

Cambian New Elizabethan 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:

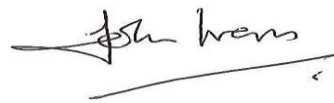
- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes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

Signed:

Date: Feb 2021



Craig Moreton
Headteacher



John Ivers
Proprietor, Cambian Group

Admissions Policy

Cambian New Elizabethan School is a specialist DfE registered day school for children aged between 7 and 19 years, covering Key Stages 2 to 5. The School provides for children with a range of special needs, detailed below in our Pupil Profile. 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.

Cambian New Elizabethan 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.

Pupil Profile

Our school currently provides for a broad spectrum of special and additional needs, primarily those with an ASS diagnosis, however it may include those with speech and language difficulties, social emotional and Mental Health (SEMH), as well as other needs or diagnoses, including mental health, PDA, ODD, ADHD, ADD, Dyslexia, and Dyspraxia.. Most of our children are referred to us and funded by local authorities. Our age range may vary depending on specific cases; however most of our pupils will range between 7 and 19 years of age.

Some of our children will have an Education Health and Care Plan (EHCP). Others may be undergoing assessment. Emphasis in the school is on addressing pupils' specific needs; enabling them to manage and overcome these so they can achieve their full potential, both in and beyond school. We also focus on the development of community values, enabling pupils to develop a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All of this, has a direct bearing on our curriculum design and personalised learning programmes.

Most of our placements are received directly from local authorities, although some may be referred internally from other Cambian provisions.

Local Authority Referrals

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* and the *website*.

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 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.

Special Educational Needs

Where a child who has an EHCP joins our school, 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 *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 children with an EHCP. Any additional services that are needed to meet the requirements of the EHCP or additional services, such as music tuition will be subject

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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 Section I 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 supported appropriately, provided they meet our School Admissions criteria. They will be assessed to determine the support 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 whose address for correspondence during both term-times and holidays is

Mr. John Ivers,
CareTech Community Services
5th Floor
Metropolitan House
3 Darkes Lane
Potters Bar
EN6 1AG

The telephone number on which the proprietor may be contacted at all times is 01707 601 800 and the email address is john.ivers@caretech-uk.com

Admissions Policy Appendix

It should be recognised that some children may be ambivalent about school and that they may – require further information, which will be offered at a later date. Referrals may be made to Cambian Group at any time during the academic year in one of two ways:

- Via Cambian Group on 0800 138 1184 or, through the 'Make a Referral' page of our website:
<https://www.cambiagroup.com/ChildrensServices/Specialisteducationservices/Makeareferral.aspx>
- Via a local authority

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

- Child's name;
- Age and date of birth;
- Gender;
- Ethnic background, cultural needs, religious needs/persuasion;
- Health needs and history;
- Educational history, needs, current provision, support received and required, including whether there is a Statement of Special Educational Needs, EHP or proposed educational plan;
- Risk issues, level of support required; whether there are any known child protection, mental health issues or risk taking behaviours, including risks presented by third parties;
- Expectations and requirements sought by the placing authority to meet the child's needs;

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- The name, address and telephone number of the any other professionals working with the child, e.g. Social Worker;
- The child's legal status;
- The social history of the child and their family;
- 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 Headteacher in making an assessment about whether a school placement is viable and appropriate. The Headteacher will consider whether the school has sufficient and appropriate staff members to manage any admission, both in terms of the individual's needs and in respect any potential impact the admission may have on existing group dynamics.

When a referral is accepted for admission, the school will notify all relevant parties, including the Company's finance department in order that the appropriate contractual arrangements can be administered with the relevant placing body. All key policies and procedures, including our Behaviour Policy, Rewards and Sanctions, including measures of control, discipline and restraint and the requirement to search, used by the school are made clear to all relevant parties, including parents and carers and the placing body. .

Admission

The child's details need to be entered into the Admissions Register and accompanying information filed. The child will be shown around the school and introduced to the staff and other pupils. A personalised timetable will be discussed, taking into account the child'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 or body.

Transition to other schools, colleges or employment

When the time is right, our aim is for all pupils to successfully transfer to other schools (e.g. for Post 16 study), to colleges of further education or to employment (e.g. on an Apprenticeship) as appropriate. All pupils will be well prepared for transition, which will be conducted in a planned and purposeful way. Progression to the next stage of training or employment will be promoted as positive, progressive and in the child's best interests. 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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