



**THE COMPLETE
EDUCATION SOLUTION**

CREATING UNIQUE JOURNEYS FOR LIFE AND LEARNING

Admissions Policy and Procedure

A handwritten signature in black ink that reads 'Thomas Keaney'.

Thomas Keaney, CEO and Schools' Proprietor

Date of next formal review, September 2022

This policy applies to all The Complete Education Solution (TCES) schools and services

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'True education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself. Through these demands he is stimulated to act as a member of a unity, to emerge from his original narrowness of action and feeling, and to conceive of himself from the standpoint of the welfare of the group to which he belongs. Through the responses which others make to his own activities he comes to know what these mean in social terms.'

John Dewey 1897

Referrals

TCES is governed by an admissions procedure implemented by the TCES Operational Board and aims to meet the admission requirements for all referred young people as set by the Board in the contracts between Local Authorities and TCES.

Referrals to our Services are received and processed by the Business Development Team at Central Services. Local Authorities refer children and young people whose SEMH needs or their ASC have resulted in them being permanently excluded from mainstream or special schools or who may have become disengaged from attendance for a prolonged period. These children and young people may have a EHCP (Education, Health & Care Plan). They also may be young people in Public Care who have had disrupted placements and/or schooling with similar difficulties and for whom there is no reasonable short term prospect of reintegration into mainstream schools.

All prospective pupils and their families or carers will, following referral, have opportunities to discuss the education we are able to offer, visit the school, meet with staff and share in the aims and methods of education we are able to offer each child or young person.

It is also our policy that, once accepted for admittance, all pupils will be assisted and supported to address the issues and difficulties that have led to their referral and will have available to them the full curriculum offered by the school.

The Admission Procedure

The criteria for admission to the school, as determined by our contracts with Local Authorities is:

- All pupils will be of statutory school age in Key Stages 2, 3, 4 & 5. Pupils referred will have Special Educational Needs and Disability (which in most cases will be formalised with a EHCP Plan). In most cases the presenting reasons for referral will be SEMH needs or an ASC although the young people referred are likely to present with a range of other difficulties such as speech and language difficulties, dyslexia, dyspraxia, ADHD, ADD, ODD and Asperger's Syndrome. Some of the young people referred will, in addition, be awaiting court hearings or be on bail conditions. Some will be young offenders on supervision orders.
- Pupils in public care with SEND for whom there is no reasonable short term prospect of reintegration into mainstream school or services

Information

We seek to gain as much information as possible about every pupil referred to us in order that we can make informed choices about the appropriateness of the referral and what will be required in order to meet their needs. Documentation with each new referral should include:

- Education, Health & Care Plan (EHCP)
- Pupil details such as their full name, address and date of birth
- Contact details of and reports from all agencies currently involved with the pupil
- The pupil's educational history including SAT results, academic and clinical assessment data where they are available
- The pupil's previous attendance, punctuality and behavioural issues
- For Looked After Pupils – their PEP and any relevant supporting information from agencies involved with the pupil
- Latest Annual Review paperwork

Following Referral

From receipt of the referral, the Business Development Team will carry out a thorough assessment of the pupil in conjunction with the School or Service, invite the pupil and parents/carers to visit school and, if the pupil is accepted as a potential placement and is agreed by the Local Authority, agree a start date that will not be later than **ten term-time working days** from the formal offer being accepted by the LA.

Responsibility for this process is delegated to the SENCO and Assessment Managers who will read the documents, précis key issues such as classroom behaviour, social interactions and learning needs and then share the information with the appropriate class team via a completed Pre Service Assessment (PSA).

Referral Meeting

The Assessment Manager will meet with parents/carers as quickly as possible and undertake a Pre-Service Assessment (PSA). This usually takes place in the home allowing the opportunity for parents/carers to discuss the needs of their child in an informal, although structured way. During the meeting, the pupil's additional needs are assessed, their educational and social background can be discussed and the factors which may have caused their disaffection or disengagement from education can be raised. Importantly, we also use this meeting as an opportunity for parents/carers and the young person themselves, to share what they see as particular interests and strengths. This information provides essential details for Risk Assessments to be completed. Discussion includes:

- Pupil strengths and talents
- Pupil expectations
- Parent/carer expectations
- School expectations – Code of Conduct

- Risk Assessment information from referral paperwork will be discussed to ascertain risk
- School/home links once placement has begun
- Education, Health & Care Plan and how the school proposes to meet it
- School timetable
- Diagnostic assessments
- Curriculum and activities
- Work experience
- Additional pastoral support
- Parental consent

The Assessment Manager also shares with parents/carers a range of information and documents and ensures they are aware of other documents that are available for them to see, should they so wish.

Documents shared include:

- Educational Visits policy, permission slips for excursions and photographs to be taken of pupils, including the usage of all images
- Data Protection Policy
- Complaints Policy and form
- Attendance Contract (to be signed by the pupil)
- Vandalism and Damage Policy (to be signed by the pupil and parents/carers)
- Communication Facilities Policy (ICT) for pupils
- Communication Policy Declaration form (to be signed by pupil and parent/carer)
- Relevant County Council Free School meals form (if applicable)
- Uniform Policy

The Pre-Service Assessment and Plan for Admission

Following the initial meeting the Assessment Manager will write a Pre-Service Assessment (PSA) and arrange with Business Development Team for a discussion to take place to consider and approve the placement. The completed PSA will be the focus of this discussion and a formal offer will be sent to the referring Local Authority.

Once the placement is approved, the SENCO will convene an intake meeting with the Head Teacher, the designated teacher and appropriate members of the teaching team, where the referral and plan for admission will be discussed. The discussion will focus on deciding how best to structure the pupil's integration to school to ensure the best chance of a successful placement.

This will include such matters as:

- whether (based on our understanding of the pupil's previous experience) the pupil would benefit from a graduated integration attending on a part-time timetable initially building incrementally to full-time attendance
- ensuring plans for transport are in place
- making arrangements for assessment following admission
- writing a draft Pathway Plan which will be completed within **15 term-time days** following admission

Induction

Pupils are inducted on arrival at school. We want pupils to feel comfortable and relaxed when they arrive so a great deal of care is taken to ensure they are informed about all we do and that they know what to do if there is anything they do not understand or are unsure of.

As well as introducing them to the team who will be teaching them and the other pupils, the SENCO will ensure pupils know what to do in the event of a fire and other health and safety matters as well as the opportunities we will be offering them. In addition, the SENCO will explain once again our expectations about their behaviour (and the consequences of misbehaviour) and the respect we expect them to show others as well as reassuring them that we will seek to treat them as an adult and with respect too.