

Policy/Procedure Name:	School and College Student Journey Procedure – from Pre Admissions to Post Transition
Policy/Procedure Number:	SMT007
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Policy/Procedure Owner:	Principal
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For Action By:	Admissions Teams School and College Office Finance Transition Team
For Information to:	All Staff Students Prospective Students Parents Commissioners
Approval requested to upload on the Treloar Website:	Yes <input type="checkbox"/> (tick if requested)
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Section1 – Admissions 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 (including Nursery) and College accept applications for young people whose primary disability is a physical one (e.g. cerebral palsy; muscular dystrophy) from the ages of 2 – 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 and buildings 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.

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

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- 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.

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 complete an assessment of basic needs and medical interventions that are likely to be required if a placement is offered.

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

If applying for a day only placement then an Extended Day Assessment will be offered. If applying for a residential placement then an overnight assessment may be arranged; please note that a parent or guardian will need to stay onsite in our 'parent flat' for overnight assessments. We have a duty to inform the Local Authority (LA) that we are assessing a young person from their area ahead of the Stage 2 Assessment. We therefore advise families and prospective students to advise their LA that you are considering a specialist school or college.

The Stage 2 Assessment will consist of the prospective student being seen and 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 Assessing Team will meet with the CAP team to discuss the prospective student and whether Treloar's can meet *all* of the prospective students needs and a decision is then made to offer a placement or to not offer a placement.

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 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 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 Days – WTT Days

Welcome to Treloar Days take place late in the Summer Term prior to entry in the following academic year. These days are designed to ensure that the student increases their familiarity with Treloar's.

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 2 – On Programme – (Current Student)

Induction

All students receive an induction programme appropriate to their level.

Areas it covers:

- Getting to know staff team and peer group
- Induction to Tech Hub, this includes the Learning Resource Centre
- Visit from Head of Safeguarding
- Educational course outline
- Timetable
- Tours
- Introduction to key staff
- Information bespoke to their tutor group/class, level and individual student's needs

Student and Parent Handbook

Every student and their parents will receive a School or College Handbook as required. Differentiated versions of this Handbook are available to meet the needs of the audience and their place of study (Treloar Campus/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' Zone on Treloar's Website
- Parents Days
- Wheelchairs and accessories
- Trust 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 Technology Hub
- 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
- Evans House including the Independent Living Flats
- Gauvain House
- Gloucester House
- Gloucester Day Unit
- Wessex House
- Term and Holiday Dates for the academic year

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 formally at least every 6 weeks to review progress and set new targets and objectives. This process includes the student, where appropriate. The core members of the MDT, including the student, are:

- Progress and Transition Coordinator
 - Teacher/Personal Tutor
 - 1 key classroom support staff
 - 1 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
 - Multi-Sensory Impairment Specialist (if applicable)

See SMT063 Staff Guidance on the Individual Learning/Education Plans and Review Process for more information.

Information Advice and Guidance

Treloar 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.

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Treloar School and College recognise the importance of quality information, advice and guidance (IAG) 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 IAG 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 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 IAG service whilst feeling and remaining safe.
- Comply with equality legislation and related codes of practice when providing this service.

IAG 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 personal tutor, inviting specialist input from Connexions workers (where available), the Progress and Transition Coordinator and any other relevant agencies and/or professionals. An external independent IAG specialist shall support the internal arrangements where available.

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

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studying at 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 personnel, outside agencies and parents etc. External independent advocates may be involved at any point whilst the student is at Treloar School and College.

Progress and Transition 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.

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.

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- 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 Progress and Transition 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 is detailed in SMT031 Work Experience Policy and Procedure.

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 Review Coordinator
- 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.
- Progress and Transition 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.

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- 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.

Parent 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.

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.

Exit Review

This is carried out for all leavers by their Progress and Transition Coordinator who will make an appointment to meet up with the student prior to their placement ending. The Exit Review will summarise the actions and outcomes since the student's last Annual Review. It will also outline the details of the Leaver's Pack and the expectation that the Transition Worker is available to contact for up to three months after leaving Treloar for help or information. The student will also be provided with an information booklet detailing important information that students need to consider after they have left.

International Students

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.

