

Kisimul

EDAC03 | Acacia School Admissions

Policy and Procedure

Document Information

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Equality, Diversity & Inclusion Statement

No person or group should suffer oppression or lack of opportunity because of a protected characteristic. Kisimul Group opposes all forms of unlawful discrimination, and we are committed to encouraging equality, diversity, fairness and inclusion in the application of our policies so that everyone has equal access and feels welcome and at ease. To achieve this aim, the application and accessibility of our policies, and the decisions and outcomes arising from our policies, may be monitored to ensure their use is fair, equal and consistent irrespective of any characteristic as may be defined by the *Equality Act 2010*. This is to ensure that we are listening to people and appropriately understanding their needs, and are tailoring the way we interact and publish or act on our policies to ensure we are promoting equal access and opportunity at all times.

Contents

| | |
|--|---|
| Contents | 3 |
| 1. Introduction | 3 |
| 2. Scope..... | 4 |
| 3. Admissions Criteria | 4 |
| 4. Admissions Procedures..... | 4 |
| 4.1 Pre-Admission and Assessment | 4 |
| 4.2 Prior to Arrival | 6 |
| 4.3 First Day..... | 6 |
| 4.4 Post-Admission..... | 6 |
| 5. Admissions Register..... | 7 |
| 6. Monitoring Compliance..... | 7 |
| 7. Linked Documents | 7 |
| 7.1 Kisimul Policies..... | 7 |
| 7.2 Regulations | 7 |

1. Introduction

1.1.1 The purpose of this policy is to ensure that Kisimul Group’s Acacia School 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 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 transition arrangement for new learners.

1.1.2 In order to facilitate this process, we have developed an admissions 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 our complaints procedure, child protection and safeguarding procedure, individual care plan, term dates and conditions of care, in line with current legislation.

2. Scope

This policy applies to all potential admissions to Kisimul Group's Acacia School, which is a registered independent school for children and young adults aged 8-19.

3. Admissions Criteria

3.1.1 Acacia School admits young people with a range of needs, predominantly young people with a learning disability and autism profile, who are 11-19 years of age.

3.1.2 In addition, our learners may have a range of associated co-existing needs, including anxiety, ADHD, ODD or sensory processing disorders.

3.1.3 Children/young people will typically have an Education, Health and Care Plan (EHCP) or equivalent, such as clinical assessments, that reflect the school's registration criteria in order to be assessed for education placement.

3.1.4 No child/vulnerable young adult is refused admission on the grounds of race, ethnicity, gender, religion or sexual orientation.

4. Admissions 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 of our learners are individuals, and will be treated as such.

4.1 Pre-Admission and Assessment

4.1.1 We will publish a copy of our latest school information on our website for reference by parents/carers and other stakeholders, and make paper copies of the requested policies or information available on request without charge to parents/carers.

4.1.2 Entry to the school is typically preceded by the exchange of relevant documentation and visits by interested parties, and through referral via a placing local authority.

4.1.3 The school 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 key events 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, such as social care assessments or care plans.
- Any additional professional reports (e.g. psychology, psychiatry, paediatrics, occupational therapy, CAMHS etc.)

4.1.4 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.

4.1.5 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 needs, presentation and educational history, and discuss subsequent admission/transition procedures.

4.1.6 For integrated placements (those also seeking placement in one of Kisimul Group's residential services), ideally senior representatives from both services, including therapeutic colleagues, will join the assessment activity, unless availability for this would unduly delay assessments where a child or young person is in crisis.

4.1.7 Visits to the school by the prospective child/young person's family and/or local authority representative would include a meeting with members of senior management staff.

4.1.8 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.

4.1.9 Final arrangements for admission of the learner to the school are then made. An internal occupancy forum, made up of senior representatives from therapy, education, commercial and care services meets weekly to ensure that assessment responses are timely and requests for additional resources or declined admissions have a clear rationale.

4.1.10 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.

4.1.11 In order that consistent information is imparted by the school, 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.

4.1.12 Where a learner joins our school, we will request child protection records from the previous educational establishment.

4.1.13 Often a transition meeting is arranged at this stage to finalise paperwork, complete LAC or other paperwork and discuss any details of individual requirements.

4.2 Prior to Arrival

4.2.1 The school has a systematic approach for maintaining admission records, in line with current legislation. We will ensure that the appropriate parent/carer/local authority representative has signed all relevant documentation (contracts, permissions, medical information, consent etc.) prior to admission of the child or young person.

4.2.2 An appraisal will be made based on the information gathered during the pre-admission to provide an individual risk assessment, which will be made available to staff.

4.2.3 Where this risk assessment demonstrates that the 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.

4.2.4 Allocation of tutor groups 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.

4.3 First Day

4.3.1 An individual care plan will be available for all staff as well as an individual risk assessment.

4.3.2 Learners are encouraged into the school routine upon arrival, so as to establish a routine and clear expectations. Where a young person has been out of education for a long time, it may be agreed that learners have some taster or part-time days in school prior to accessing education on a full-time basis (this would be agreed at the transition meeting with both parents and the local authority). Where bespoke education programmes are required, this will be agreed as part of the assessment and admission discussion with placing authorities prior to placement.

4.3.3 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.

4.4 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.

5. Admissions Register

The young person's details need to be entered into the college admissions register and accompanying information filed. In order to comply with the *Education (Pupil Registration) (England) Regulations 2013*, the admission register will contain:

- Full Name (inc. middle names), Surname First
- Date of Birth
- Year Group
- Gender
- Ethnicity
- Name and Address of all with Parental Responsibility
- Parent/Carer with whom learner resides
- 2x Emergency Contact Numbers (one to be Social Worker, if relevant)
- Special Educational Needs status
- Looked After Child?
- English as an Additional Language?
- Day or Residential Pupil?
- Pupil Premium
- Local Authority Funded place?
- Date of Admission
- Previous School & Leaving Date
- Any Readmission Date to Kisimul
- Leaving Date from Kisimul

6. Monitoring Compliance

Compliance with this policy and procedure will be assured at the post-admission review, and non-compliance will be evident earlier in the process.

7. Linked Documents

7.1 Kisimul Policies

7.1.1 EDAC02 Acacia School Safeguarding and Child Protection Policy and Procedure

7.1.2 EDAC11 Acacia School Curriculum Policy

7.1.3 EDAC14 Acacia School Complaints Policy

7.2 Regulations

7.2.1 Education (Pupil Registration) (England) Regulations 2013

