



Admissions Policy

Date updated:	April 2018
Lead person(s):	Head of Education Head of Care and Therapies
Review date:	April 2021

Aims

Before admitting a child or young person to Sunfield Children's Home, the following must be taken into consideration:

- That the identified placement meets the needs of the child or young person, giving due attention to their age, special educational needs, previous experiences of education and level of functioning and understanding
- That the placement does not create a potential for significant harm to the child or young person, or another child or young person or member of staff, which cannot be reasonably managed by the school or Home.

It is our intention that all pupils and young people at Sunfield are between 6 and 19 years, who have a diagnosis of Learning disability (LD) and/or Autistic Spectrum Conditions (ASC) and are considered to need specialised education. They will normally have an Education, Health and Care plan (EHCP) or a Statement of Educational Needs (unless they are international pupils or privately funded pupils, not through the local authority), but based on our assessment still meet the criteria of Learning Difficulties and/or ASC.

Sunfield would expect the Local Authority to have completed the EHCP or Statement of Special Educational Needs before a child is admitted.

We understand that prospective pupils and young people often find that the process of finding and moving to a new school/home can be traumatic, confusing and unsettling. We believe that it is up to the staff within Sunfield to play a supportive, sensitive, and understanding role in that process.

We also believe that it is essential that the prospective pupils/young people are able to get a feel for the school/home before being offered a place. We believe that the best way of ensuring that the school/home is right for a particular child or young person is to offer both an introductory visit to the child/young person and their family/carers, where appropriate.

For children and young people to have the best chance of utilising the opportunities offered by the school/home, it is essential that there be a well-balanced selection of pupils/young people within the school/home. Each year, different considerations have to be made at the intake stage to maintain this balance. Although we emphasise this importance, we do however realise the need at times for some flexibility.

Referrals

Children and young people may be referred to Sunfield Children's Home at any time during the academic year. Referrals may come in the following ways:-

- Via the Local Authority (through the social worker or LEA)
- Via a parental enquiry

Following the receipt of a referral, as much information as possible will be sought, in order to enable Sunfield to assess the appropriateness of the provision. This assessment will take the following route:-

1. Receive referral, along with social care files, all CAMHS files and current placement reports. Additional information will be requested if not provided during the initial referral.
2. Admissions Team to contact the following so that the admissions assessment can be fully completed:
 - The referring school or education establishment
 - CYPD and any other appropriate agencies
 - Health
 - CAMHS

- Parents
3. Sunfield to receive where relevant:
 - a copy of the young person's core assessment, if a Looked after Child
 - a copy of the Child in Need Plan, if CYPD involved
 - a copy of case notes if student subject to a Child Protection Plan
 - analysis of any CAMHS involvement in the case
 - Copy of their SSEN or EHCP
 - A copy of the most recent Annual Review of EHCP/SSEN
 4. Admissions Team to ensure Sunfield have appropriate resources to meet the identified need. If not, then appropriate LA personnel contacted.
 5. Only if Sunfield are **clearly able** to meet the identified needs, will the referral be progressed.
 6. Appropriate member of the Care and Education management team to visit the current care provision and/or school or educational establishment. Followed by a home visit to parents/carers, if appropriate.
 7. Parents/carers will be invited to visit Sunfield, if they have not already done so.
 8. Admissions co-ordinator to contact parents/carers to see if they have any concerns.
 9. If we are able to meet the child's needs, an impact needs assessment will be completed for the identified home to ensure that no risk is present on the child being placed in this home either on the existing group, or the existing group on the child.
 10. If we are able to meet the child's needs in the first instance, all information will be entered onto the pupil information file. A plan of action will then be drawn up based on this information.
 11. An assessment report, outlining how we aim to meet the needs of the child as well as including the formal offer with associated costs, is submitted to the referring Local Authority.
 12. All information will be entered onto the pupil information file (data bridge moving forward). A plan of action will then be drawn up based on this information and the timescales for the admission (see Admission procedures below).
 13. All admissions will be subject to a 12 week assessment period. During this period, the child will be assessed as to what level of support is required in order to meet individual needs.
 14. The 12 week review will form the final part of the assessment process, and will be the point at which Sunfield confirms that needs can be effectively met.

