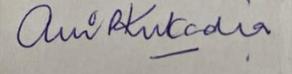


# Admissions Policy

Person responsible for this policy:	Ani Kukadia, Proprietor
Policy reviewed by:	Trudy Read, Education Consultant
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# Admissions Policy



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# Admissions Policy

## 1/ Introduction

Liberty Lodge Independent School offers education and support to young people who are unable to access education in mainstream or other settings due to behavioural, emotional and social difficulties. The school is situated in Ipswich, Suffolk and is registered to teach 6 students, all of whom are expected to be referred to us by Local Authorities across Suffolk, Essex and the South East.

## 2/ Aims

It is the aim of Liberty Lodge Independent School that all prospective pupils referred to the school by a Local Authority will be offered a referral and induction procedure that is open, fair, timely and transparent.

## 3/ Therapeutic Approach

Liberty Lodge Independent School embraces the necessity to provide a therapeutic approach for children that require care in a residential setting away from family and significant attachments. We recognise that any disruption in a child's development through separation, neglect or abuse requires a therapeutic approach when providing education for these children.

We ensure that every aspect of the education provided communicates an unconscious message to the child, so that all aspects of daily life must be regarded as part of the therapeutic process - not just times designated as therapy.

We aim to increase the students' opportunities for positive outcomes for their future and assist them in changing learned patterns of behaviour and attitudes. This model is a basic framework within which students are able to stabilise, reflect on and learn new ways of addressing difficult issues that are age and intellectually appropriate to the need of the child. If necessary, pupils also have access to Dr Silifant, Consultant Psychiatrist.

teaching staff consult with Dr Silifant, on a monthly basis in order to develop educational and behaviour interventions and programmes.

## 4/ Admissions Criteria

- All students will be of statutory school age in Key Stages 3 & 4.
- All students referred will have special educational needs (which in most cases will be formalised with a statement of need set out in an Education and Health Care Plan (EHCP)). In most cases the presenting reason for referral will be for behavioural, emotional and social difficulties although the young people referred are likely to present with a range of co-morbid conditions and/or difficulties such as speech and language, dyslexia, dyspraxia, ADHD, ADD, ODD and other AS Conditions.

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- Students in care with SEN for whom there is no reasonable prospect of reintegration into mainstream school, alternative provision or other services

### 5/ Referrals

Liberty Lodge Independent School is governed by an admissions procedure implemented by the school's proprietor and aims to meet the admission requirements for all referred young people as set out in the contracts between the Local Authorities and the company, Able Healthcare.

Referrals to the school are initially processed through the school's Headteacher who will also update and consult with the school's proprietor.

When referral to the school comes via one of the company's residential care homes (Liberty Lodge or Fern Lodge) as a result of care and education placement, the Managers of these homes will be an invited contributor to discussions with the proprietor, Head Teacher, and school team.

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 young person.

It is also our policy that, once accepted for admittance, all students 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.

#### 5.1 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:

- Pupil's details such as their full name, address, date of birth etc
- Contact details of all parties involved with the young person
- The pupil's educational history including information on needs and any other relevant assessment and prior attainment information/ or data where available
- The most recent updated copy of the Education and Health Care Plan (EHCP)
- For children/young people in care: PEP and any relevant supporting information from agencies involved with the pupil.
- The most recent, up-to-date risk assessment
- In the case of a child under Social Care, a 'handover' meeting/discussion between Safeguarding Leads/Social Worker
- Any other relevant information eg EHCP, FNw (Family Network Meeting) meeting notes

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### 5.2 Following Referral

From receipt of the referral, the school will process the documentation, meet with the student and parents/carers and agree a start date that will not be later than fifteen term-time working days from the date of receipt of the referral.

The Head Teacher is responsible for overseeing and processing all documentation and will:

- read the documents and consider key issues such as classroom behaviour, social interactions and learning needs.
- Draft a first version of the Pupil Individual Education & Behaviour Plan (PIEBP) and Pupil Individual Risk Assessment (PIRA)

### 5.3 Referral Meeting

The Head Teacher will meet with parents/carers and Social Worker (if applicable) as quickly as possible. This will allow the opportunity for parents/carers/social worker to discuss the needs of their child in an informal but structured way. During the meeting, the student's additional needs, and educational and social background can be discussed and the factors which may have caused their disaffection or disengagement from education can be explored. Importantly, we also use this meeting as an opportunity for parents/carers and the young person, themselves, to share what they see as particular interests and strengths.

Discussion includes:

- Pupil expectations
- Parent/carer expectations
- School expectations – code of conduct
- School/home links once placement has begun
- Statement of Special Educational Needs and how the school proposes to meet it
- School timetable
- Diagnostic assessments
- Curriculum and activities
- Additional pastoral support

The Head Teacher 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 gather as full an understanding of the school as they need.

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Documents shared include:

- Educational Visits policy, permission slips for excursions and photographs to be taken of students
- Data Protection Policy
- Complaints Policy
- Feedback form

### 5.4 The Pupil Individual Education and Behaviour Plan (PIEBP) and Pupil Individual Risk Assessment (PIRA)

Following the initial meeting (outlined in Section 4.3) the Head Teacher will write a Pre-Service Needs Plan and prepare version 2 of the Pupil Individual Risk Assessment (PIRA). Once ready, an intake meeting will be arranged and lead by the Head Teacher. At this meeting, the discussion will focus on deciding whether the referral is appropriate and whether the young person will be able to become a fully integrated member of the school. Once the decision to admit is taken by the Headteacher, the plan for admission will be agreed. This will include such matters as:

- ensuring plans for transport are in place
- making arrangements for assessment following admission,
- drafting version 2 of the Pupil Individual Education Behaviour Plan (IEBP)

These will be completed within 15 term-time days following admission.

## 6/ Induction and Transition

A new pupil's induction begins before they begin attending but, on arrival, the full induction plan begins which is designed to ensure the pupil settles safely and with confidence. We want students 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. A pupil's induction will include:

- introductions to the staff team and other pupils
- details of the fire exit plan
- details about other relevant health and safety matters.
- assigning a member of staff to be the pupil's Key Worker
- information about the school's curriculum and the plans for the pupil's learning
- baseline assessment of literacy and numeracy skills which will inform further the pupil's learning plan
- Key Worker sessions to design the Pupil Behaviour Passport
- the pupil code of conduct

This list is not designed to be exhaustive.

We aim to be as flexible as possible to support pupils to make a successful transition to our school. A short term, time-limited part-time timetable is sometimes a useful way to support

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transition (please refer to our policy on re-integration timetables). However, this is not obligatory and we will shape the induction plan to suit the needs of the young person as well as existing pupils.

### 6.1 Transition review

Within the first half term after entry, a formal review will be held with all relevant parties: pupil, parents, carers, Social Workers to share information about the school placement so far. The review is designed primarily to share and celebrate good news stories about how the pupil has settled in to school as well as any early observations. The review also provides the pupil with an opportunity to feed back to the school. In addition, and if necessary, any issues that have caused difficulty in the early weeks can be discussed and resolved.

## 7/ Monitoring

This policy will be reviewed annually by the Head Teacher. At every review, the policy will be shared with and approved by the proprietor.

## 8/ Linking policies

This policy should be read in-conjunction with:

- Admissions Policy
- Re-integration Timetables Policy
- SEND Policy
- Equal Opportunities Policy

# Admissions Policy



## Admissions Policy Staff sign off sheet

Please complete details below to acknowledge that you have read, understood and will follow this policy

Print name	Role	Signature	Date