

# Policy and Procedure on Admissions

## Beverley School

Policy Author / Reviewer	Andrew Sutherland/Suzanne Mulligan
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Policy Level	The whole school inclusive of activities outside of the normal school hours;
Staff Groups Affected	All staff (teaching and support staff), the proprietor and volunteers working in the school

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### 1. Monitoring and Review

The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date of approval shown above. The headteacher is responsible for annual review of the content of this policy

Signed:



Andrew Sutherland  
Representative, Proprietor - Cambian Group  
August 2024



Suzanne Mulligan

Headteacher

August 2024

## 2. Terminology

**2.1.** Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

<b>‘Establishment’ or ‘Location’</b>	this is a generic term which means the Individuals school. This is Cambian Beverley School
<b>Individual</b>	means any individual or young person under the age of 18 or young adult between the ages of 18 and 25. At Cambian Beverley School] we have individuals/young people/adults attending between the ages of 9-18
<b>Service Head</b>	This is the senior person with overall responsibility for the school. At Cambian Beverley School this is the Headteacher
<b>Key Worker</b>	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
<b>Parent, Carer, Guardian</b>	means parent or person with Parental Responsibility
<b>Regulatory Authority</b>	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At Cambian Beverley School this is Ofsted
<b>Social Worker</b>	This means the worker allocated to the individual/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
<b>Placing Authority</b>	Placing Authority means the local authority/agency responsible for placing the individual or commissioning the service
<b>Staff</b>	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.

## 3. Introduction

At Cambian Beverley School, we are registered to care for and educate children from the age of 9 to 18 covering Key Stages 3-5. Our school admissions are covered by the Equality Act; no child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation or if they have disability or SEN if your child would otherwise have qualified for a place under the admission criteria.

We require confirmation of the identity and date of birth of a child.

Our school provides for those with social, emotional and mental health difficulties as well as other needs or diagnoses, including mental health, ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through the local authorities. Some of our children will have an Education Health Care Plan; others may be undergoing assessment. Pupils enter our school via two routes, internal via our own residential children homes or externally through local authorities

## 4. Purpose

This policy satisfies the requirement of the Independent School standard Regulations by providing parents of current pupils and prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate with information on the admissions process. This policy aims to ensure that the school admits, as far as possible, those pupils whose special educational needs can be met effectively so that they are able to make progress in all aspects of their development. This will also ensure that all parents and placing authorities have a clear understanding of the processes around admission and

appropriateness of the placement for individuals at the school. Additionally, this policy sets out how to appeal against a decision not to offer a place at the school

## 5. Policy

### Management of the Admissions process

The Headteacher is responsible for the arrangements within the school and will, alongside senior members of staff, ensure that procedures are followed carefully. Complaints about the admissions process should be directed to our Commissioning Manager.

### Admission cycle

We admit students at any time during the academic year.

### Admission Criteria:

We consider all children for admission to the school who are between 9- 18 who may

- have the ability and aptitude to access an academic curriculum. We expected that most of the individuals in our setting will be working below age related expectations and will have gaps in their education due to having missed education.
- have had several educational placements before coming to us. For the vast majority of our individuals, their previous experiences of school, learning and the curriculum have all been quite negative. They are often disengaged or exhibit poor learning behaviours as a result.
- have an Education Health Care Plan produced by a local authority or in the process of obtaining one
- Social, emotional and mental difficulties (SEMH) as the main area of need.
- have one or more specific learning difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) and may have low attainment that are associated with diagnoses
- have other recognised disorders such as attachment disorder, pervasive development disorder, an anxiety disorder
- have problems of mood (anxiety or depression), problems of conduct (oppositional defiance and more severe conduct problems including aggression), low level of self-harming, substance abuse.

### Exclusion criteria

We will not accept pupils with ASD or moderate and severe learning difficulties as the primary diagnosis/area of need.

### Provision of Information

Referral made to the school will normally be made by the placing authority. The referral will contain a range of detailed information regarding individual's education, health and social background. Senior staff will analyse all available information on the individual to assess whether the individual meets the admission criteria for the school.

The support put in place for individual will be aligned with the information that is provided to the school at the point of referral. Based on information provided, the School will confirm whether or not it is able to fully meet the needs of the child. It is important that the information provided is complete and accurate to ensure that appropriate education programme, intervention and support can be planned and implemented.

Parents must disclose to the School any known or suspected circumstances relating to their child's health, development, allergies, disabilities and learning difficulties. Referring local authorities and involved agencies must disclose all information relating to engagement, risks, behaviours and safeguarding in order to ensure that the right support can be put in place. The

School reserves the right to subsequently review any placement offer based on incomplete disclosure of known or suspected SEND circumstances.

### Special Educational Needs

The school takes account of Special Education Needs Code of Practice in the matters of placement and making suitable arrangement to meet the needs of pupils with Education Health Care Plan (EHCP).

Where an individual with an *Education, Health and Care Plan* (EHCP) joins our school, we will always consult with parents/guardians/carers and professionals within the placing authority to ensure that the required curriculum is provided as set out in EHCP including the full National Curriculum if this is specified. We will also cooperate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice.

The school will make reasonable adjustments to meet the needs of children with an Education Health Care Plan. Individuals with disabilities will be treated equally and reasonable steps will be taken to ensure that their needs are met appropriately. Any additional services that are needed to meet the requirements of the EHCP or additional services such as specific therapy that is not offered as part of the core offer will be subject to charge. This will be either directly to the parents/guardians/carers, or the placing authority if they are responsible for the fees and our school is named in the relevant section of the EHCP. Our school has policy and procedures for children with *Special Educational Needs and Disabilities* (SEND) in line with the *SEN Code of Practice*.

