

Policy for Admissions

Cambian Spring Hill School

Policy Author / Reviewer	Samantha Campbell
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Staff Groups Affected	All Staff

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1. Monitoring & Review

The Policy Author 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 one year from the date of approval shown above, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

This policy will be subject to continuous monitoring, refinement, and audit by the Principal and approved by the Governing Body.

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 students from the school office and website.

Signed:



Samantha Campbell

Principal

September 2023

2. Policy

Spring Hill School is registered to care for and educate children from the ages of 8 to 19, covering Key Stages 1 - 5. No child/young person 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. Cambian Spring Hill School is **not** a registered Section 41 provision.

3. Individual Profile

Our school provides for children and young people with a primary diagnosis of ASD and comorbidities, which may include mental health/anxiety, ADHD, ADD, and other difficulties. Most of our children are referred to us and funded through the local authorities. None of our children/young people require DOLS intervention and none have profound and multiple learning difficulties (PMLD). Some of our children have experienced adverse childhood experiences (ACE) and some have significant anxiety with disrupted education which may impede access to formal learning opportunities.

All of our children and young people have an Education Health Care Plan (EHCP).

Whilst our proficient multi-disciplinary team are skilled in supporting barriers to learning, it is fundamental that the educational placement is able to meet the unique needs of the individual child/young person.

Please note: we do not provide for children/young people who need 2:1 levels of adult supervision.

Spring Hill School cannot meet the needs of children or young people who:

- demonstrate social, emotional and mental health difficulties (SEMH) that are not a co-morbid condition with ASD
- have a DOLS requirement in place
- require step-down provision from mental health inpatient services
- suffer from severe and chronic psychological symptoms as a consequence of sexual trauma or display significant sexualised behaviours
- engage in sustained and significantly harmful and/or self-injurious behaviours
- present with profound and multiple learning disabilities (PMLD)
- have ongoing substance misuse difficulties and/or actively engage in gang-related/County Lines activity
- Require a solo placement

4. Referrals

Spring Hill School receives referrals via the local authority. As much detailed 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/Children's Home is able to meet need.

At the point of referral, we require:

- full name (can be redacted at initial point of referral)

- age and date of birth
- gender
- ethnic background, cultural needs, religious needs/persuasion
- current health and medication need and history
- current school arrangements, support and additional interventions
- copy of the latest EHCP
- clinical reports (if relevant)
- risk assessments and levels of supervision required e.g. 1:1
- any current or historic child protection or CIN information
- information regarding history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties
- the name, address and telephone number of the young person's case accountable social worker (if applicable)
- the young person's legal status
- any special issues e.g., restriction of contact and criminal history (if any) and whether any existing criminal proceedings are outstanding.

5. Parental Enquiries and Visits to Spring Hill

We welcome visits from parents/carers. Our Admissions and Transitions Officer coordinates these at times to suit. Please contact the main office, 01765 603320, to arrange a mutually convenient time to visit us. If you are interested in looking at our Children's Homes, then please discuss this prior to your visit.

6. The Initial Assessment Process

We accept enquiries and referrals throughout the year and work flexibly with all parties throughout the assessment process. Further to successful consultation and receipt of all relevant information, if all parties agree, admissions to the school take place as agreed.

If it is agreed that our provision, could initially meet need, and all parties approve, the formal assessment process begins. These are managed on a case-by-case basis but, typically, we would observe the child in their current educational setting and possibly in the home. For children requiring a residential place, we would expect to meet parents/carers in the family home, should this be appropriate. Cohort matching is a primary consideration and a key component of the process. We provide pro bono in-school assessment days to support our decision making and expect all children/young to participate.

7. Formal Assessment

Each application is assessed on a case-by-case basis considering the unique needs of the individual child/young person.

Assessments and observations are undertaken at Spring Hill School and in the current academic and home setting and interviews with parent/carers, if appropriate, and other key professionals; these form a fundamental part of the admissions process and, in their own right, do not constitute a formal offer of placement.

During the initial stage of the assessment process, the following factors will be considered to further inform whether we can meet need and assess compatibility with the current cohort of children.

