

kisimul

# Admissions

## Policy and Procedure

## Document Information

<b>Document:</b>	ED07 Admissions Policy
<b>Division:</b>	Education
<b>Document owner position:</b>	Group Executive Education Lead
<b>Authorising committee:</b>	PESC
<b>Date authorised:</b>	September 2023

## Document Publication

<b>Date document first published:</b>	May 2022
<b>Date of last revision:</b>	September 2023
<b>Date of next review:</b>	September 2025

**Authorised document change log recorded at the back of this document**

**This document will be reviewed at least every 2 years**

## Contents

1. Introduction	4
2. Admissions Criteria	4
3. Procedures	4
4. Admissions Register	7
5. Links to other Policies	8
6. Monitoring and Review	8
7. Equality impact assessment – Part A	9
8. Equality impact assessment – Part B	10
9. Document review and change log	10

## **1 Introduction**

The purpose of this policy is to ensure that Kisimul school/ college is able to meet the individual needs of the children and young people we admit.

We will:

- Ensure that we can meet the special educational needs of referred children and young people at the point of admission.
- Ensure that we deal with each individual referral efficiently and within the required timescales.
- Provide a transparent process for the referral of prospective learner.
- Ensure each setting has a structured and supportive admission and induction procedure for new learners

In order to facilitate this process, an admission procedure which ensures that sufficient information is obtained and disseminated prior to and during the induction period of children/young people. The procedure sets out the criteria for admission of learners and that the service provision is set up to meet their needs.

The procedure also ensures that appropriate and adequate information is supplied to children/young people and their families/interested parties, such as; complaints procedure, child protection and safeguarding procedure, individual care plan, term dates and conditions of care in line with current legislation.

## **2 Admissions Criteria**

- Kisimul School is registered to take learners between the ages of 8 and 19 who have learning difficulties, autism and speech, language and communication challenge. Calman Colaiste our specialist 16-25 college provision is set up to support learning pathways into adulthood. The curriculum is set up to enable a transitional pathway for young people to progress into adulthood.
- In addition, our learners may have a range of associated comorbidities including anxiety, ADHD, ODD or sensory processing disorders.
- Children/young people will typically have an EHC Plan (EHCP) or clinical assessments that reflect the school/college registration criteria in order to be assessed for education.
- No child is refused admission on the grounds of race, ethnicity, gender, religion or sexual orientation.

## **3 Procedures**

- Several stages have been put in place to enable the child/young person to become familiar with their new environment and for staff to become familiar with the child/young person.
- All our learners are individuals and will be treated as such.

## Pre-Admission and Assessment

- We will publish a copy of our latest Prospectus and school/college information on our website for reference by parents/carers and other stakeholders; and make paper copies of the information available on request without charge to parents/carers.
- Entry to the school/college is preceded by the exchange of relevant documentation and visits by interested parties.
- Kisimul School / college will work in partnership with local authority personnel and requires that the authority provide all necessary documentation in a timely manner, in order to ensure we can make an informed decision about meeting the needs of a child/young person.

The documents required are (indicative not exhaustive):

- Current Education, Health and Care Plan (EHCP) or clinical assessments, educational psychology or equivalent professional reports.
  - Most recent annual review/key educational progress data
  - A chronology of the child's life to date, to include information relating to periods out of education.
  - Current/most recent care plan/ Personal Education Plan (PEP), or outline of current educational provision and support.
  - Current/most recent behaviour support plan(s) and risk assessment(s).
  - Any additional assessments.
  - Any additional professional reports (e.g. psychology, psychiatry, paediatrics, occupational therapy, CAMHS etc.)
- 
- Kisimul will ensure that proper senior officer authorisation has been given by the placing authority for an assessment of the child's/young person's needs.
  - Once formally invited, a multi-disciplinary team will visit the child/young person in their current home/respite facility and/or education placement in order to further assess the child/young person's needs, gain information about his/her way of life and behaviour and discuss subsequent admission / transition procedures.
  - Visits to Kisimul schools/college by the prospective child/young person's family and/or local authority representative would include a meeting with members of senior staff.
  - If we feel that a learner may need additional resources we will ensure that these resources can reasonably be provided by the setting before a place is offered (or within an agreed timescale) for the child/young person.
  - Final arrangements for admission of the learner to the school/college are then made.
  - If a children's residential placement has been agreed as part of an integrated offer, the Head of Care will inform the host authority of the placement in line with the Children's Homes

Regulations 2015, should the child/young person be a resident of the homes. For day placements the education management and support team will liaise directly with the placing authority and parents in respect of start dates and transition planning.

