

# Class Placement Policy

## St Piers School

Purpose This policy outlines the procedures for determining class placements at St Piers School, catering to children aged 4-19 with a range of complex needs and disabilities including Profound and Multiple Learning Disabilities (PMLD), Severe Learning Disabilities (SLD), and Moderate Learning Disabilities (MLD). The aim is to ensure that all students are placed in an environment that best supports their educational, developmental and medical needs.

## Our Guiding Principles

- **Best Fit Approach:** Class placement decisions aim to group students by age and level of cognitive ability, ensuring a "best fit" that maximizes learning and well-being.
- **Collaborative Decision-Making:** The leadership team combined with the teaching staff use a collaborative approach and professional judgment. Decisions are shared with the St Piers Multi-Disciplinary team including admissions, safeguarding, therapy, and other relevant teams to ensure placements are suitable.
- **Flexibility and Review:** An initial 6-week assessment period allows for reviews and potential adjustments to ensure all students' needs are met.
- **Parent Engagement:** Parents are actively informed and consulted, where appropriate, throughout the placement process, ensuring transparency and collaboration.

### 1. Class Placement Procedure

#### Initial Placement Decisions may include

- I. **Review of Information:**
  - Attainment data.
  - Information from the student's Education, Health, and Care Plan (EHCP).
  - Observations and reports from assessment visits for new students.
- II. **Team Collaboration:**
  - The leadership team and other departments which may include admissions, safeguarding, medical, residential and therapy teams, review the student's needs and potential class placement.
  - Considerations include the child's cognitive ability, age, peers and specific support requirements.
- III. **Class Composition:**
  - Classes typically consist of 5-8 students.
  - Efforts are made to create balanced groups where all students can thrive.

#### Learning Journeys and Phases

- I. We provide three distinct Learning Journeys that align with students' levels of cognitive ability and which support curriculum delivery:
  - Learning for Life
  - Skills for Life
  - Specialist Skills
- II. The school is divided into four phases:

- Infants
- Lower
- Middle
- Upper post 16

These phases enable us to place children in classes that are the best fit for them without being bound by strict age restrictions, prioritizing their individual needs, stage of development and physical maturity.

### Notification to Parents

- I. Parents are informed of their child's class placement via a formal letter, which includes:
  - The name of the child's teacher.
  - The designated class group.
- II. The new teacher makes introductory contact:
  - Method: Phone call or email.
  - Purpose: To introduce themselves and provide initial information about the class.

In some cases, a face-to-face meeting may be arranged to discuss the placement in more detail.

### Assessment Period

- I. 6-Week Review:
  - Students are closely monitored during the first 6 weeks.
  - If concerns arise about a student's adjustment, the leadership team reviews the placement.

#### Class Moves:

- If a move is deemed necessary, the process includes:
  - Communicating with parents to discuss the rationale.
  - Trial sessions in an alternative class.
- Adjustments are made if the new placement better meets the student's needs.

### Addressing Parental Concerns

- I. Parents can contact the Headteacher to raise concerns about class placements and will be given the option to meet and discuss their concerns.

#### The leadership team will:

- Review the concerns.

- Consider potential adjustments if necessary.
- Communicate the outcome to parents.

### Cover for Teacher Absences during periods of sick leave

- I. In short and unexpected periods of teacher absence, the allocated Learning Support Assistant (LSA) or Higher-Level Learning Support Assistant (HLTA) will step into an acting post to lead the class, supported by the phase lead.
- II. This ensures consistency within the class and maintains established approaches for the children over a short period of time.
- III. For longer term periods of absence, the school will attempt to recruit a qualified teacher to cover this.

### Oversight and Staff Training

The leadership team oversees:

- Allocation of teachers and support staff.
- Staff training to ensure they are equipped to meet the needs of their allocated class.

If there are changes to the allocated teacher, parents will be informed via a letter and can request a meeting to share and discuss any concerns.

### 2. Relevant DfE Guidance the Following Department for Education (DfE) guidelines inform this policy:

1. [SEND Code of Practice: 0 to 25 years \(2015\)](#)
  - Provides statutory guidance for SEND provisions, including the importance of tailoring education to individual needs.
2. [Supporting Pupils at School with Medical Conditions \(2017\)](#)
  - Emphasizes collaborative approaches to meeting individual needs, including health considerations.
3. [Keeping Children Safe in Education \(2025\)](#)
  - Highlights the importance of safeguarding in all decisions, including class placements.
4. Policy Review This policy is reviewed annually by the leadership team to ensure compliance with current regulations and best practices.

