



Admission of Pupils Policy

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Introduction:

The policy supports the school statement of intent that every young person should achieve his potential and develop an understanding of and respect for himself and others.

Rationale

Bramfield House School has a history of admitting young persons with social emotional and mental health difficulties and also young people who may have a secondary diagnosis of autism or demonstrate behaviours associated with autism. All admissions will also have an EHCP (Education, Health and Care Plan) which notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences, be the result of some medical condition or a combination of factors. Most of the young persons have a long history of challenging behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our young persons may, on occasions, exhibit challenging behaviours that vary both in intensity and duration.

Many young people may have spent long periods of time out of school through exclusion, or non-attendance associated with their conditions, they may have attended many placements including care placements. Many young people will have experienced adverse childhood experiences including trauma.

The range and nature of both the difficulties and needs our young people exhibit, have and continue to become more and complex as does the assessment of these. In the last 3 years the school has seen increase in admissions for pupils with complex emotional need alongside numerous SEN conditions. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of young persons and whether it is possible for the school to meet these both effectively and efficiently.

Unfortunately, not all young people have been correctly diagnosed prior to coming to the school for a referral, the school therefore takes the view that young people referred may have EHCPs which do not always reflect the young person's complexity or need but that needs exploring full in order to offer placements with longevity.

Aim

The aim of this policy is to ensure that the school admits, as far as is possible, those young persons whose special educational needs can be met effectively met and in doing so ensure progress in all aspects of their development. This is with the intention to maintain long placements for the young people and prevent further educational disruption for them.

Objectives

The objectives of the policy are that :-

- all concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual young persons at Bramfield House School
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each young person and representatives of Local Authority's (LA's), social service departments and other interested professionals have a clear understanding of the opportunities on offer at Bramfield House School.
- Parents/Carers, each young person and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at Bramfield House School and are prepared to play their part in ensuring the success of any placement.

Admissions process

Stage 1

Bramfield House School is a Section 41 school.

Referrals made to Bramfield House School will normally be made by LA's. A range of detailed information concerning that young person should accompany these referrals. Where this is not the case, the school will seek access to such information from schools, social workers and parents. Leigh Bailey Head of School, Clinical well-being lead, Rachel Burrows and Assistant Head of Inclusion-Zahra Jones will analyse all available information on the young person to assess whether the young person meets the admission criteria for the school.

Where this is the case, arrangements will be made with the LA and parents/carers for the Head teacher or Assistant Head of Inclusion to visit the young person with the parent/ carer at home, online through a meeting or at a neutral location.

The visit and first introduction will consist of an informal chat, where their needs are discussed and matters arising from the paperwork are resolved.

The Assistant Head of Inclusion will take care to assess if it is likely that the young person's needs could be met in the setting and decide if a visit the school (Stage 2) is appropriate.

Stage 2

The parent and young person will be invited to the school. Parent/ carers will be informed that the visit to the school does not mean that a placement is agreed. In exceptional cases where a young person may be distressed by a visit or may not understand that a placement is not guaranteed, all parties may agree that parents/ carers attend alone to protect the child. In the majority of cases, the young person will need to attend the school to complete assessment.

The visit will include an assessment which is conducted during the visit as well as;

- A tour of the school with a senior member of staff;
- An introduction to key staff including clinical staff;
- A discussion with senior staff concerning such issues as:
 - The school curriculum;
 - The content of key school policies, including the school expectations for good behaviour and discipline and the physical management of young persons including PBS planning.
 - A demonstration of CPI, where this may prove to be necessary.
 - An opportunity for each visitor to ask any questions they may have.

In cases where, because of financial constraints or mobility issues, parents cannot visit the school. The school will collect the parent to facilitate the visit.

The school does not conduct any academic tests during the admissions process.

Stage 3

The school will convene a meeting with the team to determine if the young person is suitable and if there is an appropriate class which they can join.

Considerations include;

- The profiles and needs of the young people already placed in the group.
- The ability of the school to meet all aspects of the EHCP requirements.
- The suitability of the environment for the young person including the appropriateness of the peer group.
- How clinical needs would be addressed by the setting.
- What additional resources is young person likely to need beyond the universal offer at the school?

Stage 4

If, following these visits, all concerned are agreed that the young person's needs can be met at the school and that the young person can be adequately managed with the planned resources available and that the young person and parents/carers are committed to the placement, the school will write to the LA offering a place and arrangements will be made for an admission.

In cases where admission is only partially suitable but where additional resourcing from the local authority could allow the school to admit the young person, this information will be provided in the response to the Local Authority,

Communication about an offer of a placement to parents/carers and social workers will come directly from the Local Authority. The school does not commonly communicate decisions directly to interested parties.

Decision making timescales

The school will respond to the Local Authority within 7 working days of the assessment being completed. Delays can occur if the school is awaiting information from other services, schools or the outside agencies. If visits are delayed this can also create a delay in a decision. In these cases, the school will communicate why responses have not met their own deadlines or those set out in the SEN code of practice.

Admission Criteria

- The young person will be male and aged between 7 and 16 years of age.
- The young person will have an education, health and care plan (EHCP)
- The EHCP will specify that the young person has social, emotional and mental health difficulties as a primary diagnosis.
- The young person will have a recent history of, functioning in a group of 8 boys socially in a classroom environment. If they have been out of education there is evidence to demonstrate that they can work alongside other young persons with a 4:2 ratio.
- The young person does not require an environment with significant sensory management.
- The young person does not require more than 10% education outside the classroom environment. (4: 2) class of 8.
- The young person will normally have been assessed as within the average ability range of educational functioning or slightly below. (In some cases, young person's levels of ability as measured using psychometric tests may prove difficult. In these cases the school will base its judgements on its ability to meet needs.
- The young person may have learning difficulties and/or low attainment that are associated with their social, emotional and mental health difficulties.
- The young person may have one or more specific learning difficulties.

- The young person will express a commitment to the placement.
- The young person's parents/carer/ social worker will express a commitment to the placement.
- For all "Children in Care" "Looked after Children", there must be permanently named carers and a permanent home base for the young person, available at any time throughout the year. The school cannot be the main residence for any child.

The LA will:

- Provide the school with all current advice and information concerning the young person
- Name Bramfield House School in the EHCP
- Agree contractual arrangements for transporting the young person to and from school
- Email confirmation agreeing Core funding and additional funding if specified in the assessment. - Also provide a signed IPA (Individual Placement Agreement)

Admissions Process:

Bramfield House School is an Independent school for young persons from ages 7– 16 with special educational needs. All young persons admitted to Bramfield House School will have been initially referred by their Local Authority, however, Bramfield House School welcomes enquiries and visits from parents.

A significant aspect of the referral process is to ascertain that the school can address the Outcomes as described in Section E of the EHCP. This may relate to all four areas of need:

- Social, Emotional and Mental Health;
- Communication and Interaction;
- Cognition and Learning;
- Sensory and/or Physical. In doing so, this should be without negatively impacting upon the efficient education for others.

The school has an Admissions Manager who is responsible for overseeing the referral process. It is through this staff member that visits are coordinated, information is gathered and arrangements for admission are undertaken.

The school does not receive referrals directly to the site. All admissions go through the admissions manager Alan Hiom. The admission manager can be contacted at: Alan.Hiom@ofgl.uk 07989742313.