



Acorn Education And Care

Smallbrook School - Admissions Policy for Internal Students

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 Headteacher.
- The 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.

Admission Protocol

Admission into a new care placement is one of the most challenging times in a young person's life. At this time, the young person has been separated from the people, places and objects to which they are most closely attached and which provide them with a sense of security in their lives. This separation is compounded by the fact that many of the young people referred to Bryn Melyn Care have often experienced childhood trauma. These experiences frequently compromise a young person's resilience in coping with separation from the familiarity of their previous care provider. Their ability to form new relationships and feel a sense of acceptance of their new care providers, home, school and social circle is also commonly compromised by their previous traumatic experiences.

Admission into the education provision within Bryn Melyn takes these challenges into account and provides an education provision in the early part of a young person's placement that aims to enable the young person to build rewarding relationships with their care team, teachers and peers at a pace that is appropriate to their needs.

Pre-admission

Prior to the admission of any young person, information pertaining to the young person's previous education history is sought by the Placements Manager. This information includes contact details of previous education placements, any existing Statement of Special Educational Needs/Education Health Care Plan (EHP), details of previous education assessments and educational psychologist reports, school attendance data and unique pupil number. Pupils' histories are researched, starting from conception to the present, in order to be reflected upon to

gain understanding of the impact of trauma and loss on the child, this will inform the planning for the young person's education and therapeutic approach in the early stages of their placement with Bryn Melyn.

Admission to the Home and School

When the young person is admitted into one of Bryn Melyn's care homes, the Registered Care Manager will inform the school of their arrival. This will initiate the addition of the young person to the school roll and inclusion in the admissions register. At this point a letter to be sent to the placing authority confirming the young person has been added to the school roll and now has a registered school placement in Shropshire. The School will also notify the Local Authority Shropshire that a young person has been admitted to the school and is classed as an out of county placement attending an in county school. If a young person is placed from a Welsh authority and has a Statement of Special Educational Needs/EHCP, permission for placement will be sought from the Welsh assembly at this stage.

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. The young person will be shown around the school and introduced to the staff and other young people and will receive a Young person's guide to Smallbrook School. An individual timetable will be discussed, taking into account the young person's age, aptitude, ability and trauma history. 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. We will endeavour to match a lead adult to the child in order to manage what can be a traumatic transition for them to school.

Educational Needs Assessment

Assessment of educational needs will be initiated in the 28 day transition period. This assessment will be made by the designated teacher in consultation with the care team and will include an assessment and analysis of:

- existing information on the young person's education history provided by the placement's manager (see above)
- existing Statement of Special Educational Needs/EHCP
- observations of the degree of the young person's intrinsic motivation
- observation of the degree of the young person's openness to extrinsic motivators
- observation of the young person's social ability and peer interactions
- the young person's perception of education

The designated teacher will also consider undertaking a formal assessment of academic ability when current data is not available. In considering this the young person's readiness to engage in the process and the impact that such an assessment process is likely to have will be considered. Should it be deemed inappropriate for such an assessment to take place, this assessment will be deferred until the young person is enjoying full time education in school and will then be undertaken by the core subject teachers.

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).

Risk Assessment

Prior to any visits to the school by the young person, a risk assessment, and Individual Behaviour Support Plan (IBSP) will be sent to the school by the Registered Care Manager. This documentation will be forwarded to the school a minimum of three days in advance of any school visit by the young person to allow dissemination to the teaching staff. An initial school risk assessment will be produced by the school's pastoral support worker within one week of the receipt of the Registered Care Manager's risk assessment and IBSP. The school risk assessment will be reviewed and revised at the end of the young person's transition period and will be informed by the Registered Care Manager's risk assessment and IBSP, the findings of the designated teacher's assessment and observations of the young person while in school during the transition period.

Admissions to Bryn Melyn Care and Smallbrook School can be taken at any stage in the young person's education and at any time during the academic year. As admission into Smallbrook School will coincide with a change in care placement, this admissions protocol is followed in order to provide the young person with a sensitive transition into the care placement and education provision at a difficult time in their life. A breakdown of the above Smallbrook School's Admission Protocol is attached to this policy in Appendix A.

Admissions Team

The admissions team can be contacted via info@ofgl.co.uk

Policy Reviewed By: CSeretny	<u>Signature</u>	<u>Date</u>
Next Review Date:15/8/20	CRS	15/8/2019
Interim Review Comments: A young persons guide has been added and will be given when students visit Smallbrook school		
Policy Reviewed By: D.Dalton	DD	09/10/2020
Next Review Date: 09/10/2021		
Interim Review Comments: No additional changes made.		
Policy Reviewed By: D.Dalton	<u>DD</u>	<u>07/06/21</u>
Next Review Date:07/06/22		
Interim Review Comments: To reflect changes of Outcomes first group and adding MJ and LW.		
Policy Reviewed By: D.Dalton	<u>DD</u>	<u>16/05/2022</u>
Next Review Date:16/05/2023		
Interim Review Comments: Added email address.		