Senior Leaders take into consideration:

- a primary diagnosis of Asperger's Syndrome, high-functioning autism, Autism Spectrum Disorder/Condition, specific communication and language disorder, social interaction difficulties
- ADHD, PDA, Mental Health disorders (not step-down from inpatient facilities) associated SEMH and SpLD as a co-morbid diagnosis only and not as primary diagnosis or main need, unless assessment identifies need could be met – this decision is made at the discretion of the Principal
- social and academic compatibility with the existing cohort; admission of any new starters must not be detrimental to the needs of existing cohort – no child/young person should compromise the opportunities of others within the school or residential setting, as appropriate
- for children and young people with a physical disability, accessible places in the school and in the residential home are available or whether it would be possible to make reasonable adjustments within the meaning of the Equality Act 2010
- whether medical needs can be safely accommodated; medical needs requiring on site nursing care cannot usually be accommodated

Assessments may vary in extent, depending on the needs of each child/young person and the range of information initially supplied; follow up assessment visits, 'phone calls and/or requests for further information or reports may be required.

Following assessment completion, a decision of whether to offer a placement or not will be made by the SLT; Cambian Commissioning Managers will liaise directly with referring parties to appraise them of the outcome.

Should we agree to offer a place, representatives from Local Authorities and/or Children's Social Care are strongly encouraged to visit the school and, if appropriate, the Residential Home.

8. Formalising the Placement

We believe that good communication is essential to build effective home/school relationships; we will always be transparent if we feel that we cannot meet the needs of

your child. If additional resources are required to support a placement, these will be shared with the Local Authority. If agreed, a place is offered based on availability and in accordance with statutory legislation. An offer of admission will not be made until all relevant and up-to-date information has been scrutinised by members of the education, care and clinical teams. This is because it is essential to ensure that Spring Hill can meet need in terms of EHCP outcomes and can dispense their safeguarding duties accordingly.

9. Reviewing the Placement

A review meeting will be arranged within the first 12 weeks to celebrate progress and discuss any other matters that are deemed relevant. Whilst not an interim review, this meeting is likely to reference progress against outcomes as per the EHCP and share initial assessment outcomes undertaken via the iSTART programme.

10.iSTART



iSTART Programme		What is it?
i	<i>Induction</i>	<p>The iSTART Programme is a targeted induction programme for all our students at Cambian Spring Hill School (CSHS). Over a period of 6-12 weeks or less (depending on the individual), students will be supported by a specific team to allow them to settle, familiarise themselves with their environment and expectations, build relationships with key staff and undertake a range of academic and therapeutic assessments in order to prepare them for learning.</p> <p>Placing the child's needs at the centre, we take this time to understand what is important to the them, their parents and/or carers and how we can improve their quality of life. We want to know what they are interested in, what they are motivated by, how they want to be supported and crucially what they want to learn!</p> <p>We want to know if prior learning information is correct, if their EHCP targets are still appropriate and most importantly, if we can continue to meet their needs. A successful placement at CSHS requires a level of commitment from both the school and the individual and therefore is imperative that this process gives us the right information to achieve the best possible outcomes for that young person.</p> <p>The final aim of this process is to ensure a young person transitions in to the most appropriate class, receives the correct support, access an appropriate yet challenging curriculum and is given the opportunity to succeed and reach their potential!</p>
S	<i>Student</i>	
T	<i>Therapy</i>	
A	<i>Assessment</i>	
R	<i>Review</i>	
T	<i>Transition</i>	

11. Tribunals

On occasions, Spring Hill School is required to SEND attend tribunal cases. Attendance at these cases is decided by Andrew Sutherland, the Operations Director – Education Services. It may not be appropriate for the school to attend a Tribunal if they feel they are not able to meet need. Spring Hill is not recognised as a Section 41 school; the school cannot be directed to take children or young people nor named on an EHCP without its' consent.

12. Emergency Admissions

It is essential that we support successful transitions for our children and that these are tailored to their bespoke needs; as such we do not take emergency admissions. However, we aim to work as collaboratively with Local Authorities, families and stakeholders to provide a start date as soon as possible.

13. Oversubscription Criteria

We are happy to advise parents/carers and Local Authorities of any available places that arise if we are full to capacity. The school is registered to take 50 children and young people aged between 8 and 19 years of age.

14. Overseas Pupils

We welcome applications from children and young people from all backgrounds. We will ensure that any EAL needs are met are should we feel we are able to meet the wider needs of the child/young person. The school must be able to meet the education and clinical needs as identified in the EHCP and ensure that there is suitable cohort match for the student to thrive in terms of their social and emotional development needs.