

Libra School

Admissions, Placement and Registration of New Placements Policy

Date	Review Date	Coordinator	Headteacher
13.01.18	09.01.19	Julie Farr	Kirsty Crosby

We believe this policy relates to the following legislation:

- Data Protection Act 1998
- Human Rights Act 1998
- School Standards and Framework Act 1998
- Freedom of Information Act 2000
- Education and Skills Act 2008
- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010, Advice for School Leaders, School Staff, Governing Bodies and Local Authorities, Feb 2013
- Education Act 2011
- The Equality Act 2010 and schools, May 2014
- The Education (Pupil Registration) (England) Regulations 2006: (SI 2006/1751) as subsequently amended: The Education (Pupil Registration) (England) (Amendment) Regulations 2011 and The Education (Pupil Registration) (England) (Amendment) Regulations 2013.
- The Education (Pupil Registration) (England) Regulations 2006: SI 2006/1751 and as subsequently amended: The Education (Pupil Registration) (England) (Amendment) Regulations 2010 and The Education (Pupil Registration) (England) (Amendment) Regulations 2013.
- School Admissions (Admissions Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012

The following documentation is also related to this policy:

- School Admissions Code (DfE)
- School Admissions Appeals Code (DfE)

The Libra School offers opportunities for boys and girls aged from 5 to 18 years. Placements are available for day children, weekly boarders, termly boarders and 52 week placements. Residential Placements are within our Ofsted registered children's homes currently in the West Somerset community.

Local Education Authorities, Health and Social Services Departments can make referrals. The children referred to Libra have experienced a combination of traumatic episodes, which have been compounded by multiple placements and failed attempts to rehabilitate with families including Foster care. They may have suffered physical, sexual, severe emotional abuse and/or neglect.

Often these experiences manifest themselves in under achieving academically, non-school attendance and involvement in criminal behaviour, often destructive behaviour with little or no regard for boundaries. Libra recognises that these children are highly vulnerable but their

Libra School

behaviours mean Local Authorities have difficulty in finding suitable therapeutic placements. The Libra School endeavours to redress the balance in favour of the child, educationally and socially regaining their self-esteem and confidence.

The Libra School is registered for 30 children although there may be additional young people who are on our 16 plus programme who have had a placement with Libra prior to turning 16 years old but who are attending the local further education college. There are occasions when the school might exceed 30 children. This is usually when we are working to ensure good outcomes for children during transitions. Department of Education permission is sought if the school needs to temporarily exceed our registered numbers.

Most young people are the subject of a Statement of Special Educational Needs and have specific learning difficulties.

Any young people requiring support with English as a second language, would firstly be assessed by the Head Teacher and the relevant provision would be put into place, to cover resources, facilities and staffing.

The company is registered with the Department for Education and with Ofsted and run in line with the Children's Home Regulations and National Minimum Standards.

The main aim of the LIBRA school is to provide education and care that is holistic and encompassing, that addresses each pupil's individuality and needs and which provides challenge and opportunity for each pupil to develop individual potential.

Pupil Characteristics

- Libra was established to provide for children with social, emotional and behavioural difficulties often severe in nature.
- Children referred to Libra usually present with exceptionally challenging behaviour of a sexualized, physical or psychological nature featuring self-harm or harm to others in terms of impairment to health and development.
- All children accepted present with associated mental health and/or other learning disabilities e.g. autistic spectrum disorders; generalised and /or specific learning difficulties.
- Some children present with additional physical medical needs e.g. A.D.H.D or Diabetes.
- Prior to admission all children will have experience of disrupted care and or educational placements, with a history of numerous breakdowns across both settings.
- Some children are admitted directly from psychiatric in-patient units or secure units.
- For each child the profile, origins and pathways that have contributed to them presenting highly challenging behaviour is complex and diverse, with a balance of young person factors. These include genetic, physiological, and environmental factors (e.g. abuse and trauma).
- Children arrive at Libra with low protective factors and high risk factors. Most will have experienced layer upon layer of failure and rejection. All present with very low self-esteem, high levels of disaffection and difficulties in relationship formation and maintenance (with peers and adults). The children referred to Libra have experienced a combination of traumatic episodes, which have been compounded by multiple placements and failed attempts to rehabilitate with families and or foster care.

Libra School

- Children may have suffered physical, sexual, severe emotional abuse and/or neglect.
- At times, these experiences manifest themselves in under achieving academically, non - school attendance, involvement in criminal behaviour, often destructive behaviour and little or no regard for boundaries.
- Children may show extremes of aggression to staff or peers. Such aggression may be displayed through physical violence or verbal abuse.
- Some children may place themselves at risk by self-harming or absconding.
- Children can be removed temporarily from the school due to poor behaviour (for their own safety, and that of their staff) but are never suspended or excluded permanently from the school, education is continued within the home.

Admission to The Libra School (day children and residential)

The Libra School responds to enquiries for referrals for young people with a comprehensive Expression of Interest Document which identifies how Libra will meet the needs of the young person as identified in the Local Authority referral document.

When the Local Authority makes contact to discuss the placement further Libra will request further detailed information (See Admissions Paperwork in Appendix).

When a placement at Libra is identified as a suitable option for a child by the Local Authority, the Libra School will arrange to meet with the child and their parent and or carers and Social Worker if applicable. The offer of a placement with Libra is subject to the outcome of this meeting to ensure good compatibility of the placement. In the event that we are unable to meet the child we will talk extensively to obtain detailed information to support the decision making process.

