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Section1 – Admissions Application Process

Introduction to Treloar's Admissions

Treloar's is committed to carrying out its application and admissions procedure as fairly and as transparently as possible, in line with our statement and values. We understand that the education and services we offer form part of a regional and national framework which must prioritise and justify limited resources.

This means that the overriding judgment of the Treloar's Admissions Team must be that places are offered to those young people for whom the organisation could make a significant difference to their educational progress, quality of life, independence and employment opportunities; all or any of these may apply depending on the specific requirements of the young person.

Criteria for Admission

Treloar School and College accept applications for young people whose primary disability is a physical one (e.g., cerebral palsy; muscular dystrophy) from the ages of 4 – 25. We acknowledge that some young people may have several disabilities and/or medical conditions and these are taken into account when the Admissions Team considers an application. We take into consideration our current cohort of students and to ensure that we would have an appropriate peer group.

The vast majority of our students across the School and College are wheelchair users. Our School and College classrooms, buildings and campus are designed to support young people to be as independent as they can be. We have open and wide corridors to accommodate the many different pieces of equipment our young people use to navigate our environment.

Our Residential Houses range in capacity from 18 bed houses to our largest which can accommodate up-to 30 students. When we review an admissions application, we consider all aspects of a young person to ensure we can meet all of their needs holistically.

The Admissions Assessing Team will offer placements against the following criteria:

- We can provide an appropriate educational curriculum;
- We can ensure the safety of the young person and that of our current cohort of students;
- We have an appropriate peer group;
- That Treloar's is the appropriate environment/placement for the young person for them to make the best progress

Admissions Multi-Disciplinary Team

The Admissions Team at Treloar's is managed by the Head of Admissions, Funding and Contracts who leads Admissions and chairs the weekly Core Admission Panel (CAP) meetings. The Core Admissions Panel (CAP) comprises of:

- Head of Admissions, Funding and Contracts
- Heads of School and College
- Heads of Therapy

- Head of Residential Services
- Head of Healthcare and Nursing (as required)
- Head of Progress and Transition

Enquiries and Application Form

Initial enquiries will be dealt with by one of our skilled office staff in conjunction with the Head of Admissions, Funding and Contracts or their Deputy.

Telephone Enquiries

Enquires in the first instance enquiries will be dealt with by one of our experienced administrators. They will support with taking initial information and forwarding where appropriate to the Head of Admissions, Funding and Contracts or their Deputy Manager. A subsequent telephone or virtual meeting will take place with the family and the Head of Admissions, Funding and Contracts to ascertain further information and suitability, explain the admissions, assessment and funding process and advise next steps as appropriate. Our Prospectus is available to view and download from our website. A tour of the campus can be offered as part of this discussion.

In some circumstances parents or carers will be encouraged to make a first visit without the prospective student. This will be discussed with individuals where relevant.

Visits

Individual visits and tours can be arranged, by appointment, with the Head of Admissions, Funding and Contracts. This provides a unique and bespoke opportunity for the family and young person, where appropriate, to see our campus and our current cohort of young people.

Application Form and Supporting Documents

Application Forms are available to download from our website. These are submitted to the Admissions department. Applicants must ensure that all supporting documentation is included. Supporting documentation includes; the young person's most up-to-date Education, Health and Care Plan (EHCP) or Statement of Special Educational Needs, most recent school/college reports, Annual Review reports, and any additional reports from local authorities or health professionals.

Application Forms and supporting documents will be distributed to the CAP Team to review ahead of the weekly meeting.

At the weekly CAP meeting the application will be discussed and we will make a decision as to whether we will proceed with offering the prospective student an assessment.

All prospective students will need to provide their passport and/or birth certificate if they are invited in for an assessment. A copy will be taken by someone within the Administration Team and placed on the students' electronic file.

International Students and Tier 4 Visas

All prospective overseas students must be sponsored by a UK resident or care agency.

If an international student becomes too unwell to attend School and/or reside on the Residential House the UK sponsor must take responsibility for the student until they are well enough to return. If for any reason the placement is ended at Treloar's the sponsor must take full responsibility for the care and welfare of the student.

A Visa allocation will only be issued once we have completed our assessments and offered a place. We will then provide a fee and a Private Guarantee Form, which is the contract between Treloar's and student's the family agreeing to placement and fees; once this has been returned, we will be able to issue the CAS number.

Any students from overseas must be sponsored by a UK resident, carer or agency. If for any reason the placement is ended at Treloar's the sponsor must take full responsibility for the care and welfare of the student. If for any reason the student is unwell and unable to attend Treloar's for a period of time, the UK sponsor must be responsible for their care until they are well enough to return to School or College.

Section 2 - Admissions Assessment Process

Stage 1 Assessment

A Stage 1 Assessment is an informal interview that takes place with the prospective student, their family where appropriate, and members of the wider Admissions MDT. This assessment will either be a virtual meeting or onsite, depending on the needs of the young person. A timetable will be provided ahead of arrival.

The team will consist of the following (or representative): Head of School or College, Head of Speech & Language, Head of Occupational Therapy, Head of Physiotherapy, Specialist Senior Nurse, Lead Dietitian, Senior Residential staff or Day provision manager.

