

**Cambian Potterspurpy Lodge 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:

Date: Sept 2022



Jenny Nimmo  
Principal

*Andrew Sutherland*

Andrew Sutherland  
Proprietor, Cambian Group

**Admission Policy**

At Potterspurpy Lodge School we are registered to care for and educate young people from the age of 8 to 19 covering Key Stages 2 to 5. No 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 young person.

**Pupil Profile**

Our school provides for those with ASD, as well as other needs or diagnoses, including mental health, ADHD, AA, and other difficulties. Most of our children are referred to us and funded through the local authorities. Our age range may vary depending on specific cases; however most of our pupils will range between 8 – 18 years of age. Most of our children will have a Statement of Special Educational Needs or an Education Health Care Plan. Others may be undergoing assessment. 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 the purpose is bespoke to the needs of the child. The decision for a child to attend our school is 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 and the following Registration form, Acceptance form and parent-school Contract – Standard Terms and Conditions.

**Special Educational Needs**

Where a child who has a Statement of Special Educational Needs joins our school, we will always consult with parents/guardians/cares and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in either the Statement or the Education, Health and Care Plan (EHCP) including the full National Curriculum if this is specified. We will also cooperate 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 need of children with a statement of special educational needs. Any additional services that are needed to meet the requirements of the Statement or additional secures such as a dyslexic tuition will be subject to charge. This will be wither 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 the children with Special Educational Needs and Disabilities (SEND) in line with the SEN Code of Practice (July 2014).

**English as an Additional Language**

Our college will make provision for young people who have English as an additional language, (EAL) in the assessment procedure. We do not regard learners 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, learners for whom English is an additional language (EAL) will be provided with appropriate support provided they meet our College 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 college. Our School has a policy and procedures for learners 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 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 proceedings 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.

**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 college 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 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 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.