Policy Ref:
CSHS/ADM

Policy for

Admissions

Cambian Spring Hill School

Policy Author / Reviewer	Samantha Campbell
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1. Monitoring & Review

The Policy Author 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 one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

This policy will be subject to continuous monitoring, refinement, and audit by the Principal.

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.

Signed:



Samantha Campbell

Principal

October 2022

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2. Policy

Cambian Spring Hill School is a wholly independent residential special school, which is registered to care for and educate children and young people from the ages of 8 to 19, covering Key Stages 2 - 5. We provide integrated school/residential care and day places. No child/young person 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 at the point of referral. OfSTED regulate our school and Children's homes.

The Spring Hill Profile

All of our children and young people **must** have an Education Health Care Plan (EHCP). We do not admit children who are undergoing assessment for an EHCP or who have undiagnosed autistic traits. Our school provides for children and young people with a primary diagnosis of ASD and comorbidities, which may include mental health/anxiety, ADHD, ADD, and other difficulties. Some of our children may have additional communication needs that require PECS/MAKATON intervention. The majority of our children and young people communicate verbally and are able to undertake daily tasks with limited adult intervention or support. Some of our children present with levels of high anxiety and require additional support to access learning or other activities in the community.

Further information relating to our admissions criteria can be found in section 3 of this policy.

General Enquiries

Children enter our school via two routes: internal referral via our own Cambian Children's homes or externally via direct approach from Local Authorities or commissioners. Parents/carers can make direct enquiries to the school and are welcome to visit us as part of a tentative enquiry. Our Parent Liaison Officer, Christina Gray, supports with tentative enquiries from parents/carers and can be contacted on **07884 255876**.

Internal Transfer from another Cambian Site

This process primarily involves a residential request, in addition to a school place, which is principally managed by the Registered Manager and Head of Care. We would always encourage at least one visit to the school prior to a child moving in to one of our onsite Children's Homes. Whilst we encourage school taster days, these may be less easy to facilitate due to travel and other logistics. The Registered Manager and Head of Care will liaise directly with Social Care/LA colleagues to formulate a robust bespoke plan regarding transition arrangements, under such circumstances.

External Referrals

Local Authorities and other commissioners should send all referral queries and supporting documentation directly to our Commissioning Manager (North East and Yorkshire), Gillian Linfoot. Gillian can be contacted on **07720 497795**.

As a wholly independent school, we observe the requirements of the Special Education Needs Code of Practice 2014 throughout the admissions process. It is important that we consider the needs and wishes of the child so that we can make informed judgements, which support our final decision.

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Spring Hill School accepts referrals throughout the year.

Our Assessment Process

Upon receipt of a referral and the relevant paperwork, we endeavour to prioritise the process; often a child will already have had significant time out of school and it will be in their best interests to re-engage with education as soon as is practically possible. It is important that all parties feel that the match is right and that our provision can meet the child's needs.

The Registered Manager and Head of Care manage referrals that request a residential placement whilst our Vice Principal manages requests for school places. We receive referrals throughout the year and undertake initial desktop assessments before deciding whether to proceed to a formal assessment. Senior Leaders scrutinise all paperwork and may request additional information if they feel they need it. For children who require specific clinical support, we will discuss with our Speech and Language Therapist and/or Occupational Therapist and/or Clinical Psychologist. Following this exercise, a decision to proceed, or not, will be made. This includes a Referral Impact Assessment with regards the residential provision, to assess the suitability of the referral against the rest of the cohort in service. Upon completion, we will evidence our conclusion and share with the Local Authority. The Local Authority will inform the parent/carer of the outcome.

If our initial judgements identify that we **may** be able to meet need, we will proceed to a formal assessment. This usually involves us meeting with the child and their parents/carers. Meeting with the parent and child in the home or observing the child in their current school, and talking to school staff, helps us to formulate whether we are able to make a formal offer of a place. Sometimes we may request additional information to help us make fully informed judgements. We **always** require an EHCP, which has been reviewed within the last academic year, to support our assessment process. We expect that relevant information relating to behaviour incidents are shared during the assessment process. As per the DfE's 'Working Together to Safeguard Children 2018' policy, we would expect safeguarding concerns to be shared, on a need to know basis. It is essential that we have a full understanding of the needs of the child so that we can effectively assess whether we can meet need.