College Education: Goals and Aspirations beyond college. Achieved or planned qualifications (if appropriate), Support and access requirements in the classroom. Preferred and motivating activities. Hobbies and interests. Previous engagement in learning. Any classroom access concerns, behaviour, sensory impairment (VI HI MSI)

Head of Speech & Language & Dysphagia specialist (if appropriate): Main method of communication including home language, signing system & speech and voice needs. Intelligibility measure, Sensory needs & equipment. Language and communication needs. Eating and drinking needs – Eating and Drinking Ability Classification Scale (L1-5).

Head of Occupational Therapy: Specialist equipment including wheelchairs, bed, switches, toilet/shower chair, independence, night time support. Specialist equipment to support learning in the classroom and independence, hand function and skills, community access and skills.

Head of Physiotherapy: Current physio programme, specialist equipment including standing frames, walkers, trikes, splints, lycra suits. Medical updates for spine, hips, Botox, dystonia, orthopaedic, respiratory health including additional support and equipment. Assess how the young person safely transfers and is supported with movement.

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Observe current orthotics and wheelchair provision and gain information about equipment providers (NHS or otherwise). Discuss previous surgery and any anticipated procedures or monitoring of hips and spine.

Specialist Senior Nurse: Medicines, medical protocols and interventions (epilepsy, diabetes, adrenal, advance care plans), respiratory health, medical equipment (NIV, gastrostomy, shunt, DBS, VNS, suction), bowel and urinary health, skin, recent hospital admissions. Night time monitoring.

Lead Dietitian: Nutrition (oral and enteral), weights, allergies, supplements, fluid intake, dietary like & dislikes. Enteral feeding information (where appropriate) and any special feeds/instructions.

Senior Residential staff or Day provision manager: Personal care requirements, interests, social interactions & friendships, family structure, daily routines, parental responsibility, mental capacity, Sleep and night time needs, Mealtime support.

The Stage 1 Assessment will help to determine the likely Aim of Placement for the prospective student. Assessment outcomes are then discussed at the next CAP meeting and an agreement is made as to the next steps. This may include recommending a Stage 2 Assessment at Treloar's or a requirement to gain further information which may include a visit in-situ or a telephone call to current school/college/residential provision. If at Stage 1 we believe that Treloar's is not the appropriate placement for the prospective student we will not ask them to attend a Stage 2 assessment

Stage 2 Assessment

A Stage 2 assessment (overnight and/or full day) is requested if further informing is required either prior to an offer of placement or after an offer of placement.

A Stage 2 overnight assessment is required if the student's overnight needs are being assessed, the timings of this will be determined on an individual basis.

Students can be offered a full day to be assessed in a number of different scenarios; classroom, dining area, residential house, social spaces in activities and with our therapists.

On completion of the Stage 2 assessment, the CAP team will receive feedback to discuss the prospective student and whether Treloar's can meet the prospective students needs and a decision is then made to offer a placement or not to offer a placement.

Night Time Monitoring

All students are assessed to determine the level of night time monitoring which is required to maintain their safety. Assessment is carried out initially at pre-admission assessment, using the Night Time Monitoring Assessment form for pre-admission (as at appendix XX).

This form mirrors the Nourish Assessment for Night Time Monitoring and enables early identification of the student's night time needs and any significant factors relating to safety at night.

The outcome of the Night Time Monitoring Assessment will be shared with the Student, Parents/Guardian, Local Authority, and where relevant any NHS Teams, and the ICB. Once admission date is known, the needs of the students will be checked for any changes, and the Night Monitoring Assessment detail entered onto their Nourish record, this will be completed by the senior nurse supporting new applicants.

Identified levels of night time monitoring dependency used at Treloar's
The following six levels of night time monitoring dependency are identified:

- None
- Hourly Listening Checks
- Hourly Visual Checks
- Constant Acoustic
- 15-30 minute visual checks OR video monitoring
- 1:1 night staffing

The night time monitoring assessment outcome informs the content of the Night Time Checks care need, which is the responsibility of the student's residential Team Leader. The team lead will also ensure that the Night Check interaction is appropriately set up in Nourish for the student, with specific details of what must be checked for the individual. Reassessment of a student's level of need for night time monitoring should be made where there has been a change to their health needs or any other physical factors that could impact their safety at night. Ideally the MDT will complete this reassessment as a team; at the minimum any reassessment must be made by a nurse and the residential manager or deputy.

Consent for acoustic or video monitoring

As detailed in policy CG053 (Use of student alarms and acoustic monitoring), written consent for visual monitors or the acoustic monitoring system will be obtained from the student or parent/carer prior to use.

Call alarms

Where a student is able to operate a call alarm for themselves Occupational Therapy team will lead on the assessment of a student for use of an appropriate call alarm system for use. Policy CG053 gives full detail around this process.

Outcome of Assessment

Offer made:

If we agree to offer a placement to the student then a formal letter will be sent to the young person and parents/guardians advising of our offer and the educational pathway/course they will follow. On acceptance of the formal offer Treloar's will then approach the Local Authority or other applicable funding source e.g., family if privately funding.

As part of our assessment process and in conjunction with the prospective student's Education, Health and Care Plan we will ascertain how much staff support would be required per week; this will include the amount of individual classroom staff support, Manual Handling

staffing ratios, personal care staffing ratios, individual therapy per week etc. This will be different for every young person.

Offer not made:

Depending on the outcome of Stage 1 and/or 2 assessments some prospective students may not be offered a place at Treloar's if we do not feel we can meet their educational, medical, therapy, care and/or social needs. There are many factors that are taken into consideration including: our current cohort of students; our current staffing structures and skill mix; our environment; and the complexity of the young person and their different needs.

