



Witham Prospect School

ADMISSIONS

POLICY

**SCHOOL/CHILDREN'S
HOME ADMINISTRATION
POLICY**

Witham Prospect School
Old Harbour Farm
Newark Road
Norton Disney
LN6 9JR

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Statement of Intent

Witham Prospect School is coeducational and provides places for up to 24 young people aged 11 to 19. The children's home has places for male and female children and young people and is registered to accommodate 16 children or young people for up to 52 weeks of the year. The school can also provide places for 8 day pupils.

The school is non-denominational and has a secular ethos but respects all cultural needs and religious beliefs of children and young people.

We will accept referrals from Local Authorities (education and social care), health authorities (CCG/CAMHS), parents/carers and other independent professionals.

We can offer planned emergency placements but do not offer temporary emergency placements.

We can offer places to children and young people who meet some or all of the following criteria:

- Children and young people aged between 11 and 19 years.
- Children and young people who have a statement of special educational needs or are under assessment (education, care or health) or have been issued with an EHCP as of 2014.
- Children and young people who are in the process of assessment for an EHCP, where there is significant reason to believe the young person has a learning disability and complex needs and will therefore be granted an EHCP.
- Children and young people whose needs stem from complex learning difficulties and disabilities, including autistic spectrum conditions, severe learning difficulties, associated medical and health issues including behaviours that challenge.
- Children and young people accommodated under section 31 of the children act 1989 who require accommodation and education as 'Looked After Children'.
- Children and Young People accommodated under Section 20 of the Children Act 1989 who require accommodation and education.

Monitoring and review

This policy will be monitored and refined on a continuous basis and reviewed bi-annually by either the Director of Care, Director of Children's Services or a member of the Senior Leadership Team. This will take place earlier if changes in legislation, regulatory requirement or best practice guidelines so require.

Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- The Children's Homes (England) Regulations 2015 – UK Gov.
- Guide to the Children's Homes Regulations, including the quality standards April 2015 – DFE.
- Social Care Common Inspection Framework SCCIF: children's homes (latest version) – OFSTED.
- The Education (Independent School Standards) Regulations 2014 (latest available, revised) – UK Gov.
- Education Inspection Framework: EIF (latest version) – OFSTED.
- Keeping Children Safe in Education, statutory guidance for schools and colleges (latest version) – DFE.
- The care planning, placement and case review (England) regulations 2019 – amended 2014.

Applies to:

The whole school, residential and education departments; senior staff members involved in the assessment and admission of children and young people, social workers, parents/carers and Independent Reviewing Officers.

This policy operates in conjunction with the following school policies:

- Statement of Purpose
- Prospectus
- Attendance Policy

General procedures

Stage 1

Initial enquiries and referrals are received (the majority of these will be via email from local authority placements, commissioning or SEND teams). If a "verbal" contact is made i.e. by phone during the normal working day these should be handled by a member of the senior leadership team. If the referral is received out of office hours, the senior member of staff on duty should take the call. In either case the 'Prospective Pupil Referral Form' (**Appendix 1**) should be completed, or, if not immediately available, notes should be taken which include contact details for the person making the enquiry.

Stage 2

Documentation and “key contacts” e.g. school, social worker, parents/carers, respite (where relevant) will be requested from the local authority to include a copy of the prospective child/young person’s EHCP (or SEN) together with any other relevant paperwork. If the referral has not been received via a local authority representative, it is at this stage that one of the senior leadership team will contact the prospective child/ young person’s social worker. Visits to parents or visits from parents to the school will not be allowed until the local authority has agreed in principle to a placement.

Stage 3

Parents and/or local authority representatives will be invited to visit the school and children’s home. If the school and children’s home settings meet requirements the senior leadership team will continue to stage 4.

Stage 4

Members of the senior leadership team and therapy team will visit the child/young person, preferably at both his/her current education provision and in their home or respite setting and start the formal assessment process. Further information will be requested if necessary and the ‘Prospective child/young person assessment form’ (**Appendix 2**) will be completed. The quality of the information gathered during this process is essential to the future well-being of the child or young person and will enhance the settling in period.