### English as an Additional Language

Our school will make provision for children who have English as an additional language (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). However, pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet our School Academic criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at our school. Our school has a policy and procedures for students requiring *English as an Additional Language* (EAL).

### Reintegration to other educational establishments

Where possible we intend for young people to be discharged in a planned and purposeful way. This may be to a mainstream school, college, or other educational establishment. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interest.

## 6. Procedure.

### 6.1. Referral

Individuals may be referred to Cambian Group at in one of two ways: -

- Via Cambian Group
- Via a local authority

### Internal – placement from a Cambian Children's Home

Our schools are closely linked with our local Cambian residential services. Integral to the placement of an individual in a Cambian Children's home is the provision of education. We employ a multidisciplinary approach in assessing the needs of the individual to ensure that the right educational package is sought and that placement is tailored to their needs. Where a decision is made that this school is the best suited option for an individual, we agree a transition plan to ensure that entry into school

is well managed to provide a positive experience for the individual and to increase the chance of a successful placement. High quality communication is integral to this process from the time when the Commissioning Manager makes the initial contact with the care and education colleagues' right through to the individual being admitted on to the school roll.

#### **External – a referral is received from the Local Authority**

We are consulted for a placement, we will review the paperwork in a timely fashion and communicate our decision to the commissioning managers and the local authority SEND Team. At this point we may request additional information.

#### **Refusal of a placement**

Where we have decided on the basis of the information received that we cannot meet need, we will provide feedback in line with the Special Education Needs Code of Practice as to why the school cannot offer a place and should not be named in the EHCP.

This will be for one of the following reasons:

- the school is not suitable for the child's age, ability and aptitude and the special educational needs set out in the statement or EHCP
- the child's attendance is not compatible with the efficient education of other children in the school, and 2
- the placement is not an efficient use of the school's resources.

Where we feel that we may be able to meet need and have spaces on our roll, we will indicate a decision to carry out further assessment. In line with a multi-disciplinary decision, the individual with parents, guardians or carers visits the school.

If it is agreed that the Cambian Beverley School is, in principle, the most appropriate educational setting for the child, an offer will be made. This offer will be based on availability and in accordance with the *Code of Practice for Schools, Disability Discrimination Act 1995 Part 4* and Schedule 10 of the Equality Act 2010.

Parents or guardians/carers and other professional colleagues will also be asked to provide the school with any further information which they feel will enable us to provide their child with the best possible education.

Following this a start date will be agreed and a transition plan is implemented

For more details please see the *school website* or ring the main Office.

## **6.2. Assessment**

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the young person. Information sought should include:

- young person's name;
- age and date of birth;
- gender;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- educational history, needs, current provision, support received & required including whether there is a statement of special educational needs proposed educational plan;
- risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties;
- expectations and requirements sought by the placing authority to meet the young person's needs;
- the name, address and telephone number of the young person's case accountable social worker (if applicable);
- the young person's legal status;
- the young person's and their family's social history;
- any special issues e.g., restriction of contact, child protection and
- criminal history (if any) and whether any existing criminal proceedings are outstanding.

We will also conduct our own assessment of the individuals. Where appropriate we will visit the individual in education setting and/or home setting and speak with parents and carers as well as other professionals working with the child to gather further information.

It should be recognised that the young person may be ambivalent at best about the school and that because of this they may well not take in all the information given – to this end, further information will need to be offered at a later date. We aim to

complete full initial assessment within a two-week period as outlined in our assessment policy and procedures. The young person will be shown around the school and introduced to the staff and other young people. Each placement will be reviewed within 12 weeks to assess how the individual has settled in the school and how they are progress against initial target set.

### 6.3. Integration

Most individual will be able to start on a full-time timetable when they join our school, however others may benefit from a period of phased integration into the setting. We will always work with parents and other professionals to agree this. A part timetable will always be seen as an interim measure to work towards accessing education on a full-time basis.

### 6.4. Admission Register

Once a start date has been agreed, the individual's details need to be entered into the admissions register and accompanying information filed.

### 6.5. Induction

The school will put together a robust induction plan which will provide focused support to get individual settled into the setting and engage with school routines and expectations. Where suitable we will provide a buddy to act as a mentor. An individual timetable will be developed to reflect age, aptitude and ability; we will carefully consider the group into which the new individual is placed.

### 6.6. Appeals

All applicants have a statutory right of appeal in the event that their preferred school is unable to offer them a place. Unsuccessful applicants must be advised of their right of appeal to an independent admission appeals panel under the School Standards and Framework Act 1998.

### 6.7. Contact information for Proprietor

*The Proprietor of the school is*  
Cambian Childcare Ltd (part of Caretech Limited)

Chair of Board of Proprietors:  
Farouq Sheikh, Chair of the Caretech Board

The Representative of the Proprietor of the school is  
Andrew Sutherland  
Managing Director for Education  
Andrew.Sutherland@cambiangroup.com

**Address for correspondence during both term times and holidays is**  
Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG.  
Phone: 01707 601800

## 7. Standard Forms, Letters and Relevant Documents

### Legal Status:

- Complies with Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations
- School admissions Code 2021

### Other relevant documents:

- Equality and Diversity Policy
- Special Educational Needs and Disability Act (SENDA)
- Attendance Policy



- Inclusion Policy