Prospective students are assessed at Treloar's to ensure that:

- We can provide an appropriate educational curriculum;
- We can ensure the safety of the young person and that of our current cohort of students;
- We have an appropriate peer group;
- That Treloar's is the appropriate environment/placement for the young person.

We consider it one of our strengths that we are able to recognise when we are not best placed to meet the needs of young people who have a combination of differing and complex needs.

If we do not offer a placement a formal letter advising of this and the reasons why this decision has been made (*see Appeals process*).

Assessment Summary Report completed by MDT

If an offer of placement is made and accepted by young person and/or parents/guardians then our Assessing Team will complete an Assessment Summary Report. This report will be sent to the prospective young person, family as applicable and LA in conjunction with a fee schedule. The Assessment Summary Report outlines our assessment outcome and recommendations for placement.

Funding Calculations

The Assessing Team will meet to review and discuss proposed funding; in conjunction with a young person's EHCP and also based on our own assessment of need.

We meet as an Assessing Team to review the funding to ensure that we are not over providing or double counting staff support hours.

Funding Process

Once the fee has been calculated this along with the Assessment Summary Report will be sent to the Local Authority and/or other funding source. The Head of Admissions, Funding and Contracts and/or their Deputy will discuss and provide detail and rationale to the Local Authority as requested to support a funding application.

When funding is secured, we will provide a Contract to the Local Authority detailing costs and provision. Treloar's contracts with an Education department of a Local Authority, however; they may approach their Social Care and/or Health department to contribute

towards the fee. It is normal process for the Local Authority to ask us for further detail behind the fee to ensure they fully understand and can demonstrate good use of public expenditure.

Funding decisions can vary depending on the Local Authority and can take up to a year to be agreed.

Appeals Process

If a prospective student, parent or stakeholder wishes to make an appeal against the decision not to offer a place at Treloar's, they must do this in writing within 28 days of receiving the 'decline to offer a place' letter from Treloar's. The appeal letter should be made for the attention of the Principal, outlining the reasons why they feel the decision made to not offer a place should be reconsidered. The Head of Admissions, Funding and Contracts will provide information to support the appeal which will be reviewed by the Principal and two impartial members (not part of the assessment team) of the senior management team. This process is to ensure that the Head of Admissions, Funding and Contracts and the assessing Admissions Team have followed the correct procedures and have made a fair decision.

The outcome of the appeals review will be communicated in writing to all interested parties within 14 days of receipt of the appeal letter.

Welcome to Treloar's Transition Days

We organise these for individual students as funding is agreed.

Start Dates

Start dates are allocated to students and will be confirmed on formal receipt from the Local Authority that funding has been agreed. We stagger start dates throughout September and October for all new students starting at Treloar School and College to ensure that all assessments are completed on their arrival with their team of staff; this includes manual handling, medical handover to our nursing team and general admission and settling in. We can therefore safely and appropriately only accommodate a maximum of two new students per day, per residential house.

Section 3 - Day of Admission and Induction

Day of Admission

The student start date will be discussed and agreed at CAP. The agreed start date will be communicated to the student and parent/carer, and to internal Treloar teams by the admissions team.

A timetable for the student's day of admission will be produced by SPC and disseminated to student and parents/carer, and to residential leads, MDT and class tutor team. Scheduled slot times will be allocated to include opportunity for personal care and drink/snack after arrival, and for each MDT component to carry out day of admission assessments. These assessments will compliment or confirm those already undertaken during stage 1 & 2 assessment visits and the pre-admission process.

Heads of departments/senior staff within each discipline will allocate named individuals to support the student admission.

The responsibilities on the day of admission are as follows:

Nursing:

- Complete nursing assessments for admission and populate care needs in Nourish as per the
- Nursing Template for new admissions, including any relevant document attachments
- Full skin check to be offered
- Baseline observations
- Review current medicines, check suitability of supplies, and transcribe paper MAR
- Identify any deficiencies in the information or evidence required to safely support the student on site and escalate this to relevant senior colleague

The following care needs and elements must then be completed and in place by the end of the admission day to enable the student to be safely supported on site at Treloar's:

Care Need/element		MDT responsibility
Medicine chart	All students	Nursing Team
Medicine and feed supplies checked		
Baseline observations		
Braden pressure sore risk assessment		
Allergies & Intolerances interaction		
Clinical History & Medical Condition interaction		
Student Health Needs Checklist (HC) interaction		
YPP-skin integrity		

YPP-Continence & Toileting-Bowel Management		
YPP-Pain Assessment & Management		
YPP-Seizure Care Plan	If applicable	
YPP-Medical Alert care needs (for any Critical Health Need identified)		
YPP-Ventilation & Airway Maintenance (Oxygen, Suction, NIV)		
Baseline Respiratory Assessment	If applicable	Physiotherapy
NIV Assessment		
YPP-Ventilation & Airway Maintenance-Cough Assist		
Manual Handling Assessment	All students	
YPP-Manual Handling care needs		
On-campus mobility		Physio & OT
Positioning in wheelchair		
Night time positioning		
YPP-Equipment & Medical Devices care needs (Bed & bed rails, eating & drinking equipment, respiratory support equipment, wheelchair, manual handling equipment, night time equipment, orthotics, gastrostomy equipment)	Any relevant item	Physio/OT/SLT/Nurse/TL
Eating & Drinking Profile	All students	Dietitian/SLT/OT jointly
Special Menu	If applicable	Dietitian
Tube Feed Regimen		
Night Time Monitoring Assessment interaction	Should have been completed during pre-admission assessments (check and confirm on admission day)	Nurse & Residential Lead