Dependant on circumstances stage 3 & 4 can be undertaken out of order.

Stage 5

When all the information is gathered and collated the senior leadership team will convene an internal meeting to discuss whether the school and children’s home can meet the needs of the young person being referred. A decision is taken as to whether to offer a place or not. If it is felt that Witham Prospect School cannot meet the needs of the child/young person being referred, we will try to suggest alternative placements.

If a decision is made to offer a place, an offer will be sent to the local authority, either in the form of an offer letter or by completing the authorities paperwork. This includes a suggested staffing level for approval.

Stage 6

A transition planning meeting will take place to which all parties will be invited. This is primarily to discuss.

- a start date,
- putting a transition plan in place,

- working with the service that the child/young person is leaving to achieve a successful move,
- developing a social story if suitable
- providing photo books with environment and staff pictures for the child/young person to look at prior to arriving.
- arranging for the child/young person to visit prior to admission.
- Providing a welcome pack to the child/young person (simplified)
- Completing the 'Pre-placement information booklet' with parents (**Appendix 3**).

Stage 7

- Develop the initial care and PBS plan.
- Develop the initial education plan.
- Complete risk assessments
- Determine bedrooms, classroom and living arrangements.

On admission to the children's home and school senior staff should undertake the 'Staff checklist' (**Appendix 4**).

Once the child/young person has arrived at Witham Prospect School meetings should be arranged with the parents, local authority representatives and the reviewing officer for 20 days, 3 months and 6 months from start date.

Appendix 1 - PROSPECTIVE PUPIL REFERRAL FORM

This form is to be completed when a referral for a prospective pupil is made by telephone from the local authority social services department or local authority education department. This form requests initial information to enable the senior leadership team to make arrangements for a needs assessment to take place.

Name of person making the referral:			
Position:			
Contact details:			
Local Authority Child involved with child; including name of social worker:			
Contact details for social worker:			
Pupil Identifier: (At this stage a pupil name is not required but we do need to be able to refer to an identifier when returning calls i.e., initials)			
Age:		Gender:	

Current Placement Details i.e., currently living at home, residential school, children's home?
Special Educational Need or Disability:
Special requirements e.g., physical disabilities, sensory impairments, dietary etc.

When is the placement required by?	
Details of contact to arrange an assessment:	

Date: _____ Signed: _____

Appendix 2 - Prospective Pupil Initial Assessment Form

This form is to be completed by the Lead Assessor when assessing prospective pupil's during the initial visit's to current placement/school.

Once the assessment has taken place the 'Assessment Decision' form which is attached to this document must be completed.

Lead Assessor:	
Supporting assessor(s):	

PERSONAL INFORMATION

Pupil Full Name:	
Date of Birth:	

CURRENT PLACEMENTS

Current Educational Placement:			
Start Date:		End Date:	
Current Living Arrangements:			
Start Date:		End Date:	

ASSESSMENT AND DIAGNOSES

What is the diagnosed disability ? (for a placement at Witham Prospect School to be considered there must be a diagnosis of Severe Learning Disabilities)	
Severe Learning Disabilities	
Autism Spectrum Disorder	
Other (please specify):	
At what age was a diagnosis reached?	
Does the young person have any physical disabilities ?	

AUTSIM

Does the individual have difficulties in the following areas?	
Repetitive, restricted movements, imagination and/or play	
Difficulties in social interaction	
Impaired communication	

Criteria taken from: American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.)

SEVERE LEARNING DISABILITIES

Does the individual have deficits/impairments in the following areas of adaptive functioning?	
Communication (little/no/limited speech)	
Self-care	
Home-living	
Social/interpersonal skills	
Use of community resources	
Self-direction	
Functional academic skills/Difficulty learning new skills	
Work, leisure and health and safety/keeping safe	
Were the above deficits/impairments evident before the age of 18?	
In relation to the above deficits/impairments, which would best describe the level of support required for the young person?	
Can live independently with minimum levels of support	
Independent living may be achieved with moderate levels of support, such as those available in group homes.	
Requires daily assistance with self-care activities and safety supervision.	
Requires 24-hour care.	

