHC Plan can access our provision. You should speak to your Plan Co-ordinator at Warwickshire County Council if you think this might be suitable for your child.

Brambles is a resourced provision, based at Paddox Primary School and offers an alternative way of working to support primary age children with Social, Emotional and Mental Health (SEMH) needs in Rugby. Although it is situated on the Paddox Primary School site, it is run separately to the main school.

There will be a maximum of 10 children who have social, emotional and mental health needs. Brambles offers a 'home from home' environment to mainly support children aged 4 – 7 and enable them to flourish.

#### **The Brambles Vision**

Our aim is to build positive relationships with the children who attend Brambles. We will provide a therapeutic approach to their learning so they are able to overcome their barriers and enjoy success both emotionally and academically.

#### **Specific criteria for admission to Brambles**

- Children attending our setting must have an EHCP with social, emotional and mental health needs as their primary need.
- During the 15-day consultation period between school and the Local Authority, Brambles staff will: make links with the Plan Co-ordinator; review all available documentation; visit the child in their setting/home, as appropriate; invite the parent to view the setting without the child.
- Children attending this setting will need:

to have found a mainstream setting highly challenging (for example the child may have withdrawn from regular school attendance and/or may have been removed from a mainstream setting).

to have exhibited extreme anxiety associated with their SEMH needs.

sustained support in order to develop and maintain peer relationships (i.e. will require regular teaching or intervention from specialist staff)

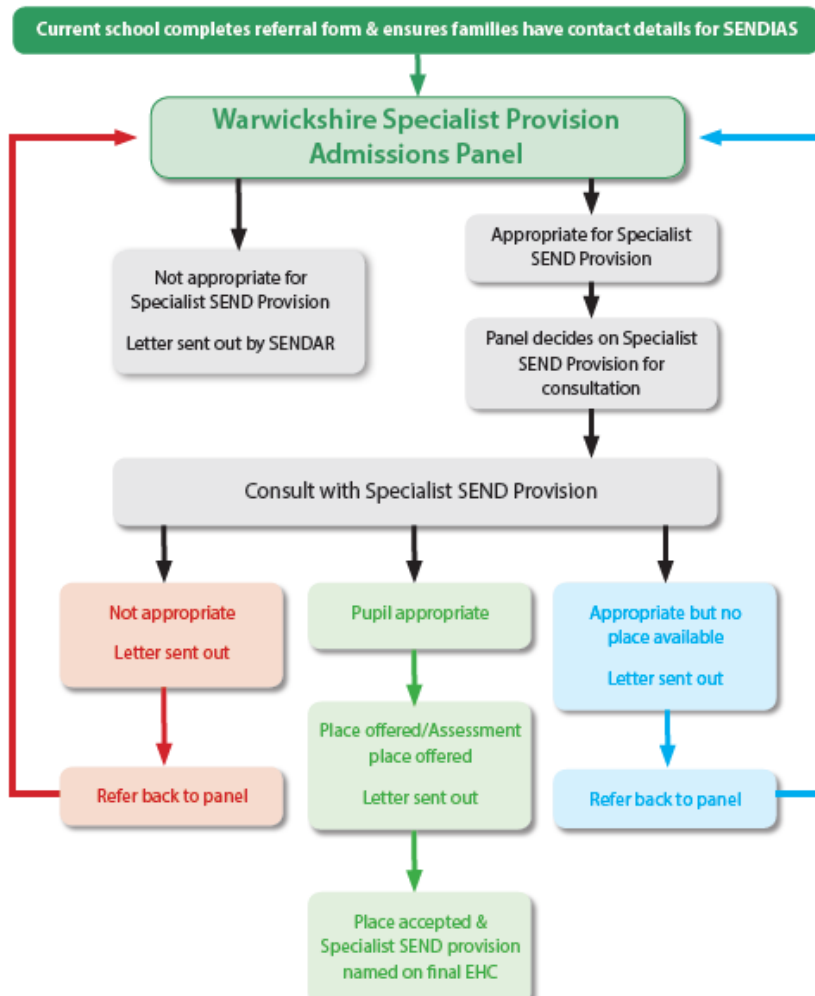
regular access to small group teaching and/or personalised support from specialist staff in order to access mainstream lessons.

### **Once Brambles is chosen as placement provision**

After Paddox Primary School has agreed on the placement, pupils will begin a gradual transition to ensure that the child settles as well as can be. This could include Brambles staff working with existing staff in settings to build positive relationships, visiting and working with children in their home setting, trail hours/days within Brambles to begin to settle children into the setting.