YPP-Night Time Care	All students	Team Lead
Student weight recorded		
YPP-Personal Care (passing urine and opening bowels)		
PEEP		
Mental Capacity Care Need (especially if LPA or Deputy in place).	If applicable	Residential Lead
Deprivation of Liberty Safeguards	If applicable	Residential Manager

The following care needs/elements should be in place no later than 2 weeks following day of admission:

Care Need/element	MDT responsibility
Continence Products info (if applicable)	Team Lead & Nurse (joint)
Clinical Considerations for Offsite Trips	Senior Nursing Team
Communication With Family	Team Lead
Off-campus mobility/transport assessments	OT
Emotional & Behavioural Support	PTC
Learning Access elements	Class Team/OT

Please note the above is not an exhaustive list of all the additional care needs which may be relevant to the individual student, which will be completed within 1 week – 2 months of admission.

Recording of night time checks

Routine review of the student's assessed level of night time monitoring need should be made at least annually, carried out as part of the overall review of their YPP care needs for residential provision.

The night time checks required for the student will be set up in their Nourish timeline. All visual checks are to be carried out at the student bedside, and all listening checks at the door of the bedroom. Night staff completing checks must record these at the point of care using the interaction on Nourish via the handset, to ensure contemporaneous recording of the student's status at the time of the check.

Induction

All students receive an induction programme appropriate to their level.

Areas it covers:

- Getting to know staff team and peer group
- Induction to Bradbury Learning Centre
- Visit from Head of Safeguarding
- Educational programme/curriculum outline
- Timetable
- Tours
- Introduction to key staff
- Information bespoke to their tutor group/class, level and individual student's needs
- Being allocated a student buddy (if appropriate)

Student and Parent/Carer Handbook

Every student and their parents/carers will receive a School or College Handbook as required. A standard handbook is also available on the website. Differentiated versions of this Handbook are available to meet the needs of the audience and their place of study (Treloar's Campus/HSDC: Alton College site). The Handbook covers:

- The first few days
- How do we involve Parents/Carers
- Complaints
- Safeguarding
- Using Symbols to Support Students' Learning
- Checklist of Forms to return before term starts
- What to Bring - Clothing
- Personal Spending Money
- Televisions and other Electrical Equipment
- Mobile phones & other mobile devices
- Laptops and other IT equipment
- Student, Parental and Visitor Access to the Site
- Parents'/Carers Area on Treloar's Website
- Parents/Carers Days
- Wheelchairs and accessories
- Treloar's Vehicles and use with wheelchairs
- School and College Rules
- Computer Acceptable Use Policy
- Our Statement of Rights about Relationships
- Absence – including hospital appointments
- Contingency Plan
- Media Coverage
- Sport at School and College
- Enrichment
- The Bradbury Learning Centre
- Health Centre
- Information on Medicines for Students at Treloar School and College

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- Consent To Treatment and Confidentiality
- Clarion Call Communication - Contact Information
- General Contacts
- Classroom Queries
- Therapy Queries
- House Queries
- Brewer House
- Chivers House
- Evans House including the Independent Living Flats
- Gauvain House
- Gloucester House
- Gloucester Day Unit
- Wessex House
- Term and Holiday Dates for the academic year

Section 4 – On Programme – (Current Student)

Who is in the Multi- Disciplinary Team (MDT)?

It is the responsibility of the MDT to make decisions, raise issues or concerns and ensure that they are communicated within the MDT.

- The **core** MDT members will be:
 - Student Progress Co-ordinator (SPC) – MDT Lead
 - Personal Tutor (College)/ Form Tutor (School) – Deputy MDT Lead
 - Residential Team Leader or Key Worker
 - Physiotherapist
 - Speech and Language Therapist
 - Occupational Therapist
- Each core member of the MDT will coordinate input from relevant support workers, technicians and assistants.
- Members of the **extended** MDT will provide input and support as required. This could include:
 - Residential Manager
 - Named Nurse
 - Functional Skills and Specialist Tutors (usually links with Personal Tutor)
 - Assistive Technology
 - Dietitian
 - Counselling and Music Therapist (if appropriate)
 - GP (if registered at Treloar's)

- Any other staff as identified

At Treloar's the Student Progress Co-ordinator has oversight (is the lead) of the Multidisciplinary team (MDT) who work as a team with the student and keep their individual wishes and their best interests' central to all decisions. The role of the MDT is to ensure that an individual student's educational, care, health and therapy needs are fully assessed, understood and met.

Please refer to the ICT002 Data Protection Policy and ICT009 Safe Use of Email Policy or seek guidance from the Head of Technology or Director of Finance and Resources – (nominated Data Officers for Treloar's) regarding what information can be shared about students and with whom.

Role of the MDT Lead

- Ensure ILPs/IEPs are up to date and achievement is recorded in accordance with the ILP/IEP procedures including recording distance travelled scores
- Provide pastoral care
- Organising and chairing MDT meetings
- Liaising with all MDT members
- Act as the first point of contact for staff, parents and others in relation to the well-being of a student
- Updating staff on any changes in relation to a student

Working as an MDT and raising concerns

- It is the role of individual members of the MDT to raise any concerns, which fall into their area of specialism with the MDT group via the MDT.
- It is the responsibility of all core MDT members to inform any relevant members of the extended MDT as required
- If an MDT meeting is required, any MDT member can request that one is organised by the MDT lead.
- The MDT Lead is responsible for organising and chairing (where appropriate) all MDT meetings and inviting relevant members of the extended MDT to attend the meeting.

