

E01 Admissions and Referral Policy

The Ryes Education consists of

The Ryes College URN 143911

and

Argyll House URN 146626

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1. Aims

The aims of this policy are:

- 1.1. To set out the criteria for admission to the Ryes College
- 1.2. To describe the process of referral and admission
- 1.3. Explain how to appeal against a decision not to offer your child a place

2. Admission Criteria

- 2.1. The Ryes College's DFE Approval terms permits the admission of children aged 11 to 19 years for education who have Special Educational Needs including complex needs
- 2.2. Children admitted will usually have a Statement of Special Educational Need or an Education Health Care Plan indicating this area of difficulty, or be in the process of assessment leading to such a statement.
- 2.3. The Ryes College can admit residents and day pupils from anywhere in the UK.

3. Definitions of Admission

In assessing the viability of a potential admission the school takes account of:

- 3.1. Whether the educational needs of the child could be met within our range of services.
- 3.2. The potential risks the child would pose to other children and to staff.
- 3.3. The vulnerability of the child to risks posed by other children in the school.
- 3.4. The overall suitability of placement within the current pupil group and the likely impact of this for the new referral and existing pupils
- 3.5. Environmental factors – the school has limited access for children with significant mobility problems, or children with serious visual handicaps.
- 3.6. Whether The Ryes College could meet the social, cultural and language needs of the child
- 3.7. Any other individual resources which might need to be provided to meet the specific needs of the child.

Additional Definitions:

Looked after children are children who, at the time of making an application to a school, are:

- 3.8. In the care of a local authority, or
- 3.9. Being provided with accommodation by a local authority in exercise of its social services functions

Previously looked after children are children who were looked after, but ceased to be so because they:

- 3.10. Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002,
or
- 3.11. Became subject to a child arrangements order, or
- 3.12. Became subject to a special guardianship order

4. Referral Process

- 4.1. Initial enquiries by social workers, placement officers or parents are usually made by phone to the Head Teacher or Head of Care. Basic information about the school will be provided, and initial details on the referral will be recorded.
- 4.2. If the child falls within the criteria above, more detailed written information will be requested. This will normally include:
 - 4.2.1. A copy of the most recent Education, Health Care Plan.
 - 4.2.2. Details of the child's social history and current circumstances.
 - 4.2.3. Copies of any psychiatric or other recent assessments.
 - 4.2.4. An outline of the child's medical history.
 - 4.2.5. Any other reports which give additional information, e.g. placement reports, current care plan, risk assessments, review reports etc. medical information or core assessments.
 - 4.2.6. All documents, that are provided during the referral process will respect our Safeguarding procedures; confidentiality will be maintained by those members of staff who are responsible for the Referral process and all documents will be stored securely.
 - 4.2.7. Where a child is being placed from a distant Local Authority, the referral placement would be assessed either: through the Ryes Care Provision, depending on whether we are offering a care place or alternatively a distant local authority is able to liaise with a closer local authority and arrange an educational day placement.
 - 4.2.8. If the written information supplied indicates that the referral is appropriate, the Head Teacher or Education Manager will conduct sufficient contact visits for an Initial Assessment to be compiled. This will summarise all assessment data collected, and determine whether there is an appropriate match with provision. The child and their parents or carers will also be invited to visit the school.
 - 4.2.9. The Head Teacher will consider all of this information and make a decision on admission.

4.2.10. Once admission has been agreed, a formal offer letter will be sent and an individual admission plan will be formulated with all those involved.

5. Emergency Referral Procedures

- 5.1. At times it may be necessary for a young person to be admitted to The Ryes College at short notice. Any new placement may cause some initial distress to children and this will particularly increase for both SEMHD, complex needs children, who are placed under emergency conditions.
- 5.2. Given the absence of a full initial assessment it is imperative that all available relevant reports giving an indication of the young person's history and current needs are made available to The Ryes College from the placing authority before any decision can be made regarding the suitability of the placement.
- 5.3. If an emergency placement is made the young person a stable settling in period is initiated taking into account the needs of the child discussed prior to admission. During this time an education plan will be drawn up, members of the education team will meet with the young person and a familiarisation process will take place. Typically, this may include a reduced timetable on the school site and could include working offsite with the young person with the purpose of developing relationships with staff; liaising and working alongside other therapeutic establishment. The Emergency plan for pupils and students takes into account the impact and management of Coronavirus. On the first day of attendance from September 2020, pupils will be taught in a bubble within their tutor group, working two days at school, followed by two consecutive days through online learning. Where an emergency placement cannot follow the online learning programme, that pupil will be supported through an offsite learning programme. From September 21st, all pupils will then continue to be taught onsite in tutor group bubbles taking staggered breaks and lunches with their Key Stages.

6. Pre admission procedures

- 6.1. Before admission of any referral including emergency referrals The Ryes College will need to have received LAC essential information parts 1 and 2 from the local authority and if the placement is to be a residential placement, current residents will have been informed of the potential new placement and have been given an opportunity to express and work through any concerns this may raise for them.

7. Admission Procedures

- 7.1. The admission of a child to The Ryes College is a process that demands sensitive and skillful handling. It can be a stressful and anxious time for both the child and the parents. An understanding of the underlying issues are essential for staff to offer appropriate support. Therefore, in parallel to the practical and administrative issues which need to be dealt with, our admissions procedures should underpin the emotional needs of the child and family.
- 7.2. The Head Teacher will take every step to ensure that the young person is supported during the admission process and will take every step to help prepare all the staff team and young people currently at the school, for the admission of the child.

- 7.3. The Head Teacher, with the support of the school administration team will ensure that information systems are set up for the child. This will allow for information about the child to be collected and disseminated.
- 7.4. On the day of admission, the child will be received by as many of the key team of adults as are available including their key-worker. The child should be introduced to their new team and other pupils by the Head Teacher or person, usually the Education Manager, who has made the strongest referral link with the child. The Education Manager is the primary staff member who conducts the referral process and makes the initial referral visit.
- 7.5. Any personal items brought by the child which would not be allowed in school, such as loud speakers, non-age appropriate videos / DVDs / computer games etc should be intercepted tactfully and given to the adult bringing the child for return to home. This will include mobile phones, which has been agreed during the referral process. Any valuable or emotionally significant items will be looked after safely by the school on request.
- 7.6. The Head Teacher or Key worker will give the child a copy of the children's handbook and timetable and go through the information contained in it; they will ensure that the child knows how to make a complaint and who they should talk to for help or support. Information relating to The Ryes College will be given to the child at a level suitable to their intellectual and emotional development.
- 7.7. During the early stages of the placement, key staff have a particular responsibility to monitor and support the child, and to communicate regularly and frequently with the family and placing authority.

8. Appeals

- 8.1. If your child's application for a place at the school is unsuccessful, you will be informed why admission was refused and given information about the process for hearing appeals.
- 8.2. If you wish to appeal, you must set out the grounds for your appeal in writing and send it to the following address: Chair of Management Committee, Kate Yarbo, CEO, Ryes Education, 3 Skyview Business Centre, Churchfield Road, Sudbury, CO10 2YA.
- 8.3. Alternatively, you can contact Kate Yarbo at: kate.yarbo@theyescollege.org.uk
- 8.4. Further details of how to contact us can be found at <https://www.ryeseducation.org.uk/contact-us>

9. Monitoring Arrangements

- 9.1. The implementation of this policy will be monitored by the Head Teacher
- 9.2. This policy will be reviewed and approved by the Ryes Management Committee every year.