



# Short Term Placements

Key information for schools



# A Message from the Headteacher

I hope you find the following information about short term placements useful. We aim for all our pupils to enjoy learning and be the best that they can. Our children make significant progress in terms of learning, creativity and their understanding of themselves and others. I am lucky to work alongside a great team. Over recent years, we have been developing this intervention for schools and hope to continue developing it with your support and feedback.

# Our Mission Statement

Alder Brook values every individual and strives to develop the whole child. Alder Brook provides a safe, nurturing environment for pupils with social and emotional needs whilst ensuring academic progress. We aim to provide a creative, exciting and inclusive curriculum that all our children enjoy, building their self-confidence and ultimately provide every child with the necessary tools to become successful in the future.



## Alder Brook's 6 Core Values

1

We celebrate  
**Diversity**

2

We have high expectations so all our children  
**Achieve**

3

We **Nurture** our pupils so they can reach their full potential

4

Our approach to learning is  
**Creative**

5

We want all pupils to **Enjoy** being at Alder Brook

6

The **Safety** of all our pupils is important

# An Overview of a Short Term Placement



A social, emotional and mental health (SEMH) short term placement (STP) at Alder Brook is an intervention offered to mainstream schools to support pupils who are facing challenges or experiencing difficulties.

This maybe a pupil who is externalising/internalising their emotions or a pupil whose behaviour is disrupting their learning or the learning of others.

We would recommend that a school refers a pupil for a short term placement when all “in school” strategies such as quality first teaching, and advice from the EPS and PIT team have been implemented and evaluated.

A short term placement is most successful when referred promptly once involvement from these services has been evaluated.

If a pupil is accepted for a short term placement, the mainstream school will work closely alongside our highly trained specialist SEMH staff. Prior to the placement, clear pupil targets and key dates will be agreed, with the aim of successfully reintegrating the pupil back into their mainstream class within 12 weeks.

# During the Short Term Placement



During the short term placement, we will offer a range of SEMH support for the pupil, the teacher and the parents. The pupil will be assessed academically within school for reading, writing and maths. We will also complete a range of assessments that aim to identify any learning barriers. The pupil will have access to daily PSHE sessions, therapeutic interventions (if appropriate), and also support in raising their self-esteem and managing their emotions.

We will provide key members of your staff with SEMH training. A weekly chronology will be sent to inform schools of the pupils progress. Each pupil will have an individualised bank of strategies, and an agreed transition package will be in place to support the pupil on their return. For a Short Term Placement to be effective, the partnership between Alder Brook, the mainstream setting and parents is key. Therefore, we will offer parental support opportunities to families and carers and keep them at the centre of the process.



## Referring Your Pupil for a Short Term Placement

If you would like to refer a pupil for a short term placement, please contact Alder Brook and request a referral form. The Headteacher is happy to discuss any referral with you at any time. Once a referral has been received, it will be presented to the “short term placement panel” who will evaluate if a placement is appropriate. All referrals need to be in 2 weeks before the next panel meeting, so please check with the Headteacher when that is.

The overall purpose of the Short Term Placement panel will be to:

- Provide an overall strategic view of the placement of all Short Term Placement admissions to Alder Brook.
- Discuss common themes raised by Short Term Placement requests with regards to the placement of these vulnerable children and the schools.
- Collate data from the Short Term Placement referrals which may be shared to third parties.

A pupil, ideally, should be referred after discussions and involvement with professionals such as the Primary Inclusion Team, Admissions and the Educational Psychologist service. Schools are required to fill in the referral forms and return them to the Head Teacher at Alder Brook. A pupil will not be accepted to Alder Brook until a completed referral form and risk assessment have been received. In addition, Alder Brook must receive a signed contract by all stake holders agreeing to the terms set out.



Evidence of a wide range of strategies already used, e.g. Assessment for learning difficulties with appropriate IEPs in place, Learning Mentor Support, In Class Support, SW Team, Counselling and/or EP involvement will be required for the referral to be successful. Where a situation arises from a social care issue or a new admission to a school, this will be considered by the panel.

A fee per day will be incurred by the commissioning school whilst the pupil is dual registered. Once a pupil has been allocated a short term placement at Alder Brook, the school will be contacted by the LA admissions team. A meeting will then be organised to take place at school. The Head teacher or another member of the leadership team will be expected at the initial pre-placement meeting.



# Prior To Your Pupil Starting The Placement

After the Short Term Panel has agreed a placement for your pupil, Alder Brook will contact you to arrange an initial pre-placement meeting which will include an observation of the pupil in their classroom setting.



# The Pre-placement Visit

During the pre-placement visit, it is a requirement that a member of SLT, SENCO and class teacher are available to discuss the following. During the pre-placement visit, the following information would be beneficial to share;

- Presenting behaviours which have been observed in school.
- Academic levels and any identified areas of learning needs.
- Family background.
- Other agencies involved and details.
- Discuss and agree the intended outcomes of the Short Term Placement.
- Discuss and set ideal targets to focus upon while the pupil is at Alder Brook.

During the pre-placement visit, it will be expected to set the following dates;

- Agree the date for the teacher to attend the “Effective behaviour management” CPD.
- Agreed dates for key workers to visit the pupil will be planned and towards the end of the intervention, a supporting member of staff will be needed more frequently bridging the transition from Alder Brook to mainstream.
- Agree date for week four review meeting.



# Expected Meetings During the Short Term Placement



- In week four a meeting will take place to discuss progress and plan pupil's re-integration or extension of placement is agreed. If the placement is not extended then re-integration will aim for the pupil to be full time back at their mainstream by the end of week six.
- If placement is extended to twelve weeks, a meeting in week eight will be held to review progress. Then a meeting in week ten will be take place to discuss progress and plan the re-integration. The pupil will return full time by the end of the twelfth week.
- At the end of the re-integration (either six or twelve week intervention), a review meeting will be held to discuss successes and areas of concern since returning to mainstream.
- In week 14 and week 16, a member of Alder Brook staff will visit to check in with the pupil and school at which point the intervention will then closed.

# The Classroom and The Curriculum



On entry to Alder Brook, your pupil will be assessed in maths, reading, writing and phonics. In addition, Key Stage 2 pupils will be assessed on a dyslexia screener and all pupils will be screened for speech and language abilities to identify possible barriers to learning. This information will inform if specific learning needs are present and therefore the need for specific planning and intervention.

The classroom environment is a nurturing space with a high staff ratio. In each class, there is a teacher and a number teaching assistants all with specialised knowledge and experience of working with children who are experiencing SEMH difficulties.

Maths, reading and writing is part of the daily timetable with a science day during the Short Term Placement as part of the core curriculum offer covered through a topic based approach.



Your pupil will have a personalised nurture programme depending on their area of need. This will include;

- An individual behaviour target set weekly which is reviewed with the child daily.
- Specific strategies taught to support when they become dysregulated.
- A daily PSHE themed breakfast discussion.
- Opportunity to access a sensory room.

In addition to the above, each afternoon will include interventions focusing on the pupils' SEMH needs such as self esteem, managing emotions, separation and loss, friendships and keeping safe. These interventions will involve role play, emotional body mapping, therapeutic stories, relaxation and massage and creative journals.



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