Criteria for Admission

1. Ideally pupils and young people will be aged between 6-16. Pupils older than 16 may still be considered, based on the details outlined below.
2. Pupils must have a Statement of Special Educational Needs or EHCP (unless they are an international pupils or self-funded by family, in which case our own assessment must show they meet the criteria of ASC and/or LD) specifying ASC and/or LD.
3. Admissions can come from parents as direct enquirers/referrers or through a Local authority to our referrals team.
4. In considering a child for admission, we would take into account:

- a) The age of the child in relation to the existing pupils - is there a vacancy within an appropriate key stage class or home?
 - b) Risk issues, level of supervision required, behavioural history, child protection issues.
 - c) Care history and needs as well as educational history, and educational needs
 - d) Who the child knows. Are there any known acquaintances (siblings or friends) with which the child might interact in a negative way causing difficulties to him/her and existing pupils?
 - e) Parental wishes. Do the parents like the school/home? Are they happy to work with the school/home to help the child? Do they accept the school's/home's published policies and its ethos?
 - f) Expectations and requirements sought from the placing authority in relation to the placement
 - g) The child's cognitive ability. Will he/she be able to appreciate the nature of the relationships we seek to build at Sunfield Children's Home? Will he/she be able to benefit from our ethos and approach?
5. In admitting a child, we recognise the aims of the school and would seek to ensure that each child has the potential to benefit from his/her placement.
 6. After admission, the child's referring Local Educational Authority should attend the initial 1 month review, and further reviews as thought appropriate. The school's attached Psychology and therapies team will be invited to assist and attend reviews thereafter, as possible within their allocated time and where appropriate.

Admission into Sunfield

On admission to Sunfield, pupils will be entered onto the electronic admission register and attendance register from the beginning of the first day on which Sunfield has agreed, or been notified, that the pupil/young person will join Sunfield. Sunfield acknowledges that for many of our pupils and young people, this will not be the first day of the academic year.

The admission register contains the following information for each pupil: -

- Name in full
- Sex
- Name and address of every person known to the proprietor of the school to be a parent of the pupil and, against the entry on the register of the particulars of any parent with whom the pupil normally resides, an indication of that fact and a note of at least one telephone number at which the parent can be contacted in an emergency
- Day, month and year of birth
- Day, month and year of admission or re-admission to the school; and
- Name and address of the children's home and school last attended, if any.

Sunfield will notify the local authority (Worcestershire) within 5 days of adding a pupil's or young person's name to the admission register and will provide the local authority with all the information held within the admission register about the pupil or young person.

Ongoing assessment will continue to inform the teaching styles, approaches and the level of support used to engage pupils/young person. This is effectively with learning and will contribute to the formulation of the care plan, risk assessments activities of daily living and positive support plan(PBS). This will include assessment from Speech and Language Therapy (SaLT), Occupational Therapy (OT) and clinical psychology input, as outlined in the EHCP/SSEN.

Once a placement is agreed by the local authority, the child will have an identified keyworker/teacher who will, alongside the teacher/home manager and the Admissions Team, be responsible for supporting the planning for the admission of the child into the identified class/home.

The admissions team will liaise with the local authority and allocated social worker to set up the placement planning meeting (in accordance with Looked After Child (LAC) guidelines). The purpose of this meeting is to agree the appropriate transition support for the child prior to their admission into the school/home. Where appropriate the keyworker/class teacher and other members will visit the child at the current placement to start to establish relationships. If appropriate, the child will visit the identified class/home to familiarise themselves with the new provision.

The placement planning meeting will also ensure that the aims for the placement are agreed by all parties and the placement plan documentation is signed. This must be signed by all parties ahead of a child completing an overnight stay, either on their admission date or as part of a supportive transition programme.

CARE

A placement meeting will take place within 72 hours of the admission date into the home. This is to establish that all parties are happy with the agreement, how to meet the needs of the child and that all aspects of their daily life are being met.

