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1.0 INTRODUCTION

This policy will explain and clarify the process for admission and referral to our services. All referrals for admission to Jubilee School are initiated by the Admissions manager. Referrals are first screened for overall site suitability and vacancies within the range of provisions. Referrals are then passed on to Head Teacher for review of suitability, after which an EOI is compiled and passed to the referring body.

2.0 REFERRAL

Referral is made through Outcomes first group central referral team. All referrals are screened initially via the Head Teacher. If deemed to be appropriate The Deputy Headteacher will initially request a telephone conversation with parents/carers with the view to arrange a site visit and a young person site visit

3.0 CRITERIA FOR ADMISSION

All students must meet the criteria set out in the school prospectus for the service offering admission. History of extreme violence, aggression or arson resulting in a criminal conviction, diagnosis of primary drug or alcohol dependency will not be considered for admission.

4.0 ADMISSION PROCEDURE

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;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- educational history, needs, current provision, support received & required including whether there is an EHCP or 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;

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- the young person's and their family's social history;
- any special issues e.g., restriction of contact, child protection and

The information provided will assist the, Head Teacher and the staff in their 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.

Admission to our school involves parents/care givers, a therapeutic clinical team and a placing authority. In order to do this properly parents/care givers and authorities need to come and visit us for a look around and to discuss how the school can support their child. Having done this parents/care giver and authorities are in a good position to judge whether or not we are the right school for their child. The decision to place a child here then involves a conversation between the school, home care and the Local Authority. The authorities will go to a panel of professionals who meet to discuss placement at our school.

After review with parent/carer and gaining feedback from the teaching staff the Head Teacher will confirm if a placement will be offered. The Admissions team will then liaise with placing authority to arrange start date and request placement contract. The administration team will request any missing educational paperwork, school reports, assessments etc to be sent to the school by the placing authority. All consent forms and admission paperwork is then forwarded by the Admin team for all party signing. The administration team will liaise with parent/carers regarding the approved uniform list highlighting what the school provides.

The school discusses arrangements for identifying and supporting special educational needs, and discuss support for the child's learning. Parents and carers are encouraged and entitled to be involved in plans for the child. All stakeholders involved with a student's welfare are open to add to plans to enable robust planning.

We make a transition plan and a provision map which we look regularly and which shows the areas where we feel we can make progress. We review EHC's annually or bring reviews forward if we need to make important changes. The Local Authority helps us to do this by looking at what we do, how well we do it and how we might be able to make it better. Our Governors also help us by checking that we are doing everything we say we will do, and asking us questions and setting us tasks if they feel we can be doing anything better. They do this on a regular basis, coming in to see us, and by holding review meetings, team around the child meetings (TAC). The full governing body meet every term. We are committed to working in partnership with parents, carers and children to ensure that all students achieve their best and become confident individual.

The student is met on admission day and introduced to their tutor and teaching assistant. It may be necessary to design a transition programme for some students, who have attachments elsewhere or have been out of school for long periods of time. The transition plans will be agreed with the placing authority prior to admission day and organised by the Deputy Headteacher.

Good communication with the placing authority is essential to ensure suitability and that placement is positive and productive for everyone including the young person. During this initial admission time baseline assessments are carried out as well as therapy screenings. Additionally, risk assessments and behaviour support plans are drawn up in consultation with the student, the care team, education department and the placing authority.

5.0 PROCEDURES ON ADMISSION

- On admission parents/guardians/professionals are given a copy of the relevant school safeguarding procedures document.
- A consent form is signed for use of photography/filming of the young person.
- A consent form is signed for the use of electronic media, communications, computing, storage and display devices by students.
- A consent form is signed for the participation in off-site visits and adventurous activities.
- A series of baseline academic assessments will occur within the first 2 weeks of admission as well as therapy screening.

An Individual Risk Assessment is completed. These assessments ensure that potential risks to the safety and safeguarding of the individual are fully assessed and understood prior to admission, and enable teams to ensure robust and responsive actions and management strategies appropriate to individual needs are implemented to promote safety and safeguarding.

Unsuccessful Referrals

An audit trail will be maintained by the Referrals Manager of all unsuccessful referrals. Details of this log will include service user's demographic details, and reason for not admitting to our services.