

# Admissions Policy 2020



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## Introduction:

### **Purpose:**

To provide guidance on the admission process for students attending Peak Education.

### **Scope:**

This policy applies to staff and students at Peak Education.

## Policy Statement:

Peak Education is an independent School located in Cannock, Staffordshire, offering day placements for students aged 11 to 18 years with social, emotional and mental health difficulties or those on the cusp of exclusion. Students may be in receipt of an education, health and social plan, be being assessed for one or in lower tiers of SEN categories.

## Admissions Process:

**Enquiries and Referrals** - new enquiries can be submitted via our website, by making enquiries directly with the School. We welcome visits to the School. The school hosts open events throughout the year and these are advertised on line and locally. This enables parents to make informed choices about the provision and support offered and an opportunity to meet the senior leaders' teachers and support staff. We would encourage prospective parents/carers, advocates or Social Workers to attend to support their decision to choose Peak Education.

**Assessment** - We require up-to-date information, including relevant documents such as the most recent Statement of SEND or Education, Health and Care Plan (EHCP), previous school reports, medical information any previous reports including behaviour management plans, risk assessments, care plans if applicable, psychology and other clinical assessments, to assist in our initial assessment. Information regarding the child's likes and dislikes and interests are helpful too.

Initial assessments will include information seeking about education interests, skills and challenges, as well as clarifying best management of health conditions and behaviours. It is felt to be beneficial that the student attends Peak Education with their parents/carers, to meet the team.

**Following assessment**, we use all the available information to decide whether we can appropriately meet the needs of the student.

We liaise with the relevant Local Authority and funding bodies throughout the referral and assessment process. In order for us to offer a place, there will need to be a formal application and written agreement of funding from the funding authorities (usually from education, social care and/ or health). We can then send a formal offer letter to the funding authorities, with a copy to parents/carers. Contracts issued by the funding authority must sign before the placement starts.

Following agreement of the place with the relevant commissioners within the Local Authority, a start date is agreed and a welcome pack, with all key information sent to parents/carers.

## Admission:

Prior to admission, we hold a pre-admission meeting, with parents/ carers and placing local authority representatives to plan a smooth transition to Peak Education. Transition planning is individual to the needs and requirements of each young person.

All inductions are carefully planned and personalised, with the student's needs and wishes taken into consideration. This might include a phased entry over a short period of time, to enable a smooth transition process. During **the first three months** of the placement, the student's abilities and needs are **fully assessed** and programmes of learning are refined. This also may include assessment from external clinicians or agencies.

As part of the admissions process staff, parent and student will be consulted to obtain information so that a one page 'student passport' can be created. This document will be used to detail support needs, strengths and areas of difficulties experienced by the student. The student passport will outline the desired outcomes for each student and in line with the SEND Code of Practice 2014 will be reviewed and updated termly, or more frequently if required. A personalised Risk Assessment will also be created to outline how we will safeguard the student and outline potential risk and necessary control measure.

For pupils with more challenging behaviours, the team will work with other services e.g. CAMHs to prepare transitions and devise support strategies to reduce anxiety and manage behaviours appropriately. These initial assessments allow us to determine the student's needs, evaluate the staffing levels required, refine therapy input, as well as support us in setting appropriate and achievable learning targets for the future.