

Cambian Whinfell School
ADMISSIONS POLICY

Legal Status:

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

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Other relevant documents:

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

Availability:

This policy is made available to parents, guardians, carers, staff and pupils from the school office and website

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the **Principal**.
- The **Proprietor** undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

guidelines so require.

Signed:



Anne Marie Carrie
Proprietor, Cambian Group
6 June 2015



Chris Constance
Cambian Whinfell
7 Sep 2018

Admission Policy

At **Cambian Whinfell School** we are registered to care for and educate young people from the age of **11** to **19** covering Key Stages **3-5**. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. We require confirmation of the date of birth of a child.

Pupil Profile

Cambian Whinfell School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

Profile of Individuals at Cambian Whinfell School

Our school is specifically designed to educate young males aged 11-19 years who have a diagnosis of AS or ASC and possible accompanying conditions, (ADHD, PDA etc) which may include mild to moderate learning difficulties. Most of our young people are referred to us and funded through the local authorities. All of our students will have an Education Health Care Plan or a Child's Plan (Scotland). Others may be undergoing assessment. Pupils usually enter our school through external referrals which are from Local Authorities.

The profile of the pupils at Cambian Whinfell School is as follows:

- Male
- Aged 11 – 19 years
- Have a diagnosis of AS/ASD and possible accompanying conditions, (ADHD, PDA etc). Possibly include mild to moderate learning difficulties
- The pupil needs to want to engage to enable us to help them improve their life chances – academic, communication, social and independent life skills
- Pupils will have and develop individual interests at Post 16
- Pupils who can work, or be seen to have the potential to work, on a one to one or small group basis
- Challenging behaviour that are reactive and / or passive with possibly some mental health concerns
- We need to be as sure as possible that any violence in previous placements / family settings was due to the individuals stress levels in those settings and that we can manage these at CWS
- Pupils will often have been out of school for some time, may come from a family situation in crisis and might have been an inpatient in hospital
- Because of the small nature of our school an individual's needs will need to be compatible with the needs of the other pupils already present in the school at that time

1.1. Internal – placement from a Cambian Young people's Home

Integral to the placement of a child in a Cambian Young people's home is the provision of education. It is incumbent on us to ensure that the educational placement in being fit for purpose is bespoke to the needs of the child. The decision for a child to attend our school is as an outcome of a multi-disciplinary agreement whereby a transition plan is agreed. Fundamental to this process is the quality of communication from the time when the Commissioning Manager makes the initial contact with the care and education colleagues' right through to the child being admitted on to the school roll. High quality communication and transparency between the school and the young people's home is essential to this process.

External – a referral is received from the Local Authority

In line with the Special Education Needs Code of Practice a multi-disciplinary decision is reached whereby the child with parents and/or guardians and/or carers visits the school. If it is agreed that the school is, in principle, the most appropriate educational setting for the child then a transition plan is implemented. Parents or guardians/carers 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. If agreed a place will be offered 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. For more details please see the *Prospectus, website*.

Special Educational Needs

All young people who join our school have an EHCP and we will always consult with parents/guardians/carers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in either the Education Health and Care Plan (EHCP) including the full National Curriculum if this is specified. We will also co-operate 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 young people with a statement of special educational needs. Any additional services that are needed to meet the

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requirements of the Statement or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents/guardians/carers, or the Local Authority if they are responsible for the fees and our school is named in Part 4 of *The Statement* or the relevant section of the EHCP. Our school has a policy and procedures for young people with *Special Educational Needs and Disabilities* (SEND) in line with the *SEN Code of Practice* (July 2014)

English as an Additional Language

Our school will make provision for young people who have English as an additional language, (EAL) in the assessment procedure. We do not regard young people 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).

Admissions Policy Appendix

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. Young people may be referred to Cambian Group at any time during the academic year in one of two ways:-

- Via Cambian Group
- Via a local authority

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 EHCP;
- 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 proceeding are outstanding.

The information provided will assist the Principal in his/her assessment as to whether a school placement is viable and appropriate. The Principal will consider whether the school has sufficient staffing in terms of number and experience to manage such admission both in terms of the individual young person's needs and respect of the potential impact that the admission may have on existing group dynamics. Should a referral be accepted for admission, the school will notify the company's finance department as soon as practically possible in order that the

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appropriate contract arrangements can be administered with the relevant placing authority. Measures of control, discipline & restraint and the requirement to search used by the school are made clear to the placing authority, the young person and parents/carer before the admission.

Admission

The young person's details need to be entered into the admissions register and accompanying information filed. The young person will be shown around the school and introduced to the staff and other young people. An individual timetable will be discussed, taking into account of the young person's age, aptitude and ability. Initial assessments will be carried out within the first two weeks from admission and a copy of the results will be sent to the placing authority. First impressions count and the admission of the young person into our school is one of the key elements in determining the success of the school placements.

Referral, Admission and Review Guidelines and Procedures

The referral, admission and review procedures have at their heart the Education Health and Care Plan or EHCP of Special Educational Needs, which has been drawn up by the referring LA.

Complementing this work is a central working document, the **Individual Learning Plan (ILP) and Placement Plan**. The **ILP and Placement Plan** are themselves driven by the EHCP, in that it takes as its starting point the needs of the young person as described in the EHCP.

