

Document ID ref:	ED0004G
Policy Name:	Admissions Policy (Grantham)
First issue date:	01/09/2021
Review date:	09/05/2024
New version date:	09/05/2024
New review date:	09/05/2025
New version ref:	V4
Summary of changes:	Full review – Bespoke to Esland Grantham School

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1. Purpose

This policy sets out the procedure for all admissions of student into an Esland School in accordance with the Independent School Standards Regulations 2014.

Principles

1. Education provision at our schools are available to all student resident with the service or on a day student placement from a local authority.
2. We do not select students for education based on race, age, culture, disability, academic ability or gender. Selection is primarily based on the capacity of the school to meet identified needs in the best possible way. Where it is felt that the school cannot meet the needs of individuals , help and advice will be provided on possible suitable alternatives.
3. The cost of education at our schools is borne by the fees paid by placing authorities and is part of the overall fee charged for accommodating student.
4. By law, before a student with an Education, Health & Care Plan is placed on our register, the placing education authority must request consent from the Secretary of State for Education for the young person to receive education from us. This should be sought from the DfE's SEN team (Fax No. 01325 392249) who will request medical, psychological and educational evidence, together with a letter from Esland offering a place and confirming a start date. When the student will also be a in Esland residential care home the Registered Manager must ensure that the placing authority is aware of this obligation and that a Statementing Officer from the home education authority has requested this consent. It is illegal for Esland School to place a young person on its school register without this consent.
5. Such consent is not required for student without an EHCP.
6. We reserve the right to contract out educational services to third parties for the provision of education should it be deemed necessary, or to provide education at alternative premises to the school building.

2. Scope

The policy applies to all student admissions between the ages of 7 and 18 years.

3. Referrals Process

- a) We seek to establish as much information as possible at the point of referral prior to admission to determine whether it is able to meet the child/young person's needs.
- b) Documents required for education admission decision include:

- Current EHCP
 - IEP
 - PEP
 - Previous School Report
 - Esland Referral Form
 - Any relevant psychological, social or other specialist reports
- c) All planned referrals will be made to the Headteacher. The Headteacher and/or admission panel will decide about the suitability of the placement. With any Esland Residential admission this will be discussed with the Registered Manager and senior Clinician in the case of residential admissions.
- d) If it is decided at any point that the needs of the student cannot be met, the referrer will be informed and provided with relevant information for future reference.

Referral Process & Timescales

- a) Referral received by business development
- b) BD carry out initial screening based on primary needs
- c) Referral sent to headteacher/ panel to ascertain if need can be met
- d) Expression of interest returned to placing authority along with business and placement plan and a request for any further information
- e) A multi-agency meeting to be held with previous school, unit or mental health professionals.
- f) With approval from LA there is then a visit to the school
- g) In some cases, taster sessions are deemed appropriate for some and this will be accommodated on an individual's needs
- h) With approval from the Local Authority, there us then a welcome and orientation visit and/or assessment visit.
- i) Once the LA agree to the placement a transition plan is created and sent to all parties. The transition into the school begins following confirmation from Business Development that placement has been confirmed and its agreement e.g. with enhanced support, therapy etc.

4. Admissions and Transition Process

Once a decision is made to place a student, the Headteacher and for residential students, the Registered Manager or someone delegated to act on their behalf, will undertake the following as soon as practicable after the decision is reached to place the child/young person:

- a) Liaise with the Social Worker to clarify or confirm any information that may be required (e.g. which was not provided at point of referral) to assist in the drawing up of the child's Placement Plan, Care Plan, Protection Plan (if in place) and Behaviour Management Plan.
- b) Ensure the student and parents (if appropriate) have the chance to visit the school and meet the staff team.
- c) Collate/receive relevant up to date information/records relating to the student - This should be done prior to admission.
- d) Residential Care Plan (where appropriate) - this must include the plans for contact between the student and their family and friends and this must be

agreed by all parties before the admission can be agreed. This should include medical consent.

- e) Place Information Record.
- f) Chronology.
- g) Personal Education Plan which can be obtained after the placement has
 - a. occurred, but permission must be sought for the child/young person to
 - b. attend Esland School.
- h) Pathway Plan (if relevant).
- i) Health Care Plan (See Section 3, Healthcare);
- j) Any specialist reports that may be relevant to the students placement.

Transition Process:

- a) During final taster session, or as close to this as possible, a meeting will be held to discuss all views.
- b) A review will take place to see if we can meet the needs of the student.
- c) The headteacher will confirm the outcome with Business Development.
- d) If a placement is offered, Business Development will liaise with the Local Authority.
- e) The Local authority panel will discuss and an outcome given (this process can take six weeks)
- f) Once placement has been confirmed, the school will work closely with the case worker to establish the transition phase (see Appendix 1).
- g) The school will then liaise with parents/carers, social workers, previous schools and other professionals to ensure all information about the child is current and correct.
- h) Behaviour support plans and target tracking can then be created and shared with staff members.
- i) The transition plan is a guide and is increased at the rate the student is comfortable with.
- j) We endeavour to reach a target of full-time education within 4-6 weeks.
- k) During the transition time, the student will complete a range of assessments so that we can create a flight path for the student.
- l) At around 8-12 weeks, an Annual Review/Personalised Education Plan (children in care) or professional meeting will be held to discuss progress and development.

5. Admissions Register

The school keeps an Admissions Register which contains details of all the students at the school. This includes:

- a. The student's name in full
- b. The birth sex of the student
- c. The name and address of every person known to be a parent/carer of the student (and an indication of which parent that student normally lives with, and which parents hold parental responsibility as defined by Section 3 Children Act 1989), including any additional/change of addresses and date of change
- d. At least one telephone number of the main carer plus additional emergency

contacts (although the additional numbers need not be kept on the admissions register).

- e. The day, month and year of birth
- f. The day, month and year of admission or re-admission
- g. The name and address of the last school attended, if any
- h. The name of the destination school notified by a parent/carer, and the first date of attendance (where practicable to ascertain)

Transition Plan For: XXXXXXXXX

Date: XXXXXX

Stage	Process	Rationale
Stage 1 Initial visit and taster sessions	XXXXX's visit to school went really well and all parties happy to move to taster sessions. Taster sessions have been successfully completed	
Stage 2 Part time timetable	Week one (check issues with transport) [date] and [date] – 9am to 12. Week 2 [dates] – 9 to 12. Week 3 [date] All morning sessions 9-12.	Example: We need XXXXX to settle slowly and to get use to other students in the school. Having new students can also unsettle the current students and want them all to have a successful time at school. During this time, we will also gather information from previous schools, and teacher assessment.
Stage 3 Extended Timetable	Week 4 – [date] full day [date] Full day [date] Full day [date] half day 9-12 [date] day 9-12 Week 5 same timings as week 4	During this time, detailed assessment and other documentation will be designed and we will also know XXXXX much better and will have made sure the group they are working in is the best one for them.
Stage 4 Fulltime timetable and the child's requirements	Week 6 full time – [date]	This will be dependent on the previous weeks and all transition plans are a guidance. This means there will be regular contact with home and week updates.
The child's aims and Goals		

Other Notes and important information

This plan is a guidance and changes can be made to slow the process or increase as we see fit for the student. All changes will be discussed with parents before changes put in place as we are aware that this can cause issues with transport.