

### **Pre-start Process**

Mainstream setting send inclusion service referral which is reviewed by the SCC and Raedwald Trust admissions panels, an in-school observation is completed. Pathway placement is then agreed if appropriate.

First Base will call mainstream setting and parent/carer to discuss induction process. Parent will be given link to book transport if required.

Email sent to mainstream with Dual Placement Agreement to read and sign, Single Central Register letter, assessment grid (academic & PSED) for mainstream to highlight baseline, request for most recent phonics check, example of writing ability, safeguarding chronology, one page profile/ EHCP if applicable, mainstream timetable.

First Base will call mainstream setting to discuss pupil need/presentation with class teacher, 1:1, SENDCo, Head Teacher as appropriate and DSL to discuss any safeguarding concerns. Discussions include; strengths, difficulties, family dynamic, behaviours, triggers, academic ability, what is working well. Information is shared about First Base; communication process, explanation of curriculum and where documents are on website, explanation of outreach process, review meetings, visits.

Parent/carer visits First Base with the pupil, this begins with a tour. The pupil then accesses their class for approximately one hour while parent/carer meets with Head Teacher. During this hour, if possible, the pupil will complete a Read Write Inc. assessment. Parent/carer meeting will discuss pupil's likes/dislikes, family dynamic, behaviour at home, strengths, difficulties, diet, sleep routine and medical needs if applicable. Permission forms and agreements to be signed.

First Base staff carry out a home visit.

Mainstream informed of successful completion of induction process. Start date and weekly outreach day/time confirmed. Pupil then starts at First Base.

### **First Base Induction**

Unless there are exceptional circumstances requiring a gradual transition, pupils begin attending First Base accessing their full pathway offer from their start date. For Springboard pathway this is three full days.

Pupils join their class and access the full timetable of sessions within the curriculum, alongside their peers, from their start date. This ensures that they immediately feel part of the class/school and begin to settle into routines and learn expectations. The academic and PSED baseline assessment from the mainstream setting is used to inform personalised planning. Ongoing assessment for learning and formative assessment is quickly used to adapt planning as required. During the first week of placement pupils will be heard read 1:1, given an opportunity to write and formatively assessed to ensure accuracy of baseline from mainstream setting. All children begin their placement with the behaviour target 'I have kind hands and feet' - this is changed to address personalised behaviour needs once pupils are consistently demonstrating kind hands and feet throughout the day.

Policy reviewed: September 2024

Reviewed by: Stacey Laws