Policy and Procedure on

Admissions

Whinfell School

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:

David Glaves
Principal
September 2021

Andrew Sutherland
Representative, Proprietor- Cambian Group
September 2021

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

Admission Policy

At Whinfell School we are registered to care for and educate children 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

Whinfell School is an independent specialist school offering 38-week day placements for students aged 11-19 years with Autistic Spectrum Disorder, communication difficulties, challenging behaviour and other related complex diagnoses. Each of our students has their own unique combination of learning, behavioural and sensory needs. The majority of our students have difficulty in communicating their needs and often display challenging behaviour as part of their strategies to communicate. All students have an EHCP outlining their complex needs coming to us from a diverse range of backgrounds and may have experienced negative life-changing traumas which profoundly impact the way they are able to socialise and access education. Due to multiple placement breakdowns our students often exhibit under-developed learning behaviours, have huge gaps in their education and are operating below age expected levels.

The school provides a safe nurturing environment where students are supported to develop their potential physically, socially, emotionally and academically. Emphasis in the school is thus on the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our curriculum design.

Referrals

Most students are referred directly through their Local Authority (placing LA). However, we do also accept parental 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 is it agreed that the school is, in principle, the most appropriate educational setting for the child then a further assessment processis initiated . 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. Where a placement is agreed a transition plan appropriate to the students' needs is put in place.

Special Educational Needs

All of our students have an Education, Health Care Plan (EHCP), which details the four Special Educational Categories of Need: Cognition and learning, Social, emotional and mental health, Communication and interaction and Sensory/physical needs. Our curriculum is designed with these four categories of need as cornerstones and therefore ensures that we meet the complex needs of each of our students.

Each of the 'traditional' National Curriculum subject areas are encompassed in our half-termly whole school themes, which run on a 4 year cycle, alongside the additional areas of independence, social skills, emotional development, communication skills, EHCP and therapeutic outcomes. This is presented to the students as a learning journey so that no half term's theme is discreet; for each theme there is a lead in to the topic, the main

topic and then a lead out, which links to the next term's theme. By designing our curriculum in this way, we aim to contextualise the student's learning and re-visit skills and content throughout the 4 year cycle.

We thereby offer a broad and balanced curriculum for every student. Alongside the core curriculum, we have planned a calendar of additional events throughout the year. These events meet key British Values as well as offering Social, Moral, Spiritual and Cultural experiences that will be underpinned by weekly assemblies. In addition to this, we offer therapeutic support through Speech and Language therapy, Occupational therapy and Clinical Psychology all of which we consider an integral part of the curriculum, not additional aspects.

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).

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 ata later date.

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 need 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 school team in their assessment as to whether a school placement is viable and appropriate. The school will consider whether it has sufficient staffing in terms of number andexperience 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.

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. 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.

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 another educational establishment, college or residential provision. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interest. Any relevant documentation will be forwarded to the new establishment.

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