There may be circumstances when only certain members of the MDT need to meet to discuss and resolve a concern or issue, and this may not involve the attendance of the MDT lead. However, the outcomes of the meeting need to be fully documented and communicated to the core MDT, and where appropriate, members of the extended team.

Follow up and monitor

- It is the role of the MDT Lead to ensure that all actions from MDT meetings are monitored and followed through. They must also ensure that all actions are fully documented.

MDT minutes must be stored on the student's Databridge records.

Internal Communication

Meetings

These will be organised by the MDT lead on a weekly basis and on the request of any of the MDT. **All MDT meetings should be minuted including any actions and follow-ups required.** Minutes should be circulated to all MDT members and relevant senior managers. Copies of the minutes and actions will be stored on the student's central Databridge record. The MDT lead will send out a request to the extended MDT members as required (depending on the individual situation).

There are two types of MDT meetings:

- Routine MDT meetings where the primary focus is to discuss student progress and achievement – these take place weekly – see section on ILP/IEP meetings for more information
- Other MDT meetings to discuss any issues or concerns about a student's care and welfare. These are arranged as required.

Both types of MDT meetings minutes need to be recorded on the individual student's record on Databridge.

Emails

Each student has an MDT email group set up on the Outlook system, which includes all of the Core members of the MDT. This system should be used to keep MDT members informed of all student activities, changes and issues. It is each individual member of the core team's responsibility to email the extended team where relevant (if not included in the pre-set group email).

Complaints

The core MDT may need to be informed when a complaint has been made relating to their student. The Head of Safeguarding will determine who from the MDT needs to be informed, if appropriate and will notify the relevant staff. It is, however, essential that the extended team be notified that there is an issue in order to prevent negative communication (if appropriate). See SMT004 Complaints Policy for more information on our Complaints procedures

Safeguarding

Information relating to a safeguarding or welfare concern about a student should normally be shared with the MDT. The Head of Safeguarding will determine whether there are reasons whether there is information that should not be shared (e.g. it relates to a member of staff).

The Head of Safeguarding will notify the MDT lead and any other relevant staff. For more information, please refer to our Safeguarding Policy SMT020.

Incident Reporting Information System (IRIS) Reports

When an incident report is raised the SMT member reviewing the IRIS will notify core MDT members, via the MDT email group, as appropriate. The notification will include what action needs to be taken as a result by the MDT members.

Staff can check incidents raised for the students they are responsible for by using the Recent Incidents report on SharePoint.

MDTs should regularly review the IRIS reports for their students.

External Communication

Following any communication with any of the below external stakeholders (unless confidential) a summary of the communication **MUST** be recorded in one of the following places:

- Event log on Databridge – used by teachers/tutors, SPCs, Office staff, Senior Managers and other staff
- Nourish – external communications tab – Residential and Clinical Services staff

Staff should check the external communication report on SharePoint (which pulls together both communication record logs) before communicating an external stakeholder to ensure they are up to date with previous communication

Parents/Carers

Any members of the core MDT may contact parents directly, checking first if any other members have directly been in contact and the outcome, by looking at the external communication report on SharePoint which pulls together the information recorded both on Databridge and Nourish. Any information provided to parents must be in line with our ICT002 Data Protection Policy and ICT009 Safe Use of Email Policy.

Parent/Carers Days

These take place once across the academic year. The booking process is online and information and booking information will be sent to parents ahead of these.

Social Workers

The Student Progress Co-ordinator or Residential Manager (or their designated person) are responsible for all communication with Social Workers. However, the School and College office may have some direct contact with Social Workers.

Commissioners

All correspondence with local authorities and other Commissioners should be made via the Head of Admissions, Funding and Contracts, Student Progress Co-ordinator, Admission Team, or Head/Deputy of School or College.

What to do when a member of the MDT changes?

The MDT member or their manager who is making the change is responsible for alerting the following staff:

- The School or College Office – to change the MDT member on Databridge
- The Business Systems Co-ordinator – to change the MDT member on the group MDT email

MDT IEP Meetings (School) and ILP Meetings (School and College)

Each student at Treloar School and College has a Multi-Disciplinary Team (MDT) who work with them to develop their IEP/ILP goals and targets. The MDT team meets weekly and each student has a focused MDT every half term to review progress and discuss new targets and objectives. This process includes the student, where appropriate. The core members of the MDT, including the student, are:

- Student Progress Co-ordinator
 - Teacher/Personal Tutor
 - Residential Team Leader/Key Workers
 - Physiotherapist
 - Speech and Language Therapist
 - Occupational Therapist
- Each core member of the MDT will coordinate input from relevant support workers, technicians and assistants
 - Members of the extended MDT will provide input and support as required. This could include:
 - Functional Skills and Specialist Teachers
 - Nurses
 - Assistive Technologist
 - Dietitian
 - Counsellor

See SMT067 Staff Guidance on the Individual Learning/Education Plans and Review Process for more information.

Careers Education Information Advice and Guidance (CEIAG)

Treloar's affirms its belief in the uniqueness and value of each individual by providing learning opportunities which enable young people with differing abilities to achieve their potential.

