

707E

Admissions to English Schools and Children's Homes

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Related Policies and Guidance Documents	
Related Regulations	
Annexes and Supplementary Info	
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Admission Principles

SENAD Schools and Children's Homes will conduct assessments as part of their admissions policy. Each school will assess a student and/or residential placement against the schools and homes aims and objectives taken from the school's Prospectus and Statement of Purpose. Staff completing the assessment will produce an assessment report.

For School education, the **Prospectus** (available on the website) sets out the nature of the school's offer, the students it will be able to educate and the curriculum it offers. This provision may be a collaborative delivery with another DfE registered school or FE college or work based learning organisation.

For Children's Homes, the **Statement of Purpose** (available on the website) sets out the nature of the home's service, the residential service that the home will be able to offer and the education that will be made for the young person. Typically, this is at the co-located residential school that the children's home is aligned too. Care only placements are rarely offered and we do not offer care respite or holiday schemes.

Process for admissions

Parents, placing authorities, commissioners, and other professionals may make a referral directly to the school and/or home and/or SENAD.

We will then follow our assessment process for the specific school/home that the young person is to be assessed for.

Our services are regulated by Ofsted Education for the school and Education Care for the children's home.

Criteria for admissions

Our admission process will determine if we are able to offer an effective education and/or residential service to the young person. Our schools and homes have the following criteria:

- A learning need in line with the school's primary registration. Typically, Autism, Learning Difficulties, Communication Difficulties, PWS and similar conditions. (each school/home has its own specific criteria);
- Age ranges;
- Gender balance expectations;
- Ability to support with reasonable adjustment, needs under the Equality Act (2010);
- Cognitive levels and communication needs;

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- We do not admit pupils with purely SEMH (EBD) needs
 - Tendency to abscond;
 - Tendency to be engaged in criminal activity;
 - Our ability to keep them safe in our setting;
 - Specific behaviour support (we are not a secure children’s home nor a Pupil Referral Unit);
 - We do not offer respite residential services. We operated children’s homes that are allied to a co-located registered SEN school.
 - Specific medication support (we are not registered for nursing nor are we a NHS facility);
 - Peer compatibility;
 - Our students will have an EHC plan or an Independent Development Plan if they are from Wales. If an overseas national, then a Tier 4 student visa is required;
 - Staff skills to support the young person’s needs (this may require us to update our staff training to meet specific needs);
 - Wherever possible, we will review the specific needs and requests of the young person directly or via their advocate, which may be their parents or an independent person; and
 - Availability within a classroom and/or home to meet the young person’s needs.

We operate schools that are:

- non-domination;
- our school week is Monday-Friday; and
- our language of working with young people in education and the home is English.

Prior to admission, we will **review our risk assessments** for the following purposes:

1. Are we able to keep the young person safe;
2. Are we able to reduce over time any cited complex behaviour to a manageable level without excessive interventions;
3. Is the young person able to make progress in their learning and/or personal life style goals;
4. Are we able to build productive relationships with other stakeholders (parents, Local Authorities, Health and other professionals) to promote the best interest of the young person; and
5. Is the young person able to have a good quality experience in our service

It is SENAD’s policy to exercise professional judgement and where we are unable to be assured that we can reasonably meet a person’s needs, we will not offer a placement.

Record keeping

We will provide assessment feedback, typically in written form. Our records are held electronically under the UK General Data Protection Regulation (“GDPR”) and the Data Protection Act 2018.

Our assessment information may be shared with young people when they are able to expressly ask for this information under the UK General Data Protection Regulation (“GDPR”) and the Data Protection Act 2018. This access cannot typically be denied except by a Court Order.

Assessment information is typically shared with the placing Authority. An assessment as part of a Tribunal application will be shared as part of the proceedings of the Tribunal.

Complaints against a decision not to admit

A complaint about an assessment is managed under the school/home complaint policy **714** (which is on the website). Typically this will be around process.

SENAD will not direct a school/home to admit a young person that the Head Teacher and/or Registered Manager has judged to be outside of the school’s Prospectus and/or home’s Statement of Purpose and/or risk assessments.

We may redirect a school/home to renew an assessment with new material information, but SENAD will not make an inappropriate admission.

Where a Court Order direct admissions, and we believe it is not in the child’s best interest, we will appeal such a decision through the courts/tribunal system.