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

- **Other Implementation Requirements**

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 Admission 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)

- SMT063 ILP and IEP Policy and Procedure
- SMT031 Work Experience Policy and Procedure
- CG036 Guidelines for Care of Students who are Unwell

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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

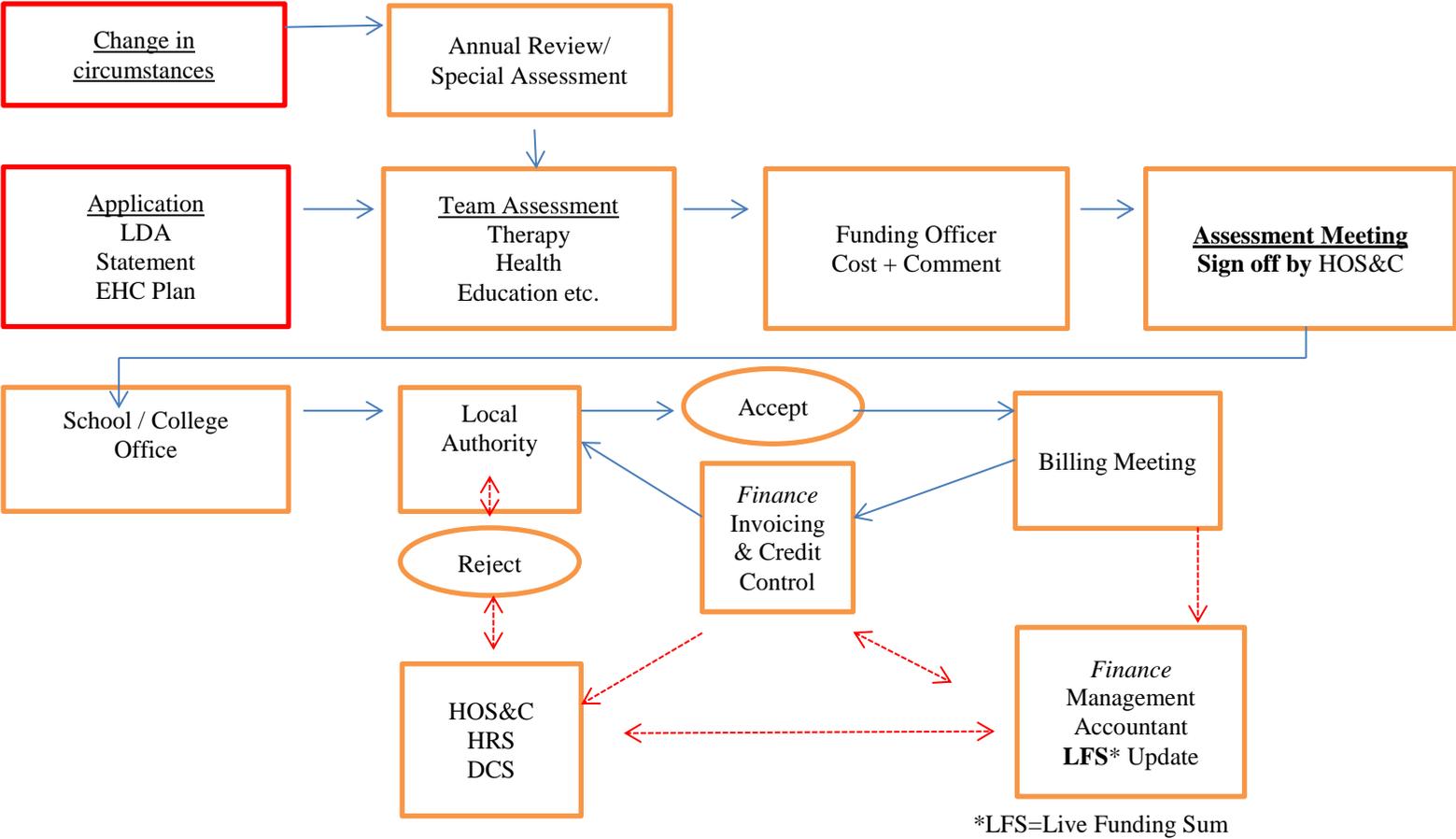
Page/para No.	Brief description of the change(s)	Change made by	Date
	New policy to replace the existing Admission Policy	Jo Cox	
5	Summary for Students - Returning from Respite, Being Discharged or Transferred procedure added and form added to appendix 5	Caroline Francis- Goulds	Nov 2016
Throughout	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

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.

BILLING PROCESS



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