Criteria taken from: American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.)

ADDITIONAL INFORMATION

Other potential difficulties or concerns:	
Indiscriminately affectionate with strangers	
Tells lies	
Difficulties with relationships (forming or maintaining)	
Will go to great lengths to gain control over situations	
Aversive life experiences (i.e., abuse, trauma, neglect)	
Experiences separation anxiety	

HEALTH AND WELLBEING

Has the individual any other medical condition that might affect his/her participation in any activity?

Are there any **mental health** concerns (including attachment or previous trauma)?

Please give details of any other **major illnesses** or **allergies** suffered.

SLEEP HYGIENE

Does the individual have any issues with sleeping? Any additional support required?

MEDICATION

Is the young person on any prescribed medication?

YES

NO

Please list medication(s) below:

MOBILITY

Does the individual regularly need to use a wheelchair?	YES	NO
Does the individual use a wheelchair for travelling long distances?	YES	NO
Is the individual unsteady climbing or coming downstairs?	YES	NO
Does the individual need help getting into or out of a people carrier or mini bus?	YES	NO
Does the individual need any specialised equipment for mobility?	YES	NO
If yes, please give details:		
Are there any professionals involved regarding mobility (physio, orthopaedics)?		
YES	NO	

EPILEPSY

Does the individual have epilepsy?	
YES	NO
Please describe the type, duration and frequency of seizures.	
Any warning signs the individual gives that he/she is about to have a seizure? If so, please state:	

EDUCATION

What is the current level of assessment?

How does the individual engage with education?

COMMUNICATION

Provide details on the young person's communication and any systems/ devices required. Include information regarding SaLT input.

SOCIAL SKILLS/INTERACTION

Does the young person seek out interaction from others (i.e., peers, adults), how does the young person do so?

SENSORY NEEDS

Provide details on the young persons sensory or occupational therapy needs. Include information regarding OT input.

BEHAVIOURS OF CONCERN

What behaviours does the young person present with?			
Swearing		Struggles with demand	
Regurgitation/induced vomiting		Smearing bodily fluids	
Flooding		Repetitive behaviour patterns	
Screaming/shouting		Absconding	
Urinating as a behaviour		Defecating as a behaviour	
Stripping/ripping clothing		Spitting	
Damaging property		Throwing objects	
Hitting, punching		Scratching, pinching, grabbing	
Kicking		Biting	
Hair pulling		Choking/strangling	
Self-injury		Headbutting	
Sexualised behaviours		Bullying (targeting peers)	
Drug/substance or alcohol use		Stealing	
Arson		Cruelty to animals	

Additional information

Triggers to behaviours

What helps to support to calm the individual at these times (de-escalation)

Appendix 3 - Referral and Assessment Policy

Pre-Placement Information

Pupil Personal Information

Forename:		Family name:	
Nickname/ Preferred name:		Date of Birth:	
Family home address:			
Gender:		Ethnicity:	
Preferred First Language:			
Religion:			

Next of Kin/Emergency Contact

Forename:		Family Name:	
Relationship to the pupil:		Email Address:	
Day Phone:		Evening/Night Phone:	
Mobile:			

Additional Main Carer Contact

Forename:		Family Name:	
Relationship to the pupil:		Email Address:	
Day Phone:		Evening/Night Phone:	
Mobile:			

Social Worker

Forename:		Family Name:	
Placing Authority:		Email Address:	
Postal Address:			
Telephone:		Mobile:	

Current GP

Forename:		Family Name:	
Surgery Name:		Email Address:	
Postal Address:			
Telephone:		Mobile:	

Current Dentist

Forename:		Family Name:	
Surgery Name:		Email Address:	
Postal Address:			
Telephone:		Mobile:	

Other professional involvement

Forename:		Family Name:	
Specialism:		Email Address:	
Postal Address:			
Telephone:		Mobile:	

Other Professional involvement cont.

