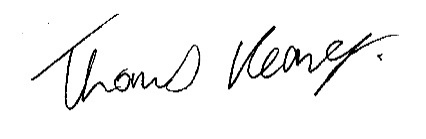


Admissions Procedure Policy



Thomas Keaney, CEO and Schools’ Proprietor

**Date of next formal review, September 2021**

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

TCES North West London Independent School

TCES East London Independent School

TCES ELIS - Create Learning

TCES – Home Learning – Distance Learning

TCES – Home Learning - Tutoring

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*A message from the CEO*

*TCES operates our schools and services across a continuum of need and provision which allows us to place a very high percentage of our referrals within a school or service set up to meet their needs however complex those needs are.*

*Our schools and services support exceptional children and young people who have Neurodiverse needs of which Social, Emotional and Mental Health needs and Autistic Spectrum Condition are just some of the diagnosis’.*

*Theses are our four services;*

*a) Distance Learning as part of the TCES -Home Learning packages*

*b) Tutoring as part of the TCES - Home Learning packages*

*c) Create Step-down services – Part of TCES East London school*

*d) TCES Independent Special Schools*

*Our inclusive schools have at their centre the needs of our children. We have a proud record of over twenty years with zero permanent exclusions and zero fixed term exclusions for the past two years. In view of this proud record we undertake a comprehensive admissions procedure to ensure we can meet the needs of every single pupil referred. TCES’ admissions procedure is always a strengths-based process and has at its heart the reduction in anxiety for the pupil and their parents or carers. We believe that our pupils come to us with significant gifts and talents and we work hard to ensure that pupils, parents and carers are clear that our pupils will be seen and supported as young leaders by TCES in the admissions process. Every referred pupil and their parents and carers will be treated with respect, dignity and empathy in all of our admissions processes.*

*Thomas Keaney – CEO and Schools Proprietor*

**Referrals**

The Complete Education Solution (TCES) is governed by an admissions procedure implemented by TCES’ Operational Board (Ops Board) and aims to meet the admission requirements for all referred children and young people as set out in the contracts between Local Authorities and TCES.

Referrals to our schools and services are received and processed by the Business Development Team at Central Services. This team is made up of Assessment and Admissions Managers and Senior Social Workers. This team is supplemented by experienced SENDCOs, Senior Social Workers and Deputy Heads – Teaching and Learning from the schools and services. Local Authorities refer children and young people whose SEMH or ASC needs have resulted in them been 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 an EHCP (Education, Health & Care Plan). They also may be children and young people in Public Care (Care Experienced Children - CEP) who have had disrupted placements and/or schooling and for whom there is no reasonable prospect of reintegration into mainstream schools.

It is the policy of TCES that all prospective pupils referred to the school by Local Authorities will be offered a referral and admissions procedure that is open, fair, timely and transparent. 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 and our schools registration criteria with the Department for Education 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 Neurodiverse conditions including SEMH needs or an ASC although the children and 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 children and 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 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

**Following Referral**

From receipt of the referral, TCES the Business Development Team and the relevant TCES School or Service will process the documentation, usually incorporate a home visit, invite the pupil and parents/carers to visit our school and agree a start date that will not be later than **ten term-time working days** from referral.

Responsibility for this process is delegated to the TCES School or Service SENDCO and BDT Assessment and Admissions Manager 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) and Pupil Portrait.

**Referral Meeting**

The BDT Admissions and Assessment Manager or Senior Social Worker 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 strengths and talents are discussed first, then their 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. This information provides essential details for Risk Assessments to be completed. Videos and discussions include:

* Short video from Student Council to prospective pupil
* Short Video from Head of School and from Head of Parents Council to Parent/s or Carers
* Pupil strengths
* Pupil expectations
* Parent/carers views of their child’s strengths and their expectations
* School expectations – Community and British Values, Pupil and Staff Charter, High Five Classroom rules,
* Our non-exclusions policy
* 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 including Specialisms; Leadership and L.I.F.E and Arts, enrichment activities
* Careers, Traineeships, Apprenticeships and Work experience
* Peer mentors, Alumni mentor volunteers, Alumni Learning Mentors (Entrants to Employees programme)
* Additional pastoral support
* Parental consent

The Admissions and Assessment Manager or Senior Social Worker 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 (GDPR)
* 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)
* Distance Learning policy
* Pupil Premium form
* Relevant County Council or Local Authority Free School meals form (if applicable)
* Uniform Policy

Parents/carers are encouraged to visit the school in order to meet the Head of Parent Council, Head of School or Deputy Head – T & L, SENDCO or Pastoral Care Coordinator and staff and see the school where their child will be educated. If the decision is that the pupil should begin an educational programme with our ELIS Create Learning Service initially due to high risk behaviour or the presentation of extremely vulnerable or anxious behaviour then there will be a second visit to the family/carer’s home where the Create Learning Therapeutic Education Practitioners (TEPs) will be introduced and the timetable, initial curriculum and TEPs expectation will be set out for the pupil and parents/carers.

Similarly if the decision is that there is an initial placement in our TCES – Home Learning whether that be in distance learning or in face to face tutoring then the TEP will be introduced to the pupil and family usually through a home visit prior to the service beginning.

**The Pre-Service Assessment and Plan for Admission**

Following the initial meeting the Admissions and Assessment Manager or Senior Social Worker 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 SENDCO will convene an intake meeting with the Head of School or Deputy Head, the Form 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 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 an Individual Education Plan (IEP) and Positive Behaviour Intervention and Support Plan (PBIS) all of 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. The Head of the Student Council or an identified Peer Mentor will show the pupil around the school with Pastoral Care Coordinator (PCC).

As well as introducing them to the team who will be teaching them and the other pupils, the SENDCO or PCC 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 SENDCO will explain once again our Community Values including our high expectations of them and how we will work with them to reduce their anxieties, help them to settle in and support them in every way.