It is however sometimes the case, that aside from transposing the 'needs' as outlined in the EHCP, some needs are 'translated' so as to be understood in the context of the **ILP and Placement Plan** models. This is in the interest of coherence and consistency

Procedures

There are 5 stages in the referral, admission and review procedures as adopted by Cambian Whinfall School Ltd. These are usually:

Stage 1: Referral. The LA or Social Services makes a referral to the School. This may be through commissioners or directly to the school. The EHCP and any additional papers are assessed:

- To determine the prospective young person's suitability for interview on the basis of the likelihood of the school being able to meet needs.

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- To make an early assessment of the likely level and type of support required.

A **RAP** form is initiated at this point to begin to determine suitability.

Stage 2: Interview. Referring agent, parents/guardians and prospective young person are invited to the school for interview. We understand that this may cause difficulties for some young people. This can take place at an alternative site in exceptional circumstances

- To determine the suitability for placement.
- Alert the LA and other outside agencies, at an early stage as to the possible implications for additional fees/charges following an assessment placement if this is required.
- To assess the needs of the young person and the likely effect of his admission upon the existing group of young people.

The interview is obviously a critical event in the relationship between the school, LA, parent(s) and prospective young person.

In addition to this and where appropriate, a home or placement visit will be carried out by appropriate staff. (Usually Principal and Registered Manager)

It is vital that a comprehensive picture of the prospective young person's needs, likes/dislikes, abilities and interests are gained, if we are to work effectively with him. This will also give parents/guardians, authorities and school staff an opportunity to further develop an understanding and fruitful relationship that will be a major influence on the young person's future development

Once it is agreed that a prospective young person will be admitted, the initial Summary of referral is further amplified. This sets out the most obvious needs of the young person and constitutes an early action plan for staff to work on during the initial assessment period. Medical information and permissions are signed by parents/school.

A detailed pen picture is produced by senior staff for all staff to gather an initial understanding of the young person's needs, interests and routines

Stage 3: Admission. The young person is admitted to the school. At this point the following arrangements are initiated:

- There is an agreed process of assessment leading to a Post Admission Review, usually at 12-weeks after admission. Assessment covers academic, psychological, communication and physical and emotional needs.

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- For young people who are likely to require additional support there may also be an assessment and report by an Educational Psychologist to supplement the 'in school' assessment.
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- These assessments lead to the formulation of the ILP at Stage 4 after the post admission review.

Stage 4: Post Admission Review. After approximately twelve weeks, a post admission review is held to describe much more fully the individual aims for the young person and also the approaches and strategies to be in place for meeting and achieving those aims. In rare circumstances where it is felt that the Young person's needs cannot be met by the school or the impact on other YP is unsustainable, the placement may be terminated and notice given.

Parents/guardians, LA and other agencies concerned are invited to this review.

- This is formally described in the **ILP & Placement Plan**.
- The pattern of future reviews/meetings is also set at this stage (Typically this is an annual review for education and regular statutory LAC reviews where applicable).
- The **ILP and Placement Plan** is sent to Parent / Guardian, LA and any other statutory agency involved with the welfare of the young person.

The formulation of the ILP and Placement Plan at this stage is critical, as it describes the work to be carried out with the pupil. It also summarises the expected outcomes (aims) for the pupil. The ILP and Placement Plan now becomes the working document for all staff involved in meeting the young person's needs.

Stage 5: Annual Review: The annual review is a statutory requirement, and is the responsibility of the school (except at the Statutory 14 + review). At this stage, the needs of the young person and the outcomes of any intervention with or on behalf of the pupil, should be clear. These are recorded in the teaching and residential staff reports that inform the annual review.

- An updated ILP is completed after the review and sent to the parent, LA and any other statutory agency involved with the young person's welfare.

Possible reasons for not processing referral papers beyond initial stage:

- Drug dependency (illegal)

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- History of fire starting
- History of assaults on staff or pupils (physical, or verbal)
- Extreme physical need
- History of false allegations
- Certain criminal histories (perpetrator of certain abuses)
- High levels of absconding

Transition planning

Due to our young people's complex difficulties and often complicated home situations it is usually envisaged that they will remain with us, at Cambian Whinfell School, until at least the end of their formal education (in their 19th year)

Where residential, long-term close support is identified, Cambian Whinfell School is able to offer a longer term young adult service at Shap Rd.

At the transition reviews in Year 9 onwards, with the help of Inspira or home area PA, a plan forward can be agreed and developed. This must be agreed by all present and an action plan put in place. Depending on individual need young people will be supported to increase

Where young people are to leave the school on a planned date, they are prepared for leaving the school well in advance of the planned date of departure, and are given appropriate information and guidance to assist in the process of transition. This will involve all professionals and parents involved.

Reception of new young people to Cambian Whinfell School

The manner in which new residents are welcomed and made to feel valued and at ease is extremely important.

It may be the first time away from home for some or a new placement may have been felt appropriate due to certain situations beyond the control of the young person. Whatever the reason, coming to Cambian Whinfell may be a traumatic time for each young person and all staff must make themselves knowledgeable as to the needs, dislikes, interests etc. in order to begin to develop a relationship with the new resident.

The Registered Manager will make available detailed notes and information on each resident to assist in this process.

Each new resident will be assigned a key worker who will, within an appropriate timescale, work through the induction process. This will ensure that the young person has a knowledge of fire safety, who to contact if ill, upset, concerned etc. and who he can complain to if required. This will also be a time to

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begin to understand some of the rules and boundaries in place which help to make Cambian Whinfell a calm, peaceful environment in which to live and learn

Depending upon the abilities and level of understanding of each new resident, they will be introduced and integrated into the dynamics of the other young person's resident at the earliest opportunity.

All information that is passed on to new residents will be appropriate to their learning style, level of understanding and abilities.

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