Wisbech 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:

- Special Educational Needs and Disability Act (SENDA)
- 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.

Tawanda Madhlangobe
Headteacher
Signed September 2025

Andrew Sutherland
Representative, Proprietor- Cambian Group
Date: September 2024

The Wisbech 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.

© Cambian Group 2015

Admission Policy
Wisbech School we are registered to care for and educate children from the age of 7 to 17 covering Key Stages 2 - 4. 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
Our school provides for those with Social Emotional and Mental Health difficulties (SEMH), as well as other needs or diagnoses, including, ADHD, ADD, 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 7-17 years of age. Some of our children will have 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/External placements Steps

Step one:

- Discuss referrals in SLT accept/decline (considering our current cohort and if we can fulfil need)
- Tour of both schools (this is advised and a member of staff will answer any questions you may have and the YP get a feel for the school)
- Home visit (this is to see the YP in their own environment to make them feel safe and secure. This also aids transition as a member of staff will greet them that they have already met.
  (Home questionnaire, Permissions, Assessment folder)
- ILP/RA completed (Pastoral Team) Based on paperwork and home visit
- Send out to all staff/team so they are able to support strategies implemented.

Step two:

- Discuss Transition into school With Parents/Carers/social workers This is based on the individual need/support of the YP
  (considerations go to our currents YP. Whether a child or young person is starting primary school, secondary school, this transition period needs to be carefully managed. If a child struggles with a transition it can have a negative impact on their wellbeing and academic achievement. A reduced timetable maybe implemented to aid this transition.
- Home education (if school refuser or cannot facilitate into school due to unsafe behaviours (Home education engagement sheet)
- Overall RTT
- GL Assessments to determine baseline. These include Reading/Spelling/Dyslexia/English/Maths/Science and CAT 4

Dependent on ILP/RA and the need of the child. Reduced TT is discussed with parents/carers before transition starts. The transition is based around all current and new pupils.

Internal – placement from a Cambian Children's Home

The Wisbech 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.

© Cambian Group 2015

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 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 is it 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.

Special Educational Needs

Where a child who has an *Education, Health and Care Plan* (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 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 dyslexic tuition will be subject 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 Part 4 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 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).

The Proprietor of the school is whose address for correspondence during both term-times and holidays is MR Jeremy Wiles, Parkview, 82 Oxford Road, Uxbridge, UB8 1UX. The telephone number on which the proprietor may be contacted at all times is 01707 601800 and the email address is Jeremy.wiles@caretech-uk.com

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

© Cambian Group 2015

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 Headteacher in her assessment as to whether a school placement is viable and appropriate. The Headteacher 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 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. Initial assessments will be carried out within the first two weeks from admission. 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. A period of transition will be arranged for students depending on their individual needs, during this transition period the pound person will be able to familiarise themselves with the school our staff and pupils.

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.

© Cambian Group 2015

The Wisbech 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.

© Cambian Group 2015