We expect all potential day students to have a least one visit to the school and experience a minimum of two taster days with us. Spending time at the school, during the assessment process, helps us to better understand how a child will function in the school environment. Our taster days are designed to help the child to find out about the school, as well as help us to understand a little more about the child as a learner. Before our final decision is made, parents/carers will be given the opportunity to provide us with any further information that they feel will enable us to provide their child with the best possible education. We collate feedback from the child and teaching/support staff, from these sessions, to inform our final decision.

If approved, a place is offered based on availability and in accordance with statutory legislation. Our dedicated Admissions and Transitions Coordinator works productively with all parties to ensure queries and concerns are positively managed in a timely fashion and decisions comply with statutory expectations. Decisions are only made upon receipt of all relevant information. An offer of admission will not be made until all relevant and up-to-date information has been scrutinised by members of the education, care and clinical

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teams. This is because it is essential to ensure that Spring Hill can meet need in terms of EHCP outcomes and can appropriately safeguarding the child.

As a wholly Independent School, Local Authorities cannot name Spring Hill on the child's EHCP without the school's agreement. As per statutory DfE 'Keeping Children Safe in Education 2022' Legislation, all former safeguarding files must be securely transferred to our DSL, Christine Sherman, within 5 working days of a child starting their place with us.

English as an Additional Language

Our school will make provision for children and young people who have English as an additional language, 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, children for whom English is an additional language (EAL) will be provided with appropriate support provided we can meet their overall needs. Children 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.

3. Transitions

We aim to make the transition process in to school as stress free and as personalised as possible. A tentative start date is mutually agreed between all parties with the intention that this is honoured as far as is practically possible. If a child requires 1:1 support then we will not start the placement until the appropriate staffing level is in place.

If required, our Clinical team and Student Support and Wellbeing Officer can support the transition process by designing bespoke Social Stories and providing photographs of the schools and/or care environments. There is also a video of the school, which can be accessed: here

Moving a child into one of our Children's Homes requires careful and sensitive planning. The Registered Manager and Head of Care will always consider whether there is appropriate staffing in terms of safe and high quality care and management of need, and always assess the potential impact that a new admission may have on existing group or home dynamics. Prior to the onset of any new placement, comprehensive discussions take place so that everyone feels fully informed about matters relating to care and education routines and expectations.

All parents/carers and Social Workers will receive a pre-admissions pack of information and sign a number of permissions documents in relation to aspects such as external visits, medication, food intolerances and photographs, for example.

Transitions to Spring Hill are agreed in the best interests of the child. What may work for one child may not work for another. Whilst some children are able to manage an immediate full-time transition to school, children may need longer. In the event of a bespoke transition, a timetable is agreed prior to the official start date.

Transport

It is the parents/carers responsibility to arrange transport to and from school via Local Authority Passengers Transport Teams. School is not able to provide home to school transport.

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4. Our Cohort

Each application is assessed on a case-by-case basis; we take account of the unique needs of the individual child/young person and consider whether Spring Hill School and/or Children's Home, would be the most suitable provision.

During the early stages of the assessment process, the following factors are considered to further inform whether Spring Hill School can meet need. The Principal and/or Registered Manager and Clinical Team take into consideration:

- a primary diagnosis of Asperger's Syndrome, high-functioning autism, Autism Spectrum Disorder/Condition, specific communication and language disorder, social interaction difficulties
- communication needs specific to that child e.g. Makaton, PECS, assistive technology requirements
- ADHD, ADD and Mental Health disorders (Levels 1 – 3), associated SEMH and SpLD as a co-morbid diagnosis only and not as primary diagnosis or main need, unless assessment identifies need could be met – this decision is made at the discretion of the Principal further to consultation with the Clinical team
- whether the young person is socially and academically compatible with the existing cohort; admission of any new starters must not be detrimental to the needs of existing cohort – no child/young person should compromise the opportunities of others within the school or Children's Home
- 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, 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 visual Impairment, hearing Impairment, significant mental health needs and genetic/chromosome disorders or intimate care needs and 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

Following full assessment, a decision of whether to offer a placement or not will be made by the SLT.

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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 a co-morbid condition with ASD
- suffer from severe and chronic psychological symptoms as a consequence of sexual trauma or significant and sexualised behaviours
- engage in significantly harmful and/or self-injurious behaviours
- present with profound and multiple learning disabilities background
- have presenting substance/alcohol dependency

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