Treloar School and College recognise the importance of quality information, advice and guidance (CEIAG) throughout a student's journey at Treloar's. We understand that students will meet certain decision points during this journey and they will be supported by specialist professionals to enable a successful transition to the next stage of their lives.

It is an entitlement for all students to have a planned programme of events, meetings and actions throughout their time at Treloar's, to build upon previous learning and understanding and to challenge set views and intentions.

The CEIAG offer will include:

- **Information** – accurate, up-to-date and objective information about personal and lifestyle issues, learning and career opportunities, progression routes, choices, where to find help and advice and how to access it.
- **Advice** – activities that help young people to gather understand and interpret information and apply it to their own situation.
- **Guidance** – impartial guidance and specialist support to help young people understand themselves and their needs, confront barriers, resolve conflicts, develop new perspectives and make progress.

Please see Treloar's Careers guidance and strategy document for more information

Treloar's agrees to:

- Provide comprehensive, up-to-date information on learning and career opportunities to young people in a location that is accessible for all.
- Make available impartial advice and guidance for young people that are differentiated to meet their individual needs.
- Adhere to information sharing and safeguarding protocols to ensure that young people receive an effective CEIAG service whilst feeling and remaining safe.
- Comply with equality legislation and related codes of practice when providing this service.

CEIAG Procedures at Treloar School and College

All staff on a daily basis will play a role in shaping a student's view of the future including the preparation for transition from College.

Elements of a careers education programme will be delivered through curriculum and enrichment activities. It will be the responsibility of the Careers Lead, personal tutor, inviting specialist input (where available), the Student Progress Coordinator and any other relevant agencies and/or professionals.

Students attending HSDC: Alton College will follow their Tutor Group activities related to careers education and personal, social and health matters whilst at HSDC: Alton College.

Specialist workshops for specific themes related, for example, to, finance, UCAS applications and transition will take place at appropriate points in a student's time at School or College. Students studying at HSDC: Alton College will attend the Forum events alongside other mainstream students which includes personal, social and cultural education.

Each year a student will participate in their Annual Review. The Annual Review will be person centred and will outline students' next steps in employment, housing, health, education/training, community and social life. Active Social Workers will be invited to attend their clients' Annual Reviews. Where Social Workers are unavailable, they will be asked to provide information relevant to the Review so that more positive and meaningful outcomes can be ascertained.

Students will be invited to Leavers' Group sessions in their final half-term at the School and College.

Dedicated careers software will be available to all students via an internet access point.

Where required additional Transition Planning meetings can be arranged at School and/or College, as appropriate, with the student, relevant Treloar's personnel, outside agencies and parents etc. External independent advocates may be involved at any point whilst the student is at Treloar School and College.

Student Progress Coordinators will continue to work alongside students for up to six months after they leave Treloar's. They will review and maintain the Transition Assessment throughout this time period.

After the 16 weeks have passed, students will receive ongoing follow up through personal phone calls, e-mail or text messaging to determine whether their plans have been successful and track progress against their Aim of Placement . This tracking will take place at 5 months, 9 months, 2 years, 4 years, 6 years and 10 years after leaving.

Year	Key Stage	Employer and progression encounter	Trainer/ trainee apprenticeship	MDT meetings	CEIAG meetings	
Year 7	Key Stage 3	<ul style="list-style-type: none"> Encounters with employers linked to curriculum, community skills, different job roles such as: musicians, scientists Drop-in careers clinic 	<ul style="list-style-type: none"> Peer to peer discussions with Key Stage 4 students 	<ul style="list-style-type: none"> Termly multidisciplinary meeting where students work with their Multi-Disciplinary Teams (including Teacher, Team Leader, Therapists, Progress and Transition Coordinator) in capturing future goals, aspirations, aims of placement and working towards targets set against 	<ul style="list-style-type: none"> Progress & transition coordinator profiling student's aspirations in a 1:1 meeting capturing effective use of EHC plans and transition planning 	
Year 8						
Year 9						
Year 10	Key Stage 4	<ul style="list-style-type: none"> Encounters with employers linked to curriculum, Work experience Choosing personal 	<ul style="list-style-type: none"> Peer to peer discussions with Sixth Form students 		<ul style="list-style-type: none"> Annual Reviews 	<ul style="list-style-type: none"> Careers education, information and guidance interviews "My Life My Way"
Year 11						

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		<div>curriculum direction (options)</div> <ul style="list-style-type: none">• Future Fest Careers Event – meeting exhibitors on site		EHCP outcomes		
<div>Year 12</div> <div>Year13</div>	Sixth Form	<ul style="list-style-type: none">• Encounters with employers linked to curriculum, Work experience, enterprise and employability day developing businesses• Future Fest – exhibitors on site– meeting exhibitors on site	<ul style="list-style-type: none">• Peer to peer discussions with college students			
<div>College</div>		<ul style="list-style-type: none">• As above for year 12 and 13 plus:• weekly transition sessions for skills for independence and Employability and Vocational Cohorts.• Supported Internships and regular external work experience (where appropriate)• All targets set around aim of placement• Visits to providers in line with aims of placement• Person Centred Plans• Transition Assessments				
<div>Other</div>		<ul style="list-style-type: none">• School and college assemblies• External visitors (DWP, employers etc)• Former student talks• Mock Interviews• Taster Days• Departments making students aware of careers in their subject area• Work with the Careers & Enterprise Link• Meetings with parents LA, ICB's, SW's, advocates and other externals to support future planning• Career companion• Destination data – former student's officer				
<div>FIND OUT MORE:</div>		<div>More information for students: erin.wills@treloar.org.uk (Careers Lead)</div> <div>More information parents: transitionteam@treloar.org.uk</div> <div>More information for employers: transitionteam@treloar.org.uk</div>				

Section 5 – Transition Planning

Importance of Effective Planning for Transition

Students at Treloar's have a range of complex and individual additional needs that may make it more difficult for them to live, work and socialise independently after they leave Treloar's.