Forename:		Family Name:	
Specialism:		Email Address:	
Postal Address:			
Telephone:		Mobile:	

Other Professional involvement cont.

Forename:		Family Name:	
Specialism:		Email Address:	
Postal Address:			
Telephone:		Mobile:	

Significant Others/ Regular Visitors

Forename:		Family Name:	
Relationship:		Email Address:	
Postal Address:			
Telephone:		Mobile:	

Significant Others/ Regular Visitors cont.

Forename:		Family Name:	
Relationship:		Email Address:	
Postal Address:			
Telephone:		Mobile:	

PUPIL INFORMATION

Past injuries and dates i.e., any previous bone fractures/breakages

Past Hospitalisation and dates

Known Allergies

Present Medication

Food Dislikes

--

Food Likes

--

Eyesight

--

Hearing

--

Physical Disability(ies) please comment

Hygiene requirements

Speech Difficulties

Are you epileptic or have you ever had an epileptic seizure?

Appendix 4 - Staff checklist – to be used by all staff involved to ease transition

Prior to admission;

- ✓ Have all relevant people been informed of the (potential) admission?
- ✓ Have all details been collated as per Appendix 1?
- ✓ Has the family been provided with photos, picture books etc. to ease the transition
- ✓ Do relevant staff have all the information they require to support the child/young person and their family effectively during admission.
- ✓ Have existing pupils been prepared for the new admission as far in advance as possible (photos, discussion etc.)
- ✓ Have pre-admission visits been undertaken with the potential pupil and the family.
- ✓ Plan the day with the family beforehand, what they would like to do, how long they will stay, whether they want to set up the bedroom etc. This is a very emotional time, so it is best to have had this discussion prior to admission day.

Admission and Pre-Admission;

- ✓ Are your staff ready and available? The Registered Manager or the Headteacher should ensure that a member of staff is nominated to introduce the child to the home and the school, staff and children. A sensitive, caring approach at these times is crucial to the development of good relationships. To this end the member of staff allocated should be experienced and preferably available, on shift, until the child's bedtime.
- ✓ Admission can be a very anxious time for the family. Make them feel welcome, offer refreshments. Make sure the bedrooms and classrooms are warm, clean and tidy. Move personal items into the bedroom as soon as possible – you may want to do this activity with the parents and the child.
- ✓ Efforts should be made to ensure that the parents and the child have some privacy.
- ✓ The child has hopefully gained some insight into the aims of the placement and the future plans via the transition process. Every effort should be made to communicate with the child
To assess their wishes and feelings about the placement, their future and any other significant matters (within their level of development and understanding)

Admission and pre-admission cont....

- √ Certain information needs to be imparted to the child, including health and safety issues and fire drills and exits etc. Do not assume that this information has been understood and remembered. This information will need to be repeated and needs to be given in manageable amounts.
- √ Try to find out from the child their interests, what they like to do, what they enjoy as a leisure activity, what activities are positive experiences for them. Be aware that this may be different to the information that has been given to you by the 'adults/professionals' in their lives. If so, this information needs to be added to the child's profile information.
- √ Personal belongings are important. All items brought with the child should be recorded and kept on file. If there are items of any great value these should be discussed with the parents. Is the school an appropriate place for them? Are they insured etc.
- √ All paperwork should be collated, and the pupil information files set up. This to include risk assessments from previous placements and the initial care and education plans.
- √ Staff should check that the family has been issued with the Statement of Purpose, the Complaints and Compliments policy, the homes welcome pack and any other policies that the family may wish to have. The pupil should receive a simplified version of these documents.
- √ The pupil should be entered on to the electronic pupil register which includes their legal status.
- √ Senior staff should take control of any medications, record and store them, making sure that there are enough to last until a doctor's appointment can be arranged.
- √ Arrange the 72-hour planning meeting.

Witham Prospect School Referrals and Admission process