If not already agreed prior to admission, the keyworker, or home manager will establish with parent's preferences for managing:

- Pocket money
- Replacement/purchase of clothing
- Replacement/purchase of toiletries
- Replacement/purchase of toys/items
- Arrangements for contact – including frequency and type, both between the child and the keyworker and parents

The role of the keyworker (supported by the home manager) at admission is to:

- Prepare for a child's arrival by ensuring their bedroom is well equipped (e.g. bedside lamp, fully lined curtains, duvet covers, rugs, towels etc.). The keyworker will liaise with parents/carers and where appropriate the child themselves to ensure the bedroom is personalized to their individual needs and preferences. Children are able to decorate their bedrooms to their own choosing.
- Ensure all relevant paperwork is on the TAC drive (liaising with the Admissions Team) and that all necessary files are started and an allocated space within the secure filing system has been identified.
- Register the child (where agreed with parents) at the local GP surgery, dental and optician services so that medical records can be requested.
- Ensure adequate stock of medication is received on admission until the repeat prescription process can be established.
- Book appointments with relevant health professionals to familiarise the child with the new environment. Where this is not possible, the keyworker will attend the appointment on their behalf.
- Ensure other staff in the home fully understand the needs of the young person by feeding back knowledge from transition visits completed and by participating (alongside the psychology and therapies team) in any person-centred planning prior to the child's admission.
- Start the care plan, risk assessment, health plan, individual profile plan and any other documentation needed and contribute to the drawing up of the communication passport, PBS plan and Activities of Daily living alongside the psychology and therapies team.
- Ensure contact details are recorded and shared with home staff and other staff as needed across Sunfield.

- On arrival on the day of admission, ensure the child receives an induction into the home to familiarise themselves with location, facilities across site, routines, structure
- On arrival, audit and document all clothing and belongings. Where this does not match the list received from the previous placement, parents and the local authority will be notified immediately to ensure action is taken.

Assessment Process

Once a place has been offered at Sunfield, the pupil/young person will undergo a period of assessment to ensure that needs can be met, and strategies and appropriate support can be put in place. The assessment process will take the following structure:

- review of historical information (reports from previous placements, EHCP/SSEN, review of reports from treating therapists, educational psychologists etc)
- observations and assessments from Speech and Language Therapists (SaLT), Occupational Therapists (OT) (if identified need), Music Therapist (if identified need). These will be used to devise a sensory diet, Activities of Daily Living (ADL) targets (OT), Speech and Language programme, and support any direct therapy needed.
- Assessment of academic ability (English, Maths, ICT) through the use of Classroom Monitor, including revisiting any areas previously assessed as achieved in previous setting, to ensure that skills have not been lost, and also in recognition of the different assessment programmes used by different education providers
- Observations to be completed by key staff in education (teacher, senior TA, TA) to identify preferred learning styles
- SCERTS (Social Communication, Emotional Regulation and Transactional Support) assessment to establish areas of need and development in these areas

Once all assessments have been completed (within 3 months of starting), a Positive Behaviour Support Plan (PBS) and Individual Learning Plan (ILP) will be drawn up, detailing the strategies to be used to engage and support pupil/young people, as well as identifying key areas of focus for academic learning. SCERTS targets will also be drawn up to support the development of social and emotional communication.

SaLT and OT assessment will feed into the development of both the PBS and ILP, and treating therapists will provide ongoing support and advice. Treating therapists will also be involved in the SCERTS assessment, to ensure a true and accurate picture of the pupil's abilities in a range of settings is captured.

Review Process

A 3 month review will be held following admission, to enable parents, pupils/young people and Sunfield to discuss the admission and any areas of concern. Following the 3 month review, the yearly 6 month review cycle will commence, incorporating an Annual Review of the EHCP or SSEN, and a 6 month/LAC/CIN review.

Annual Reviews take place within every 12 months (starting from the previous review date). Parents are invited into school to attend the review with the Head Teacher or a member of the SLT team, the pupil (if appropriate), appropriate school staff and any other agency representatives required. The Annual Reviews are the occasion during which the EHCP or Statement Special Educational of needs is formally reviewed and should it be felt that any major changes to the document are required, and then this is the time for reassessment and alteration if agreed.

School Transfer Arrangements

When a pupil moves to another school a formal record is kept of where the pupil has gone and the date of transfer. All transfer records are immediately forwarded to the receiving school and procedures are followed in line with the DfE Statutory Guidance [Children Missing Education](#)