With this in mind it is necessary to help them plan thoroughly for their future through the creation of a personalised Transition Plan that meets the range of individual needs they have for living, work, learning and socialising.

Aim of Transition

To provide students the opportunity to explore and research their choices and opportunities for living, learning, working and socialising during their time at Treloar's and beyond. Enabling them to set and realise realistic goals and establishing early on the Aim of the Placement with Treloar's. The planning for the placement and future placements will involve parents, guardians, external agencies and other stakeholders related to transition.

Purpose of Transition Planning:

- To maintain continuity along the Student Journey, looking at what has been and what is to come.
- Agreeing actions and working out resolutions to difficulties.
- To clearly identify the steps required to maintain continuity along the Student Journey.
- To clearly identify the stages involved in supporting the student after leaving the school or college.
- To follow up the Transition Plan at agreed intervals.

Work Experience

The Student Progress Coordinators will ensure that personalised experiences, knowledge, skills, and planning tools, are in place for students which will enable them to make informed decisions and choices about the suitability of future paid or unpaid employment for them when they leave Treloar's.

Full details of our Work Experience provision are detailed in SMT031 Work Experience Policy and Procedure.

Section 6 – Annual Reviews

In preparation for the Annual Review

- A meeting will take place to plan review dates and chairs of meetings
- Room bookings to be made by the Student Progress Administrators
- Annual Review schedule to be sent out to Heads of Departments and Chairs of Review Meetings
- Local Authorities, parents and other stakeholders to be formally invited to meetings when the date is set and at one month before the review and one week before the review. Read receipts will be requested through the email system.

Before the Review:

- A multi-disciplinary team (MDT) meeting dedicated to the review of a student will be held prior to the review date
- At this meeting the MDT will clarify that all actions from the previous review were met; Transition Plans and work experience will also be discussed and agreed at this meeting.
- Where it is evident that a student requires an additional year the MDT (in advance of the review) will prepare a paper stating a rationale for requesting further funding. This will be presented to the CAP team and if agreed this will be included as part of the review paperwork and presented at the Annual Review.
- 4 calendar weeks before the annual review date all MDT's to be requested to complete their section of the Annual Review paperwork. A two-week deadline will be given.
- Parents and students will be asked to provide any personal contributions.
- Student contributions received will be added into the annual review paperwork before the draft documentation is sent to parents and stakeholders.
- Student Progress Coordinators will meet with the students pre review to ensure they update Section A of the EHCP and also make contact with Parents to include their views within the paperwork.

Annual Reviews will follow a set agenda

After the review:

- The Annual review paperwork will be updated to include minutes of the Annual Review meeting and actions arising.
- Copies of the paperwork will go to the MDT meeting and any actions arising from the review will be followed up by the MDT for completion.

New Student Review meetings

Following entry, all new students will have a scheduled funding review meeting immediately after the autumn half term called a Review of Contract. This will be attended by all members of the student's multi-disciplinary team and chaired by the Head of Admissions, Funding and Contracts. This meeting will aim to confirm that the student's level of funding is correct and that they are on an appropriate educational programme. It is an internal process; therefore, external stakeholders are not formally invited. Reports and minutes will be circulated to students, parents/guardians (as appropriate) and LA post meeting.

7. Leaver Packs

The Leavers pack is produced by the MDT in June each year for any students who are due to leave in July. It contains a set of notes and key information about the student. It includes details from their YPP (care plan) and a Person-Centred Plan.

8. Implications of Policy/Procedure

- **Training Requirements**

College Admissions team to be fully trained in all aspects of this policy to ensure it is implemented consistently

- **Communication Requirements**

How will the Policy/procedure be communicated:	Via Intranet Admission Team Meeting	
Who will ensure the above communication is carried out:	Heads of School and College Head of Admissions, Funding and Contracts	
Do the changes made to this policy/procedure affect any other policies/procedures? If yes, has this been communicated to the policy/procedure author/owner	No	

- **Monitoring and Review**

This policy will be reviewed on an annual basis by the School and College Admission team, led by the Heads of School and College and Head of Admissions, Funding and Contracts.

Head of Admissions, Funding and Contracts and the Heads of School and College quality assures all aspects of the Admissions process – and has final approval and sign off on any documentation sent out to students, parents and other stakeholders

An annual survey will be implemented to ask prospective students, parents and stakeholders on their views of our Admissions process

Existing Student and Parent Surveys seek views on satisfaction levels with 'On programme' activities within the learner journey

A survey is set out to all parents and stakeholders following an Annual Review to seek feedback

An alumni survey seeks further views of students and parents once they have left Treloar's about whether the provision fully prepared them for life after Treloar's.

