



# NEW BARN SCHOOL



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## New Barn School

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### ADMISSIONS POLICY

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ACADEMIC YEAR 2023 - 2024

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## 1.0 INTRODUCTION

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This policy will explain and clarify the process for admission and referral to our services. All referrals for admission to Jubilee School are initiated by the Admissions manager. Referrals are first screened for overall site suitability and vacancies within the range of provisions. Referrals are then passed on to the Executive Head Teacher and Head Teacher for review of suitability, after which an EOI is compiled and passed to the referring body.

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## 2.0 ABOUT US

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New Barn is an Acorn Education and Care school. New Barn provides education for children aged 6 to 19 with complex needs. New Barn school is set in the estate of Welford Manor. It is a beautiful setting surrounded by trees and greenery. Its calm nature lends itself to a school where we care about our environment. We base our ethos in fostering positive relational connections with our surroundings and within our community.

Our School bases its core values in being a therapeutic community. Communities work best when they work together. New Barn makes certain it is clear and transparent in its aims. We want to keep the children's best interests central to all our systems, policies and working.

New Barn Core Values maintains;

- Attachment: Healthy attachment is a developmental requirement and a basic human right.
- Containment: Everybody needs a safe and supportive environment to develop, to grow, or to change.
- Respect: People need to feel respected and not defined or described by his or her problems alone.
- Communication: All behaviour has meaning and represents communication which needs to be understood.
- Interdependence: Personal well-being arises from relationships which recognise mutual need.

- Relationships: The quality of relationships determines one's quality of intimate, family, social and working life.
- Participation: Ability to influence one's environment and relationships is necessary for personal well-being.
- Process: It is often better for individuals, groups and organisations to reflect than to act immediately.
- Balance: Positive and negative experiences are necessary for us all.
- Responsibility: Each individual has responsibility to others, and others to him or her.

We are small. The school has small classes supported by a teacher and assistant. This means we get to know our pupils really well, and they get to know us really well too. It also means we are able to ensure that we are much better able to support all the needs of pupils and ensure they get the best help we can offer.

### 3.0 ADMISSION PROCEDURE

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the young person.

Information sought should include:

- young person's name;
- age and date of birth;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- educational history, needs, current provision, support received & required including whether there is an EHCP or statement of special educational needs proposed educational plan;
- risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties;
- expectations and requirements sought by the placing authority to meet the young person's needs;
- the name, address and telephone number of the young person's case accountable social worker (if applicable)
- the young person's legal status;
- the young person's and their family's social history;
- any special issues e.g., restriction of contact, child protection and

The information provided will assist the Executive Head Teacher, Head Teacher, and the staff in their assessment as to whether a school placement is viable and appropriate. The Head Teacher will consider whether the school has sufficient staffing in terms of number and experience to manage such admission both in terms of the individual young person's needs and respect of the potential impact that the admission may have on existing group dynamics.

Admission to our school involves parents/care givers, a therapeutic clinical team, and a placing authority. In order to do this properly parents/care givers and authorities need to come and visit us for a look around and to discuss how the school can support their child. Having done this parents/care giver and authorities are in a good position to judge whether or not we are the right school for their child. The decision to place a child here then involves a conversation between the school, home care and the Local Authority. The authorities will go to a panel of professionals who meet to discuss placement at our school.

### 4.0 THE REFERRAL PROCEDURE

This local procedure will explain and clarify the process for admission and referral to our services. Referral is made either through our Acorn Education and Care central referral team or direct to either the school or through one of the associated children's homes. All referrals are screened initially via the site referral manager. If deemed to be appropriate within the remit of New Barn school, then the referral and all supporting documentation is passed to the Head Teacher. A request for all clinical information and further

information is required from the referring source and detailed risk chronology of the proposed admission. The referral will be reviewed and if suitable the Head Teacher will arrange a pre-admission assessment interview and a visit to ensure suitability and to obtain a fuller picture.

### 5.0 CRITERIA FOR ADMISSION

- Complex difficulties consistent with combinations of behavioural, emotional and social difficulties as well as other related conditions such as autism;
- Learning difficulties or disabilities within the moderate to severe range;
- Poor peer relationships;
- Poor self-image;
- Inability to deal with vulnerability using an appropriate response;
- Attention needing;
- Difficulty in coping with change;
- Children that have experienced early trauma (aggression, neglect, emotional or sexual exploitation)

School considers referrals from all cultural, ethnic or religious backgrounds.

