

CAMBIAN SPRING HILL 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.

Signed:



Sam Campbell
Principal



Anne Marie Carrie
Proprietor, Cambian Group

Date: May 2019

Admission Policy

At Cambian Spring Hill School we are registered to care for and educate children from the age of 8 to 19 covering Key Stages 1 - 4. 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

Our school provides for Children and Young People with a primary diagnosis of ASD and associated 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. Our age range may vary depending on

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specific cases; however our registration age range is 8-19 years of age. All of our children have an Education Health Care Plan (EHCP). Pupils enter our school via two routes, internal which are via our own care homes or external which are from Local Authorities.

Internal – placement from a Cambian Children's Home

Integral to the placement of a child in a Cambian Children'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 children'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* or contact our commissioning team.

Special Educational Needs

All children and young people who join our school will have an EHCP, 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 the *Statement* or the *Education, Health and Care Plan* (EHCP) including access to 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 children with a statement of special educational needs. Any additional services that are needed to meet the 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 children 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 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).

The Proprietor of the school is **Anne Marie Carrie**, whose address for correspondence during both term-times and holidays is The Cambian Group, The Waterfront, 4th floor, Waterfront, Manbre Wharf, Manbre Road,

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Hammersmith, London, W6 9RH. The telephone number on which the proprietor may be contacted at all times is **01373812556 / 07860752704** and the email address is annemarie.carrie@cambiangroup.com

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 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 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 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.

Referral and Assessment

All students admitted to Cambian Spring Hill School will have been initially referred by their Local Authority (LA). If, after reviewing the information provided, the Senior Leadership Team (SLT) agrees that the young person could meet the admission criteria, arrangements will be made with the LA and/or Social Worker to co-ordinate an initial assessment visit. Such visits are likely to include:

- a visit to the home – family or care-setting
- a visit to the current school/education setting

Note: the undertaking of an initial assessment does not guarantee the automatic offer of a place.

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Admissions Criteria

Our admissions criteria should be used as a guide only. Each application is assessed on an individual basis. In each case, we take account of the needs of the individual student and consider whether Cambian Spring Hill School would be suitable to meet an individual's unique needs. Children and young people are admitted on consideration of documentation including but not limited to: EHCP, reports from key professionals, previous school reports etc... assessments and observations completed at Cambian Spring Hill School and in the current academic and home setting and interviews with parent/carers, if appropriate, and other key professionals.

During the initial stage of the assessment process, the following factors will be taken into account to further inform whether Cambian Spring Hill School is suitable for CYP and whether their admission would be incompatible with the efficient education of other learners. SLT take into consideration:

- whether other children/young people attending Cambian Spring Hill School have similar levels of ability and range of skills
- a diagnosis of Asperger's Syndrome, high-functioning autism, Autism Spectrum Disorder/Condition, specific communication and language disorder, social interaction difficulties
- ADHD, PDA, Mental Health disorders, SEMH and SpLD as a co-morbid diagnosis only and not as primary diagnosis or main need
- The young person is socially and academically compatible with the existing student cohort where there is a vacancy; admission of any new students must not be detrimental to the needs of existing CYP – no student should compromise the opportunities of others within the school or residential setting as appropriate
- The child/young person is compatible to our small and compact learning environment where everyone is in close proximity to each other: some additional diagnoses may require the child/young person has access to additional space (e.g. their own teaching room) which we may not be able to provide for without additional resource
- for children and young People with a physical disability whether accessible places in the school and in the residential home are available or whether it would be possible to make reasonable adjustments within the meaning of the Equality Act 2010
- if there is a secondary diagnosis, including but not limited to Down's syndrome, visual Impairment, hearing Impairment, mental health needs and genetic disorders whether these needs can also be met within the school and the residential home
- whether medical needs can be accommodated within current staffing arrangements; medical needs requiring on site nursing care cannot usually be accommodated
- All CYP should have current up-to-date paperwork or reports and should be the subject of a full EHCP (current and up-to-date) or undergoing statutory assessment
- Students can be offered a place and start at any time during the year if there is a vacancy available

Following the assessment visit(s), a decision of whether to offer a placement or not will be made by the SLT; Cambian Commissioning Managers will liaise directly with referring parties to appraise them of the outcome. Assessments will vary in length depending on the needs of each child/young person and the range of information initially supplied; follow up assessment visits, 'phone calls and/or requests for further information or reports may be required.

Should Cambian Spring Hill School be able to meet need, Local Authorities and/or Social Workers are strongly encouraged to visit the school and Residential Home, following an offer; we would expect at least one visit from the parents/carers (if appropriate) and child/young person. We are looking to gain an understanding for how the child or young person reacts to the environment. Vacancies are matched to need. The Principal and

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SLT will seek to ensure there is compatibility of age, social ability, communication style and gender if applicable. Cambian Spring Hill School's SLT should be satisfied that the child/young person feels comfortable in the environment and that all needs can be met. Occasionally the placement may not be suitable if a CYP does not have an appropriate peer group or the dynamics of our open campus present with potential health and safety risks or risk-taking behaviours that could not easily be managed, e.g. frequent absconding off-site, fire-setting etc...

Cambian Spring Hill School cannot meet the needs of children or young people who:

- demonstrate social, emotional and mental health difficulties (SEMH) that are not as a result of ASD
- suffer from severe and chronic psychological symptoms as a consequence of sexual trauma or display over-sexualised behaviours
- engage in significantly harmful and/or self-injurious behaviours
- present with profound and multiple learning disabilities

Background

Therapeutic Framework

At Cambian Spring Hill School we utilise STEP: the Cambian therapeutic Framework to underpin our provision. This means we support children and young people (CYP) through a 3 stage journey of stabilisation, strengthening and transition.

STEP means we offer a sensory supporting, totally inclusive environment underpinned by standards that support the development of insight, confidence, independence and enable a CYPs positive personal progression.

Our goals for the pre-admission stage are:

- Discussion within our multidisciplinary team about our suitability to meet needs
- Supporting the CYP themselves and our staff team to be ready for the admission

Admission Process

Typically, a preliminary visit will include a tour of the school and Residential Home (if appropriate), introduction to key staff and a meeting at which the school policies and curriculum are discussed. Visitors will have the opportunity to ask any questions they may have. If appropriate, the visit will include a tour of the residential home by the Head of Care, where any additional matters can be discussed within the residential environment. If, following these visits, all concerned are agreed that the child or young person's needs can be met at Cambian Spring Hill School, and that the CYP and parent/carers are committed to the placement, arrangements will be made for admission. The CYP will then be offered an assessment place of 12 weeks, during which a meeting will be convened to propose permanency of the place or discuss concerns.

For some children and young people, their transition plan may require a lengthier process. Our Transitions Coordinator will liaise directly with professionals to ensure plans are robust and adapted to meet the needs of the child/young person. Understandably, transition may cause high levels of anxiety so we review plans constantly to support a smooth and successful move to Cambian Spring Hill School. It may take several visits before a young person is ready to start their placement proper.

Reception of new young people to Cambian Spring Hill Schools' Children's Home

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

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Cambian Spring Hill School may be a traumatic time for each child and young person and all staff must make themselves familiar with 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 begin to understand some of the rules and boundaries in place which help to make Cambian Spring Hill School 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.

Admissions Register

Upon admission, the young person's details need to be entered into the admissions register and any accompanying information filed.

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. A discharge/transfer form will be sent out to the Finance Department. Any relevant documentation will be forwarded to the new establishment.

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