

# Admission and Transition Policy



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## 1. Aims

It is our aim that young people, their parents and carers and placing authorities experience:

- a well-planned and sensitively handled admissions process with high levels of communication and a sharing of knowledge
- the reception into High Close is structured well and the young person is supported
- the transition from High Close to a new provision is planned, and support is provided where necessary

## 2. Admission

### 2.1 Admission Criteria

(To be read in conjunction with Statement of Purpose and Function Policy)

1. The age of the young person on date of admission must be between 7 and 16 years.
2. Every young person must have an Education Health and Care Plan (EHCP) on the date of admission. Young People whose EHCP is currently being compiled will be considered providing there is sufficient documentation to support the application.
3. At the point of initial referral, it is expected that a full and up to date case history of the child will be provided by the Local Authority detailing relevant strengths and concerns.
4. Parents/Carers and the Local Authority will be asked to agree to a working partnership that will be based on open and honest communication throughout their child's stay at High Close. It is a requirement that the Home-School Agreement is signed on admission.
5. The education, health and care needs of the child must be able to be met by the staff team and other resources of the school.
6. The child must be capable of working in school in a small class to a maximum of six pupils, and, if he or she is a residential pupil, of living in a unit with a group of up to nine boys and girls.
7. All young people admitted must have stated clearly that they will aim to try to ~~conform~~ abide to the standards of behaviour set out in the school's Code of Conduct.
8. Regular home leave for holidays and weekend closures is an important aspect of life at High Close School and parents or the responsible authority must be able to guarantee this throughout the child's time at High Close, either at the parental home or in a long-term local authority provision. Loss of this provision will lead to a review of the appropriateness of the child's place at the school.
9. High Close will accept young people who have complex and/or multiple diagnoses.
10. Specialist Counselling Services, Occupational Therapy and Speech & Language Therapy may be provided by the school's therapeutic team for assessment purposes or if a need is clearly identified. Any Counselling or Therapy Programme may require separate funding
11. Please refer to High Close's Statement of Purpose and Function for information about young people we are unable to support.
12. High Close does not provide emergency placements, however, may on occasion provide emergency respite to day pupils where there are safeguarding concerns. Local Authorities will be expected to fund emergency respite.

### 2.2 Referrals and Admissions Process

#### STAGE 1

1. Referral papers are received from a Local Authority (LA) and logged by the referrals team
2. The papers are seen by members of the referrals team who will consider whether, based on the information provided, the school may be able to meet the identified needs. Factors to be considered are:
  - Specific Needs of the Individual
  - Age of the Individual
  - Efficient education of cohort both in Year Group and In Residential Unit
  - The Admissions Criteria (as above)
3. Further information may be sought either from the Local Authority or from current setting, this

includes all necessary information about a child's health, education and care needs.

4. The Principal or member of the Senior Leadership Team may reject the referral, this decision will be explained to the Local Authority in writing, in line with the SEN Code of Practice.

## STAGE 2

1. The Parent/Carer visits the school. During the visit any issues raised from the referral papers will be discussed and logged by the staff present.
2. The Young Person visits the school with their Parent/Carer  
A minimum of two taster days are offered to ascertain if High Close can meet the needs of the young person and if the young person can access High Close offer.  
Relevant consent forms are required before taster days and must be returned to the referrals team at least 72 hours before the first taster day. Residential Pupils will have a minimum of one overnight taster.
3. If the young person chooses not to commit to the school or there are concerns that High Close cannot meet the needs of the young person, then their Local Authority will be notified, and a place will not be offered.
4. If appropriate, a written offer letter will be sent to their Local Authority.
5. Once written confirmation of placement is received, the referral moves to stage 3 - Admissions

## STAGE 3

1. An Admission meeting is held either before or on the agreed start date. All required paperwork and consents will be signed at this meeting. Carers/parents are required to attend. Tutor, unit and members of both the Family Resource Team and the referrals team will attend this meeting.
2. A representative from the Family Resource Team will conduct a Home Visit to meet with the Parents/Carers as part of a more detailed information sharing process.
3. Initial placement report is sent to carers/parents after 6 weeks. Carers/parents are invited to discuss this with unit/tutors/senior leaders if appropriate. For residential children a placement meeting must be organised by the end of the first 6 weeks of the residential placement. Parents /carers, Local Authority SEN, Social Care (where appropriate) and health services (where appropriate) will be involved.

