

ADMISSIONS POLICY

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Target Audience	Staff Referring authorities Parents and carers Regulatory bodies
Links to other policies	See all Education Policies and new Exclusions policy

Changes to previous version

See point 3.1 which adds further clarity.

1 Introduction

- 1.1 3 Dimensions School is an independent special school for pupils with special educational needs and has been approved under section 41 of the Children and Families Act. We are registered to teach up to 16 pupils aged 7 to 25 and provide Key Stage 2 up to Secondary and post 16 education for children and young adults with challenging behaviour, learning disabilities, vulnerability in the community and communication difficulties including ASD.
- 1.2 As an approved School, 3 Dimensions will appear alongside other approved schools and institutions when local authorities publish the local offer of support available to children and young people with a Statement of Special Educational Needs (SEN) or Education, Health and Care Plan (EHCP) and must refer to the institutions on the approved list
- 1.3 All institutions on the approved list have a reciprocal duty to co-operate with the local authority on arrangements for children and young people with SEN or an EHCP, and to have regard to the statutory guidance in the Special educational needs and disability code of practice: 0 to 25 years (Code of Practice).
- 1.4 The Children and Families Act 2014 also gives parents and young people the right to express a preference for “approved” independent specialist provision when their Education, Health and Care (EHC) plan is being agreed and completed. Under section 38 of the Act, if an EHC plan names a maintained school or academy, FE college, non-maintained special school or approved Section 41 independent special institution, the local authority must secure a place at that institution and the institution must admit the pupil or student if a place is available.
- 1.5 3 Dimensions residential care and school provide the following services for young people:
 - Residential provision in our childrens homes- 52 Weeks, 38 week residential provision (weekly or termly)
 - Day Education at our independent school
 - Residential respite by bespoke agreement for those in 38 week residential provision with us.

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- 1.6 Day pupils generally come, from Somerset and its surrounding counties within a one hour travelling distance for our School. Residential and Boarding placements are from any county.
- 1.7 The School Handbook, Prospectus and school policies offer further information and can be obtained on our website <http://www.3dimensions.org.uk/school/> along with contact details. Information includes Admissions, Safeguarding and Complaints policies and other information is easily accessible online to both parents and local authorities. Printed copies of these documents and other policies are also available on request by contacting the school.
- 1.8 We must feel the programme we provide coincides with the pupils on-going Education/Care Plan also that we are able to meet the educational needs of the young people and implement their Placement Plan to encourage each young person to work towards a positive future.
- 1.9 Our gate keeping procedure requires current issues of the pupils in school/residents in placement to be taken into consideration when making decisions concerning other potential referrals. This will be at the discretion of the Care Manager and Education Manager in liaison with the Referrer or Local Authority.
- 1.10 Planned placements will be sought, giving an opportunity for the relevant Managers to meet with the young person prior to placement. This works for the benefit of the young person referred and young people already in the home and/or school.

2 Process

- 2.1 A young person may be referred by the LEA or through Social Care from a Local Authority, we will require from them, Current situation & Prior History including any Assessments to enable us to consider the application.
- 2.2 Prospective pupils will normally require a differentiated curriculum due to their special educational needs, have challenging behaviour and/or a Social, Learning and/or related Communication difficulty and may have a Statement of Special Educational Needs/ Education or Education, Health and Care Plan (EHCP).

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- 2.3 For pupils attending the school, it is to be named in Part 4 of a Statement or in the EHCP, or in the process of this and therefore there will be an agreement for the placement to be funded by the LEA and/or LA Social Care. Private funding may be considered, this would be agreed on an individual basis.
- 2.4 Prospective parents/guardians to be given the School Handbook and pupil information questionnaire to complete for their child if attending school, which will include all health and safety issues (risk assessments), current behaviour difficulties, current medication and permission for photography. Where LAC process is indicated the local authority will complete this and parents will be asked to provide information on their child as appropriate.
- 2.5 Relevant specialists and managers consult with teachers on behavioural issues and can advise on individual behaviour plans where needed.
- 2.6 The first 2 months is a positive pairing stage in which we build a rapport with the pupil. By the end of the 2 months an Individual Learning Plan (ILP) will be drawn up during the first 2 months of attendance, in collaboration with the whole education and therapy team and is reviewed every 6 months.
- 2.7 A child can be admitted at any point during the academic year, if they meet all the criteria, a place is available, and we have the relevant therapist and therapy plan in place.
- 2.8 An overview of the steps taken in the Admissions Process is provided in **Annex A**.

3 Exclusions

- 3.1 It is not our policy to exclude Children permanently from school, but temporary exclusion to recover behaviour may be necessary. In the event of this decision being made parents/carers will be contacted and required to collect their child from school for the remainder of the day.
- 3.2 Discharge from the school is managed to ensure the young person has an appropriate Transition and would normally be planned to ensure their transition is successful.

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- 3.3 Should the placement break down irretrievably, a crisis plan would be put into action with the Local Authority, which would ensure that the young person has a suitable placement to go to and that until that is possible a Risk Assessment is put in place to ensure the placement continues safely.
- 3.4 Deletions from Admissions register will only happen under consultation and agreement with the Local Authority for reasons outlined in Section 8 of The Education (Pupil Registration) (England) Regulations 2006

Please see Appendix A below.

Admissions Process takes the following steps:

- 1) Local Authority send paperwork and make initial enquiry about whether we have spaces to accommodate the therapeutic, educational and behavioural needs of that child. To state whether residential support or a school day placement is needed.
- 2) We respond with either a decline or an expression of interest. Highlighting our potential ability to meet their needs, we write a summary of how we would expect to meet those needs. At this point, we provide a rough cost estimate of providing that service.
- 3) If the local authority agrees to take it to the next stage, based on our response. We then arrange to meet with the young person and appropriate carers and / or local authority. We assess suitability and impact assessment between them and current young people.
- 4) We would then propose whether we formally accept a placement. The Local Authority have to agree with this or not. Likely to need panel decision. Upon their agreement, a start date and transition can be arranged between school management and carers.

If a parent wants to consider the school in order to potentially propose us to the local authority as a preference, then before step 1 they may do the following:

- 1a) Email: Rachel@3dimensionscare.co.uk . Ask about vacancies. We also ask that you provide us some basic details, first name, age, any diagnosis, reason for looking for a new school or reasons why a local authority special needs provision is not considered suitable. If there are vacancies we ask that we are sent some paperwork (EHC Plan and latest professional reports) to read ahead of a phone call conversation about the young person's current situation, behaviours and needs. Or the parent may wish to arrange a visit.
- 1b) IF parent is interested in having our school approached by the local authority in order to potentially offer a placement to their child, we would need to first carry out any further assessments and meet the young person before telling the parents whether we could definitely offer a placement. The parent may, at any point, make a request to the local authority to consider us in order for the local authority to follow steps 1 - 4.
- 1c) It would be parents that would appeal or discuss with the local authority any content on the EHC Plan or the selected school.

Note: We require that any potential pupil or resident of ours has to have Special Needs for us to consider them suitable but does NOT have to have a EHC Plan. We would need to see evidence or assessments of their special needs through discussion with parents or the local authority. We can also consider young people with potential special needs but needing a stable environment in which to complete assessments. We recommend that anybody seeking specialist provision with or without a formal EHC Plan in place read the SEND guide for parents or carers (<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>)