

Referral and Assessment Process

Referral arrives with us from Local Authority.

Meeting/ contact with Local Authority Inclusion team (referring agency) to discuss rationale for referral
MDT to review content to consider whether appropriate referral, discuss what is currently known,
paperwork which we have been given is reviewed, follow up calls and additional info gathering started.

Decision 1

No. Needs other than SEMH are the main issues. The Corner School not correct placement.

Yes. Assessment process starts.

Assessment

School Visit 1

Contact current school/previous school/AP. Arrange visit to the school, meet with SENCO, complete informal observation of child in school environment (without the child knowing we are specifically observing them) and Information gathering.

Meeting with school staff (or send feedback form)

What are the SEMH needs? How are they described?

Is there an EHCP? If not, should there be?

Do they have a diagnosis?

Who else is involved? Who is most concerned about child (parents, school, LA)?

Are there any exclusion criteria met? (e.g. severe violence, severe ASD, severe physical disabilities)

Do the family speak English?

School view on client/family strengths and difficulties

What is the story?

What has worked in the past?

Observation – classroom, playground, lunchtime, PE etc.

Gathering as much info as possible

1 staff member.

Home Visit 1

Contact parent/carer arrange home visit. Mixture of formal and informal assessment of both the child and the family to be carried out. See appendix 1

Observation of the environment, interactions, relationships, communication styles.

- Hobbies, interests, strengths
- Presenting difficulties
- Current/recent behaviours
- Known triggers
- Past traumas
- Protective factors - what stops things from getting worse?
- Family composition, attachment styles
- Developmental adversity, significant life events, transitions
- Parent history
- Parent views about child's feelings re their history & behaviour
- Parent measure for improved behaviour
- Assess risk
- Goal setting

Home Visit 1

What are we seeing?

Child needs to be present

Who is in the home? – humans, animals, crowding

Is the building safe?

Is the environment clean?

Clothing clean

Basic household goods (curtains, pillows, sofas etc)

Who greets when arrive?

Who attends the meetings?

Where do we sit?

Who answers the questions? What are the dynamics? Is it dialogue?

Who asks questions? Actively engaged in meeting or passive?

Does the child have voice?

TV, Books, pictures, children's things, toys, hobbies(football boots)Xbox, Nintendo etc

Atmosphere, dynamic? Passive? Uncomfortable?

Are there other children around, do they play, interact with us, others in the house

How did the visit make you feel?

Practicalities

One writing notes and the other talking asking questions#

Awareness of siblings and others around

NB Bias – staff training on BIAs – we all have it and it should be recognised and accepted, but challenged by others.

(story of marmite/things that you are comfortable familiar with – leads us to assume familiarity with those who have the same)

2 staff members.

Decision 2

MDT to review assessment and all information gathered. Different perspectives, observations and thoughts.

No, needs other than SEMH are the main issue. Corner School not correct provision Inform Local Authority, Parents, child.

Yes But - Agree a short-term placement for 6-8 weeks, ongoing assessment of needs and level of support required. (same process as for Yes Yes)

Yes Yes –Induction process starts.

School Visit 2

Meet with the child. General soft introduction and informal assessment. See appendix 2

1 staff member

Additional Home Visit 2 – if needed to complete info gathering Ax

2 staff members.

MDT to review assessment and all information gathered. Different perspectives, observations and thoughts.

OFFER A PLACE/PLACEMENT

Personalised welcome letter including detail of the specifics which they have identified as their strengths/likes

Home visit 2

To welcome them in and explain what to expect when they visit the school for the first time. Goody bag given here Pictures, note book, reading book and squishy toy, coloured pencils...

First Visit to Corner School

Parents and child visit together

Parents meet with Adult Team members for further assessment appendix 4

Children spend time with staff and in different environments within the school

Tour of building, introduce staff, ways of working, philosophy

My first day at School (2 hour session)

Welcome to your first day at The Corner School.

Today we would like you:

- * Enjoy the activities you choose to take part in.
- * We want you to feel safe here.
- * We want you to be curious and ask us lots of questions.
- * We want you to meet the adults you will work with.
- * We would like to show you your uniform and allow you to choose a special place for your things.
- * We would like to know a little more about you and understand the things make you happy.
- * We want you to look forward to coming back.

Handouts for child and family to take away (ethos, school day, activities, getting to know you)

Second Visit to Corner School

Parent meet school staff, additional time for further assessment info gathering if needed.

Child to spend more time in school environment with staff and possibly other children (dependent on timings)

Today we would like you to:

- * Know where to find the things you need.
- * Meet the staff and other children.
- * See your timetable for your first full day.
- * Collect your welcome bag.
- * Have a go at a game or activities that interest you.
- * Answer any questions you have.
- * Understand how we can work together happily.

Welcome pack given out, to include uniform, School Bag, Visual Timetable, How the school works, Pencil Case

Additional - Individual needs based.

Family session with systemic therapist

Assessment with parents/carers (child present for some of this)

All About Me game with TA or therapist

Screening assessment for learning & mental health difficulties