### 6.0 ADMISSION PROCESS AND ASSOCIATED TIME FRAMES

All referrals will expect an initial assessment in order to determine their overall needs.

A pre-admission screening will be carried out by the site referral manager and Head Teacher, this is to understand suitability of needs. This screening will take into consideration the young person's SEN Statement/ EHCP, risk chronology, current presenting risk legal status, intended short and longer term outcomes, and the sites' ability to meet the young person's needs and availability of provision within our school. The school clinical team reviews all associated paperwork relating to the young person.

If a placement is offered, the Admissions team will then liaise with placing authority to arrange start date and request placement contract. The administration team will request any missing educational paperwork, school reports, assessments etc to be sent to the school by the placing authority. All consent forms and admission paperwork is then forwarded by the Admin team for all party signing. The administration team will liaise with parent/carers regarding the approved uniform list highlighting what the school provides.

The school discusses arrangements for identifying and supporting special educational needs and discuss support for the child's learning. Parents and carers are encouraged and entitled to be involved in plans for the child. All stakeholders involved with a student's welfare are open to add to plans to enable robust planning.

We make a transition plan and a provision map which we look regularly, and which shows the areas where we feel we can make progress. We review EHC's annually or bring reviews forward if we need to make important changes. The Local Authority helps us to do this by looking at what we do, how well we do it and how we might be able to make it better. Our Governors also help us by checking that we are doing everything we say we will do and asking us questions and setting us tasks if they feel we can be doing anything better. They do this on a regular basis, coming in to see us, and by holding review meetings, team around the child meetings (TAC). The full governing body meet every term. We are committed to working in partnership with parents, carers, and children to ensure that all students achieve their best and become confident individual.

The young person is met on admission day and introduced to their tutor and teaching assistant. It may

be necessary to design a transition programme for some students, who have attachments elsewhere or have been out of school for long periods of time. The transition plans will be agreed with the placing authority prior to admission day and organised by the Pastoral team.

Uniform is given to the young person after a successful visit. It is the responsibility of the parents/carers to supply black trousers/skirt and a white shirt, as well as all black trainer shoes. If there is reasonable difficulty in providing these items, the school may support by providing adequate wear.

Once a start date is agreed a Placement Contract is signed and returned to the placing Authority. At this point the School Administrator will request for any missing educational paperwork, school reports, assessments etc. to be sent to us by the sending authority. All consent forms and admission paperwork is then forwarded by the School Administrator for all party signing.

Transitions plans are created, for all new pupils, by the pastoral team. The transition plans will be agreed with the placing authority/parent/carer prior to admission day. The pastoral team will support the pupil during their visits to school and transition into their new class. Transition plans are reviewed and updated every two weeks.

Good communication with the placing authority/carers is essential to ensure suitability and that placement is positive and productive for everyone including the young person. During this initial admission time all risk assessments and behaviour support plans are drawn up in consultation with the young person, the care team, education department and the placing authority.

### **Procedures on Admission:**

- (a) On admission parents/guardians/professionals are given a copy of the relevant school safeguarding procedures and other policy documents. For day students, there is a parent communication and information pack.
- (b) A consent form is presented for use of photography/filming of the young person.
- (c) A consent form for the use of electronic media, communications, computing, storage and display devices by children and young people
- (d) Uniform is provided – tops (Willow Farm – Polo tops and jumpers and Home Farm – Hoodie)
- (e) A series of baseline academic assessments will occur within the first few weeks of admission as well as any appropriate therapy screening.

An Individual Risk Assessment is completed. These assessments ensure that potential risks to the safety and safeguarding of the individual are fully assessed and understood prior to admission, and enable teams to ensure robust and responsive actions and management strategies appropriate to individual needs are implemented to promote safety and safeguarding.

### **Unsuccessful Referrals**

An audit trail will be maintained by the Referrals Manager of all unsuccessful referrals. Details of this log will include service user's demographic details, and reason for not admitting to our services.