



Referral and Screening Policy

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Last reviewed on:	[Date]	
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1. Selection

In best serving the complex needs of learners with additional needs, taking care to create balanced group dynamics is pivotal; where social skills are not yet fully developed, it is essential that peer groups are carefully established to meet the needs of every member. At All Things SEN, we follow rigorous referral and screening processes to ensure the best mix of learners. As such, our responses to expressions of interest may not immediately reflect the suitability of the prospective learner but may reflect availability of a suitable peer group.

2. Process for Accepting Referrals

a) Visiting the Potential Learner

Referrals for new learners may come from a range of sources but are most likely to come via the Local Authority for Sharpness (Gloucestershire) or from schools in the locality. In either case (and equally where referrals come direct from parents/guardians or from other Local Authorities) the first step would be for one or both Joint Directors to visit the potential learner in their current provision or, where they are not accessing a provision, at home. The purpose of this visit would be to meet the learner directly where possible, or at a minimum to observe them in familiar surroundings to establish levels of:

- Movement or coordination difficulties
- Verbal communication style and/or issues
- Interaction with others
- Energy and attention levels
- Anxiety

It may also provide an opportunity to ask direct questions of adults who know the learner well, and gain a more informal picture of the learner's abilities and challenges.

b) EHCP, Reports, Therapeutic Assessments etc.

Following the visit, the Joint Directors will discuss whether, on an initial assessment, they feel The Quay could meet needs and whether there would be an appropriate peer group for the potential learner. If there is a clear or tentative positive response at this stage, the Joint Directors would request to see key paperwork, most crucially the most recent Education and Health Care Plan (EHCP) where one is in place. In the absence of an EHCP, ATS would request access to any recent reports relating to academic progress, behavioral issues, or communication issues. ATS would also request access to any historic or ongoing safeguarding concerns relating to the learner (though it is understood that in cases where concerns have not been substantiated, this might not be shared).

c) Offer of Placement

If the Directors feel that The Quay can meet needs, they will offer a place and negotiate an agreed length of contract. Within that period All Things SEN would guarantee the learner a placement. Should that agreed length of contract be curtailed by parents, guardians or Local Authority, All Things SEN would invoice:

- i) for the remaining period of placement if that period is four weeks or less
- ii) for four weeks if the agreed contract is curtailed by a period exceeding four weeks.

Conditional offer of placement at The Quay would be made in an email to the relevant individuals (ie. Schools, parents/guardians, or Local Authority depending on who made the initial enquiry and approach). The conditional offer of placement would contain a quote for the cost of the agreed period of

time. Final offer of placement would only be made when the cost has been agreed by a person or persons in position to issue the payment. In such a case, the Joint Directors of All Things SEN would then send an email finalizing the cost and agreed period of placement.