



Education Policy and Procedure Child/Young Person Admission

Reference Number	ED07
Version Number	1
Date of Issue	February 2020
Latest Revision	February 2020
Next review date	February 2021
Distribution	All Employees
Owner	DoEd
Policy Lead (s)	Headteachers
Department	Schools/College

Policy

This policy aims to ensure that a child/young person's first days/weeks at the placement are as relaxed as possible while minimising the inevitable feelings of stress, disorientation and potential sense of isolation.

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 children/young people 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. A simplified version of this is produced for the children/young people using symbols.

Procedure

Scope

- Several stages have been put in place to enable the child/young person to become familiar with their new environment and staff to become familiar with the child/young person.
- All our children/young people are individuals and will be treated as such.
- This procedure also requires that certain information is obtained during the initial stages of introducing a new child/young person to the school/care home, so that the child/young person's future needs and interests are met.

Criteria

- Kisimul schools are registered to take children/young people between the ages of 8 and 19 who have severe learning difficulties, autism and challenging behaviour or a combination of these, for full-time, part-time, day or respite placements. Calman Colaiste our specialist 16-25 college provision is set up to support learning pathways into adulthood.
- Children/young people are required to have an EHC Plan that reflects the school/college registration criteria in order to be assessed for education.

Interview

- Entry to the school/college is preceded by the exchange of relevant documentation and visits by interested parties as appropriate to the particular situation.
- Kisimul will ensure that proper senior officer authorisation has been given by the placing authority and that an assessment of the child's/young person's needs.

- 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.
- Once formally invited, a multi-disciplinary team will visit the child/young person in their current home/respite facility and/or school 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.
- Final arrangements for admission of the child/young person to the school/college are then made.
- If a residential placement has been agreed, 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 child/young person, 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.
- Where a child/young person 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

- An assessment 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.
- Children/young people are encouraged into the school 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 pupils have some taster or half days in school prior to accessing education on a full-time basis (this would be agreed at the transition meeting with both parent/s 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. Home school diaries will be used as well as regular school reports with photos, as agreed with the parents at the transition meeting.