## 3. Induction

### 3.1 Taster days for all pupils and overnight stays for residential pupils

Young people are given handbooks for respective units as part of the taster process, this is reviewed with unit staff on day 1.

Unit/Campus tours are carried out as part of the taster process and continued for day 1 of the placement, often with peers. This includes using a map to navigate to key areas.

### 3.2 First week

Handbooks are reviewed

Welcome pack distributed including a map/timetables

Working with link worker/Key worker to complete Young Person Consultation

Unit/Campus tours

Uniforms collected/bought

Residential unit fire drill

### 3.3 First half term

Link working sessions in day provision, introducing key staff, setting expectations of school life.

Key working sessions in residential provision and targets created with key worker.

During the first 6 weeks, a range of cognitive and therapeutic assessments will be carried out in order to confirm that High Close can meet need. If there are concerns raised by these assessments or any other concerns emerge which are not accurately described in the Education and Health Care

Plan, an emergency Annual Review will be arranged to discuss the viability of the placement or whether additional provision is necessary to secure the placement.

## **4. Transition**

### **4.1 Leaving at the end of Year 11**

The transition from High Close onto the next stage in their education is started in Year 10.

- The Annual Review in Year 10 starts to look at how the outcomes in the EHCP will help support a young person beyond High Close. This will also include how preparation for adult life outcomes can be incorporated.
- The transition coordinator attends this review and starts looking at career options and next placements with the young people.
- Work experience is organised in Year 11.
- The Transition Coordinator, with residential staff support where appropriate, oversees transition ensuring appropriate support is put in place for the young people.
- Progress is documented in the Year 11 Annual review.
- Key working and PIG (Pupil Independence Grid) ensure that the young people are prepared for adult life with key areas of focus being: good health, friendships, relationships and community, individual living and potential employment. The PSHE curriculum will also reinforce understanding in these areas.
- Individual careers advice is given to the young people during KS 4 and the schools careers advisor will, work with the young person look at the most appropriate setting for KS5.
- The young people will also be taken and supervised whilst visiting appropriate KS5 settings (colleges) and be supported through any interviews that are needed.
- The Transition Coordinator will work with post-16 providers to track the progress of young people for a year after they leave High Close.

### **4.2 Leaving after Year 11**

Most young people will leave High Close when they finish Year 11, however, High Close has approval from the Department for Education for young people to stay on for up to two extra years. This must be agreement from the young person, parent/carers, Local Authority and High Close School.

An additional year may be considered if

- the young person has been out of education for a significant period of time before being placed at High Close
- The young person's individual needs mean they will require more support in the transition to further education.

### **4.3 End of Placement**

In the event of the school placement breaking down or a geographical move of the family a student may leave High Close before Year 11.

#### **4.3.1 Geographical move**

If a Family move away and the young person no longer attends High Close, we will work with the Local Authority and receiving school to support transition and the transfer of key documents and information.

#### **4.3.2 Placement breakdown**

If a placement is likely to break down High Close will communicate concerns early with the Local Authority and arrange for an emergency annual review. At the review a 6 week notice period may be served.

If a new school is arranged, we will work with the Local Authority and receiving school to support transition and the transfer of key documents and information.

#### **4.3.3 Non-standard Transitions**

If placement ends before the end of Year 11 the Principal/Governing body will inform carers/parents and Wokingham Children Missing Education service of a non-standard transition as well as the placing Local Authority, social worker and Virtual School if applicable.

## **5. Roles and responsibilities**

### **5.1 The Governing body**

The Governors will monitor the effectiveness of this policy and hold the Principal to account for its implementation.

The Governors will also ensure that:

- The referral system is implemented fairly, and all young people are considered on an equal basis
- Admissions records are up to date and filled in accurately
- Decisions to end placements early are considered properly and are well evidenced

### **5.2 Principal**

The Principal is responsible for ensuring that this policy is adhered to, and that:

- Referrals are monitored regularly in Referrals meetings and individual young people are discussed in line with our admissions criteria (see 2.1)
- Appropriate provision is in place for pupils with different abilities and needs
- Admissions records are up to date and filled in accurately
- Communication with Local Authorities is timely at all stages of the referral process.
- Non-standard transitions are overseen and are conducted well

### **5.3 Other staff**

- The referrals team monitor incoming referrals and responds to Local Authorities in line with statutory time frames.
- Unit staff and class tutors are involved in the admissions process, giving pupils the support, they require for a successful transition to High Close School.