

**Legal Status:**

- Complies with Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

**Applies to:**

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

**Other relevant documents:**

- Equality and Diversity Policy
- Special Educational Needs and Disability Act (SENDA)
- Attendance Policy
- Inclusion Policy

**Availability:**

This policy is made available to parents, guardians, carers, staff and pupils from the school office and website

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head teacher.
- The Operations Director Melissa Johnson BMC and Regional Director Lauren Wright Acorn Care and education LTD undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

## **Introduction**

We are an independent school that is owned by Outcomes First Group, we use Bryn Melyn Care as we existed as this limited company until April 2021, catering for young people aged between 7 – 18 years. Smallbrook School site provides education with vocational options alongside the core subjects to young people. Bryn Melyn Care is a care organisation whose intake is drawn from local authorities from across the United Kingdom specialising in the provision of care, therapy and education for young people with significant social, emotional and behavioural challenges. The maximum admission number across both sites totals 50 young people.

Pupils enter our school via two routes, internal which are via our own care home or external which are from Local Authorities.

## **Criteria for admission**

- Compatibility with peer group
- Compatibility with curriculum and learning environment
- Suitability of environment:

Admission will not be detrimental to the needs of other children – no pupil/student should compromise the opportunities of others within the school. It is essential that admissions are properly planned and allow for smooth transition.

The school must also be satisfied that the parents / carers of the child are supportive of the placement.

## **Admission Protocol**

We are able to give parents information regarding our assessment and admission process on enquiry. We encourage parents/carers to engage in a dialogue with their local authority and to make a joint application. Note: the school will take referrals and organise admissions assessments at any point in an academic year. Intake is not restricted to September only.

If during the referral stage the school assesses (based on reading the child's papers and any pre admissions information sought) that the school may be able to meet the child's needs and the school has a suitable vacancy the school admissions panel will in most cases be able to make a decision over the following few days. The decision will be made in line with the Code of Practice for Special Educational Needs:

- Special Educational Needs –
- Can the school meet the child's needs?
- Resources – would the placement be an inefficient use of resources
- Current pupils – would the placement be incompatible with the efficient

If the school believes they can meet the needs of the pupil they will contact the local authority and parent to offer a place. Then the LA and/or parent/carer will be notified in writing of the outcome of the assessment within 10 working days of completion of the assessment process. NB: The process is deemed to be complete when all information has been gathered.

If the school is able to meet the child's special educational needs, an offer of a place, a start date and the proposed fee will be suggested to the Local Authority, (LA). When the LA confirms that the offer of a place is going to be taken up, the school will send contracts to the LA.

After this the school will send out an admissions pack which will include information about the school for both parents and pupil and detailed pre admission questionnaires. The admission pack will include procedures for introducing children to school, staff and other pupils/students, daily

routines and expectations. This will all be in a suitable format for the child and personal guidance and support will be provided as appropriate. The parents / carers and if appropriate the pupil will be invited to an admission interview.

### **Referral is received from the Local Authority**

In line with the Special Education Needs Code of Practice a multi-disciplinary decision is reached whereby the child with parents and/or guardians and/or carers visits the school. If it is agreed that the school is, in principle, the most appropriate educational setting for the child then a transition plan is implemented. Parents or guardians/carers will also be asked to provide the school with any further information which they feel will enable us to provide their child with the best possible education. If agreed a place will be offered based on availability and in accordance with the *Code of Practice for Schools, Disability Discrimination Act 1995 Part 4* and Schedule 10 of the Equality Act 2010.

### **Special Educational Needs**

Where a child who has a Statement of EHCP joins our school, we will always consult with parents/guardians/carers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the *Education, Health and Care Plan* (EHCP) including the full National Curriculum if this is specified. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with a statement of special educational needs. Any additional services that are needed to meet the requirements of the Statement or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents/guardians/carers, or the Local Authority if they are responsible for the fees and our school is named in Part 4 of *The Statement* or the relevant section of the EHCP. Our school has a policy and procedures for children with *Special Educational Needs and Disabilities* (SEND) in line with the *SEN Code of Practice* (July 2014)

### **English as an Additional Language**

Our school will make provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)). However, pupils for whom English is an additional language (EAL) will be provided with appropriate support provided they meet our School Academic criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at our school. Our school has a policy and procedures for students requiring *English as an Additional Language* (EAL).

## **APPENDIX A**

### **Admissions Policy Appendix**

It should be recognised that the young person may be ambivalent at best about the school and that because of this they may well not take in all the information given – to this end, further information will need to be offered at a later date. Young people may be referred to Bryn Melyn Care at any time during the academic year in one of two ways:-

- Via Bryn Melyn Care
- Via a local authority

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the young person. Information sought should include:

- young person's name;
- age and date of birth;
- gender;

- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- educational history, needs, current provision, support received & required including whether there is a statement of special educational needs proposed educational plan;
- risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties;
- expectations and requirements sought by the placing authority to meet the young person's needs;
- the name, address and telephone number of the young person's case accountable social worker (if applicable);
- the young person's legal status;
- the young person's and their family's social history;
- any special issues e.g., restriction of contact, child protection and
- criminal history (if any) and whether any existing criminal proceeding are outstanding.

The information provided will assist the Head teacher in her assessment as to whether a school placement is viable and appropriate. The Head teacher will consider whether the school has sufficient staffing in terms of number and experience to manage such admission both in terms of the individual young person's needs and respect of the potential impact that the admission may have on existing group dynamics. Should a referral be accepted for admission, the school will notify the company's finance department as soon as practically possible in order that the appropriate contract arrangements can be administered with the relevant placing authority. Measures of control, discipline & restraint and the requirement to search used by the school are made clear to the placing authority, the young person and parents/carer before the admission.

### **Admission**

The young person's details need to be entered into the admissions register and accompanying information filed. Shropshire LA will be informed of admission on arrival at Smallbrook School. The young person will be shown around the school and introduced to the staff and other young people. An individual timetable will be discussed, taking into account the young person's age, aptitude and ability. Initial assessments will be carried out within the first two weeks from admission and a copy of the results will be sent to the placing authority. First impressions count and the admission of the young person into our school is one of the key elements in determining the success of the school placements.

### **Reintegration to other educational establishments**

Where possible we intend for young people to be discharged in a planned and purposeful way. This may be to a mainstream school, college, or other educational establishment. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interest.

<b>Policy Reviewed By: D.Dalton</b>	<b>Signature</b>	<b>Date</b>
<b>Next Review Date: 09/10/21</b>	<b>DD</b>	<b>09/10/20</b>
<b>Interim Review Comments: Ages from 7-19 to 7-18 altered on document policy.</b>		
<b>Policy Reviewed By:D.Dalton</b>	<b>DD</b>	<b>07/06/21</b>
<b>Next Review Date:07/06/2022</b>		
<b>Interim Review Comments:</b>  <b>Introduction of our new company Outcomes first Group as from April 2021.</b>		
<b>Policy Reviewed By:</b>		
<b>Next Review Date:</b>		
<b>Interim Review Comments:</b>		
<b>Policy Reviewed By:</b>		
<b>Next Review Date:</b>		
<b>Interim Review Comments:</b>		