### **Warwickshire County Council Admissions procedures**

1. Admission to specialist provision for SEMH is via Warwickshire County Council SEND Service, following recommendation from the Specialist Provision Admissions panel. Admission is not arranged through approaches by individuals directly to the school.
2. On completion of an Education, Health and Care (EHC) needs assessment and issuing of an EHC plan or on receipt of an annual review report, the SEN Service may arrange for the pupil's provision or placement to be discussed at the Specialist Provision Admissions panel.
3. Specialist Provision panel will consider the pupil's assessed SEN, having particular regard to the criteria listed in this document.
4. Where placement at specialist provision is considered appropriate, having taken account of the pupil's needs and having been agreed at panel the SEN Service will refer papers to the nearest special school and resource provision'
5. The headteacher, on behalf of the Chair of Governors, will respond within fifteen working days, either saying that they believe that they can meet SEN or that the school has concerns about the placement. All placements in special or resourced provision are recommended by the Specialist Provision Admissions panel and signed off by the Education Officer with SEMH lead.
6. The SEN Service will confirm any offer of a place to the parents/carers and issue the final EHC plan or amended final EHC plan as appropriate.
7. In exceptional cases, pupils may be admitted to specialist provision on an assessment basis, prior to completion of statutory assessment. This will however be via the Specialist Provision Admissions panel.
8. The continuing need for specialist places will be reviewed as part of each annual review.



### General criteria for admission to Warwickshire's SEND specialist provision

1. All pupils in a SEN resourced provision will have an Education, Health and Care Plan (EHCP). They will require consistent personalised learning support programmes every day of the week, in order to achieve their potential.
2. All specialist settings provide small classes and a peer group to support both learning and social and emotional development in a nurturing environment.
3. Parents/Carers have expressed a preference for the school.
4. The school is suitable to the child's age, ability, aptitude and special educational needs.
5. Consideration will always be given to the profile of current cohorts in the school.
6. Admission to the school is not incompatible with the efficient education and efficient use of resources.
7. The school is the nearest appropriate setting.

## Specialist provision for pupils with SEMH

Special and mainstream schools making specialist provision for pupils with SEMH will:

1. Provide a broad and balanced curriculum, which encompasses the National Curriculum and takes account of the age and individual needs of each pupil; to ensure and enable appropriate progress and attainment.
2. Deliver the curriculum, taking account of pupils' difficulties in social functioning and other learning needs, and provide opportunities for individual and group teaching, counselling and guidance.
3. Provide a behaviour management structure, with individual behaviour management plans (IBMP) where appropriate.
4. Provide access to learning programmes that address emotional needs (eg anger, self-control, relationships) and the development of positive social and interactional skills.
5. Provide pupils with frequent and detailed feedback and encouragement about their behaviour.
6. Value pupils for themselves, as well as what they are capable of achieving, and maintain a level of care and offer positive experiences even in the context of potentially challenging behaviour.
7. Have staff with experience and training in work with challenging behaviour, who offer consistent strategies and boundaries to support change at a high level of intensity and detail. This may include physical intervention.
8. Offer a high level of home-school liaison and partnership with parents/carers, supported by the attached social worker.
9. Enable close working with psychiatric/therapeutic and other support services.
10. Provide regular opportunities for inclusion in mainstream school and class activities.

### Integration/exit procedures ( To be read in conjunction with Transition and Integration Processes Document)

Mainstream schools with resourced provision aim to include pupils in mainstream classes for as much time as possible, compatible with the pupil's needs, and over time to return pupils to full-time mainstream provision.

All schools offering specialist provision have a responsibility to ensure that places are not being filled by pupils who no longer need the specialist resources of the school and whose needs can be met within a mainstream school. The local authority expects each annual review to consider whether the pupil continues to require specialist provision and whether he/she would benefit from opportunities to be included within a mainstream school.

In most cases children are likely to retain their EHC plan which will be amended to specify a level of support on their exit from a specialist provision.

In exceptional circumstances, it may be appropriate for a child in a resourced provision to transfer to a special school.

When a child exits a specialist provision, particularly in the case of a transfer to secondary school, it is the responsibility of the specialist provision to ensure that a transition plan is in place and agreed with the parents and the receiving school.

When a child transfers from primary specialist provision to secondary specialist provision, the two schools will collaborate to implement an effective transition programme.

If a child is to remain in a specialist provision, Warwickshire County Council will expect to see evidence in the annual review report that the child continues to need the place.

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