

Southlands School Policy



Policy name: Admissions



Policy Author / Reviewer	Alison Priddle
Approval Date	Sept 2024
Version No	9
Policy Level	Site Level
Staff Groups Affected	All Staff

1. Monitoring and Review

- 1.1. The Proprietor will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than one year from the date of approval shown above,
- 1.2. or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed:



Andrew Sutherland
Operations Director Education services
September 2024

Signed:



Alison Priddle
Principal
September 2024

- 1.3. 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 school/college.
Individual	Means any child or young person under the age of 18 or young adult between the ages of 18 and 25.
Service Head	This is the senior person with overall responsibility for the service
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. E.g Ofsted, CQC, CSSIW
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 and students on placement.
Cambian KPI	Means the Cambian online in-house information system which holds data for each site on quality measures.



Southlands 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:

- Equality and Diversity Policy
- Special Educational Needs and Disability Act (SENDA)
- Attendance Policy
- 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 Head.
- 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.

Admission Policy

At Southlands School we are registered to care for and educate children from the age of 7 to 19 covering Key Stages 2-6. 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

We are a co-education specialist day and residential school with a registered children's home. We provide education and care, supported by our multi-disciplinary clinical team, for children and young people aged 7-19 years who have a primary diagnosis of Autism or whose profile of need can be successfully supported by the use of autism specialist strategies. The majority of young people have an Education, Health, and Care Plan (EHCP) with their primary special need being ASD and require support to access education, have difficulty initiating or limited social interactions and need support with organisation and problem



solving, which can hamper independence. They may typically be working at or above age-related expectations or with moderate learning difficulties.

They may have a variety of additional special education needs associated with their autism spectrum challenges.

We are able to support and care for individuals with associated complex needs such as:

- language and social communication
- social emotional
- sensory integration and processing
- moderate learning difficulties (MLD)
- co-existing difficulties associated with ASD such as ADHD
- heightened anxiety
- selective mutism
- self-harm
- dyslexia
- dyspraxia

Our young people may, on occasion, present with behaviours that challenge. We use non-aversive, positive behavior approaches and crisis prevention interventions to support and maintain relationships.

Our usual staffing level is 1:3 (staff to young people) and any additional level of staff support is dependent on individual need and level of independence

We support young people either on a day or residential basis, with options of boarding for 38 or 52 weeks.

Internal – placement from a Cambian Children’s Home

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 it is 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. For more details please see the Prospectus and website.

Special Educational Needs

Where a child who has a Statement of Special Educational Needs 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 either the *Statement* or the *Education, Health and Care Plan* (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 a statement of special educational needs. Any additional services that are needed to meet the requirements of the Statement 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 Statement* or the relevant section 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* (Jan 2015)

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 Cambian Childcare Ltd. Farouq Sheikh, Chair of the CareTech Board: Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire EN6 1AG.

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

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 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 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 Head in his/her assessment as to whether a school placement is viable and appropriate. The Head 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, considering of the young person's age, aptitude and ability. Initial assessments will be carried out within the first two weeks from admission and a copy of the results will be sent to the placing authority. 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.

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