- In order that consistent information is imparted by the school/college and that full and precise information is obtained for the future welfare of the learner, an assessment and information record is completed. The quality of information at this stage is vital to the future well-being of the child/young person and the period of settling in to the school/ college.
- Where a learner joins our school/college, we will request child protection records from the previous educational establishment.
- Often a transition meeting is arranged at this stage to finalise paperwork, complete LAC and/or other paperwork, discuss any details of individual requirements.

### Prior to Arrival

- Kisimul School/ college has a systematic approach for maintaining admission records, in line with current legislation. We will ensure that the appropriate parent/carer/local authority representative have signed all relevant documentation (contracts, permissions, medical information, consent etc.) prior to admission of the child or young person.
- An appraisal will be made utilising the information gathered during the pre-admission to provide an individual risk assessment, which will be made available to staff.
- Where this risk assessment demonstrates that the child/young person has a history of being missing from home or putting themselves at risk of harm appropriate strategies will be put into place to ensure the child/young person's safety.
- Allocation of classes will be made with consideration to the preferences of the child/young person their attainment levels, sensory and behaviour profile and age as discussed and recorded during the transition meeting.

### First Day

- An individual care plan will be available for all staff as well as an individual risk assessment.
- Learners are encouraged into the school/college routine upon arrival, so as to establish a routine and clear expectations early on. In some cases where a child/young person has been out of education for a long time, it may be agreed that learners have some taster or half days in school/college prior to accessing education on a full-time basis (this would be agreed at the transition meeting with both parents and the local authority).
- There will be additional feedback and support to parents to build trust and relationships through regular verbal and/or email communication. Handovers will be used as well as regular reports with photos, as agreed with the parents at the transition meeting.

## Post-Admission

We will ensure that a post-admission review (initial review) takes place usually within six weeks (no later than 12 weeks). This meeting will endorse the placement and agree the details of individual support plans. This admission review will ensure that all parents/carers and professionals are informed by up-to-date detailed baseline assessment and information related to both education and care.

## **4 Admissions Register**

The young person's details need to be entered into the school/college admissions register and accompanying information filed. The register will comprise information that is compliant with regulations set out in the education (pupil registration) (England) regulations 2013, the admission register will contain:

- Name (inc. middle names) Surname First
- Date of Birth
- Year Group
- Gender
- Ethnicity
- Name and Address of all with PR
- Parent/Carer with whom learner resides
- Emergency Contact Numbers (Social Worker) x 2
- SEN status
- LAC Y/N
- EAL
- Day/Res
- Pupil Premium
- LA – Funded
- Date of Admission
- Previous School / Leaving Date
- Any Readmission Date to Kisimul
- Leaving Date of Kisimul
- An indication of boarding/care order or day attendance

## **5 Links to other Policies**

This should be viewed in conjunction with the Teaching and Learning policy, Complaints procedure, Child Protection and Safeguarding procedure and Curriculum policy'.

## **6 Monitoring and Review**

Kisimul Staff will review this policy bi-annually (every 2 years). This policy is monitored by the Group Executive Head of Education, in consultation with the Head teachers.



## Document equality impact assessment – part A

<b>Document Title</b>		ED07 Admissions Policy	
<b>Name of person completing equality impact assessment:</b>		Paul Routledge	
<b>Date equality impact assessment completed:</b>		September 2023	
Characteristics	Impact		Equality Impact Assessment form completed?
	Yes	No	
Age		√	
Disability		√	
Ethnicity		√	
Gender		√	
Religion or belief		√	
Sexual orientation		√	
Socio-economic		√	
Gender Reassignment		√	
Maternity/Pregnancy		√	
Marriage/Civil Partnership		√	

Equality target group	a) Positive impact		b) Negative impact		Reason/comment
	High	Low	High	Low	
Disability (SEN)	√			√	Informs assessment for appropriate educational provision and admissions.

## Document equality impact assessment – part B

<b>What is the main purpose or aims of the policy</b>	
To outline the admissions processes prior to entry to the schools/college.	
<b>Who will be the beneficiaries of this policy?</b>	
Educational professionals, parents, school leaders and potential admissions to the school.	
<b>Has the policy been explained to those it might affect directly or indirectly?</b>	
Shared accordingly and published on the website.	
<b>Have you consulted on this policy?</b>	
Headteachers, commercial teams and Quality Director.	
<b>What are the expected outcomes of this policy?</b>	
Clarity on admission processes.	
<b>Name of person completing equality impact assessment:</b>	Paul Routledge

## Document change log

The document change log acts as a register of all authorised changes made to this document.

Changes will not be made unless authorised by the document owner.

Description of change	Change made by	Date document republished
Updated terminology, removed references to statements and outlined as 'typical' pupils have EHCP outlines prior to entry.	P Routledge	Sept 23