Links to other related policies, procedures or documents (internal)

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- SMT067 ILP and IEP Policy and Procedure
- SMT031 Work Experience Policy and Procedure
- CG036 Guidelines for Care of Students who are Unwell

Further sources of information (external)

Not applicable

Revision History

Listed below is a brief audit trail, detailing amendments made to this policy procedure in last 4 years

Page/para No.	Brief description of the change(s)	Change made by	Date
	New policy to replace the existing Admission Policy	Jo Cox	
5	Summary for Students - Returning from Respite, Being Discharged or Transferred procedure added and form added to appendix 5	Caroline Francis-Goulds	Nov 2016
Throughout	Updated with new job roles and small updates to processes	Maria Sherwood & Emma Simmonds	May 2019
Page 11	Changes to length of PTC support post Treloar's	Maria Sherwood	June 21
Page 4 & 5	Changes to Open day and visit information and use of virtual visits Removal of end of year reports	Emma Simmonds	June 21
Throughout	Removal of VI advisor from extended MDT list and replaced with MSI specialist Update policy links Update QA responsibilities – based on updated structure	Jo Cox	June 21
	Updated CEIAG information Removal of the Nursery provision	Jo Cox Maria Sherwood	June 2023
	Updated admission assessment information	Yvette Walker	April 2025
	Merged content from SMT028 Change of PTC to SPC job role	Jo Cox	

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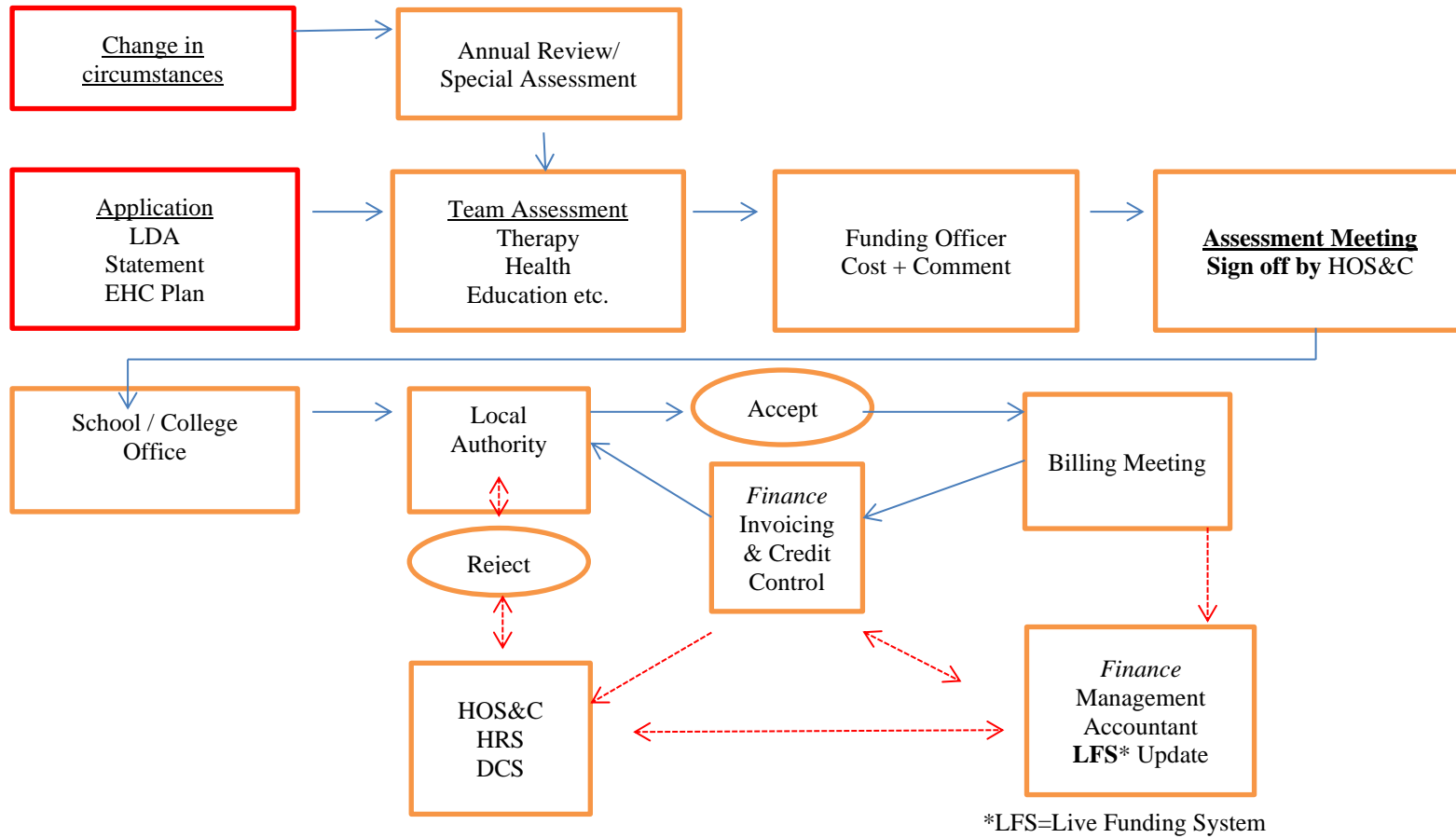
Review by Date: April 2027

IMPORTANT NOTES:

It is essential for those with designated responsibilities to familiarise themselves with the sources of information, referred to above.

Policy documents describe mandatory minimum standards and will be subject to audit and review. Line managers are required to ensure suitable and sufficient arrangements are in place to meet policy requirements, including the provision of information and instruction to staff.

Appendix 1: BILLING PROCESS



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