

Policy and Procedure on Admissions

The Forum School

Policy Approved	Mel McCarthy
Staff Groups Affected	All Staff

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1. Monitoring and Review

- 1.1. This policy will be subject to continuous monitoring, refinement and audit by the Head of Service. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which related duties
- 1.2. have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practise so require.

Signed:



Mel McCarthy
Interim Principal
July 2024

2. Terminology

- 2.1. Our aim is to use consistent terminology throughout this policy and all supporting documentation as follows:

'Establishment' or 'Location'	this is a generic term which means the Children's Home/school/college. The Forum School is a school and children's home
Individual	means any child or young person under the age of 18 or young adult between the ages of 18 and 25. At The Forum School we have children and young people attending and/or residing between the ages of 7 and 19 years
Service Head	This is the senior person with overall responsibility for the school and children's home At The Forum School this is the Mel McCarthy (Interim Principal) and Kerry Byron (Care Services Manager)
Key Worker	Members of staff that have special responsibility for Individuals residing at or attending the Establishment.
Parent	means parent or person with Parental Responsibility
Regulatory Authority	Regulatory Authority is the generic term used in this policy to describe the independent regulatory body responsible for inspecting and regulating services. At The Forum School this is Ofsted
Social Worker	This means the worker allocated to the child/family. If there is no allocated worker, the Duty Social Worker or Team Manager is responsible.
Placing Authority	Placing Authority means the local authority/agency responsible for placing the child or commissioning the service
Staff	Means full or part-time employees of Cambian, agency workers, bank workers, contract workers and volunteers.
Cambian	this is a generic term which means the Children's Home/school/college. The Forum School is a school and children's home

3. Legislation

- Complies with Part 3(3)(7) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations,
- Keeping Children Safe in Education Statutory guidance for School/Colleges) (DfE, (Sept 2019)
- Working Together to Safeguard Children (WTSC) (Aug, 2018)
- Children's Homes (England) Regulations 2015; Regulation 16
- Health and Social Care Act, 2012
- The Quality Standards 2015 Social Care, England Children and Young Persons, England,
- Care Homes (Wales) Regulations 2002,
- CQC Fundamental Standards and Key Lines of Enquiry (KLOE)

4. 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.

5. Purpose

5.1. The purpose of this policy is to:

- set out the Forum School Admission Policy

6. Policy

6.1. Admission Policy At The Forum School we are registered to care for and educate students from the age of 7 to 19 covering Key Stages 2 – 5 No student is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. We require confirmation of the date of birth of a student.

6.2. Student Profile

The Forum School educates and cares for up to 66 young people from 7 to 19 years old, who are experiencing difficulties as a result of a diagnosis of autism, complex learning difficulties and associated behaviours. These may include epilepsy, ADHD, PDD, attachment and dyspraxia.

Students present with a range of need and ability, but all demonstrate difficulties in many of the key areas of development affecting everyday life. These difficulties may embrace social understanding and communication,

executive function, coordination and sequencing, attention and concentration, repetitive and obsessive behaviours and other sensory difficulties. Most students also experience global or specific learning difficulties of a severe to moderate nature. Most students experience some degree of learning difficulty and Challenging and behaviour may also be present.

We believe that students with autism should have access to a calm, consistent, empathic approach to meet their very individual needs and address their diagnosis. In order to achieve their full potential, we must have high expectations and an open, honest partnership with parents and all attached professionals. Communication is the key to all of our work and all staff are asked to respect each student's individual communication style. The Forum School supports all of our students, through specialist approaches, appropriate environments and staff expertise, to prepare them to meet the demands of everyday life as they move forward from the school into adult provisions. We want them to live as independently as possible, making decisions about their lives and having a degree of autonomy commensurate with their abilities.

6.3. Referral and Placement at the Forum School:

Students may be referred to the school either through a Cambian placement, parent or guardian or the local authority. A multi-disciplinary assessment will be conducted through a process of reviewing relevant documentation, assessing within the young person's current environment and this will provide a cohesive judgement on the suitability of placement and meeting of needs. All information gathered will be used to inform assessment outcome. This will include:

- young person's name;
- age and date of birth;
- gender;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history; both physical and mental;
- educational history, needs, current provision, support received & required including whether there is a statement of special educational need or EHCP;
- risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, behavioural presentation, safeguarding concerns, 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 factors e.g., care order, student protection etc.
- criminal history (if any) and whether any existing criminal proceedings are outstanding.

The Interim Principal will consider whether the school has sufficient staffing and resources in terms of numbers 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.

In line with Children's Homes (England) Regulations 2015, the Registered Manager ensures that children are admitted to the home only if their needs are within the range of the children for whom it is intended that the home is to provide care and accommodation, as set out in the homes 'Statement of Purpose'.

On confirmation of placement, a pre-admission meeting is held in order to formulate a transition plan for the young person. This will identify a start date and resources needed to support the young person's transition to The Forum School. This is in accordance with 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.

6.4. Admissions Register

Once a placement has been confirmed, the student's details will be entered on the school's admission register. All students placed at The Forum School will be subject to a 12 week initial assessment period. This will consist of three monthly reviews carried out by all professionals and provide further information on suitability of placement, staffing, resources and interventions are being met to enable a successful placement. However, this will also raise whether there is a need to reconsider admission.