When the offer of a placement is confirmed Libra will work with the Local Authority to plan a managed transition for the child. There are occasions however when such a planned transition is not possible for the Local Authority usually due to the behaviours of the child and notice being given by the current carers. In this eventuality Libra does all that we can to ensure that the transition is as smooth as possible.

The Libra School has a comprehensive administrative procedure when admitting new young people either as day children or as residential children. Parents and or the Local Authority are expected to complete the admission paperwork required:

1. Admissions paperwork (see Appendix)
2. Consent Form for School Trips (see Appendix)
3. Home School Agreement (see Appendix)
4. Medical Consent and Emergency Contact (see Appendix)
5. New Pupil Information Record (see Appendix)
6. Parental Agreement for the School to administer medication (see Appendix)

Detailed information is provided to parents and the Local Authority:

1. Expression of Interest Information identifying how we will meet the needs and outcomes of the child.
2. The Libra School Parent Guide
3. The Libra School Brochure
4. The Young Person Handbook

Libra School

5. Policies and Procedures

Registration

New children are registered as soon as they start at the Libra School in the Residential Home Register if residential and all children both residential and day children are registered in the School Registration book.

On admission, the children have a settling in period to give them time to adjust to their new routine. At this time, they have a very full and varied programme of physical and recreational activities, which allows for identification of possible motivating activities and positive rewards. At the same time, during this half term, a series of baseline assessments will be made. Some of these are external, using our consultant Educational Psychologist Linda Faulkner, our consultant Psychiatrist, or other professional, while the remainder are completed at school. The specific assessment programme for each student will vary with the student's level of cognitive functioning, their academic achievements and the amount and quality of background information on their educational history.

In outline, the programme is as follows:

- Assessment by Educational Psychologist (unless a recent report is available.)
- Assessment by Psychiatrist if judged necessary.
- In school teacher assessment
- Thrive assessment

The results of the Assessment programme will inform the Individual Education Plan (IEP) and the Pupil Education Plan (PEP) and the child's behavioural and educational targets.

Within the residential homes the child is assessed against our Milestone Development Targets which then informs the Placement Plan and targets for social and emotional development within the home.

Responsibility for the Policy and Procedure

Role of the Headteacher

Therefore, the Headteacher will:

- ensure all prospective parents are fully aware of the:
 - admissions criteria;
 - how to apply.
- implement this policy;
- ensure that all school staff are aware of the policy;
- work to create a safe, secure, caring and friendly school environment which is welcoming for a new child.

Role of the Coordinator

The coordinator will:

- lead the development of this policy and all linked policies throughout the school;

Libra School

- work closely with the Headteacher
- work closely with external agencies to support this policy
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;

Role of School Staff

School staff will:

- comply with this policy;
- be aware of all other linked policies
- attend appropriate training and meeting sessions
- work with external professionals during the assessment process to construct a useful and effective Individual Education Plan.

Role of Children

Children must:

- be aware of this policy
- be welcoming and supportive to new children and remember how scary it is to move school and placements

Role of the School Council

The School Council will be involved in:

- determining this policy with the Senior Leadership team;
- discussing improvements to this policy during the school year;
- reviewing the effectiveness of this policy with the Senior Leadership team.

Role of Parents

Parents must:

- be aware of and support this policy;
- provide all information asked for
- be willing to work with the guidance from school staff and other professionals in order to maintain a strong set of boundaries across the school and the home. This is crucial to the child's progression.
- Meet with the school regularly to discuss progress and behaviours

Training for School Staff

All school staff:

- have equal chances of training, career development and promotion
- receive training on this policy on induction
- receive periodic training so that they are kept up to date with new information
- receive equal opportunities training on induction in order to improve their understanding of the Equality Act 2010 and its implications

Libra School

Records

- Records will be kept in a uniform and systematic way.
- Records will be used to effectively track children through school;
- Records will be kept in a central log in order to build up a picture of the child;
- Parents are informed of all events and what actions have been taken.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the school website
- the Staff Handbook
- meetings with parents such as introductory, transition, parent-teacher consultations, IEP and PEP meetings
- school events
- meetings with school staff
- communications with home such as newsletters

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. Opportunities for placements at the Libra School are open to all irrespective of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. Placements both educational and residential however are subject to the physical resources and environments that are available at the time.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the coordinator and the Headteacher.

Linked Policies

▪ Equality Policy	▪ Promoting Positive Behaviour and Relationships Policy
▪ Special Education Needs and Learning Difficulty and/or Disability Policy	
▪ Education Policy	▪ Care Planning Policy and Process

Director:	Joan Wilkes	Date:	13.01.18
Deputy Head:	Kirsty Crosby	Date:	13.01.18

Libra School Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
Admissions, Placement and Registration of New Children	Yes stated			✓

This policy affects or is likely to affect the following members of the school community (✓)	Children	School Staff	Parents/carers	Directors	School Volunteers	School Visitors	Wider School Community
	yes	yes	yes	n/a	n/a	yes	yes

Question	Equality Groups																		Conclusion										
	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Yes	No			
Does or could this policy have a negative impact on any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS					
		✓			✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS		
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓
Does data collected from the equality groups have a positive impact on this policy?	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓				✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required. Placements are subject to the physical environment and resources available at the time and their suitability for the needs of the child.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date
Kirsty Crosby	13.01.18	Joan Wilkes	13.01.18

Libra School

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed	x			
• Policy in line with current legislation	x			
• Coordinator in place	x			
• Nominated governor in place			x	
• Coordinator carries out role effectively	x			
• Headteacher, coordinator and nominated governor work closely	x			
• Policy endorsed by governing body			x	
• Policy regularly discussed at meetings of the governing body			x	
• School staff aware of this policy	x			
• School staff comply with this policy	x			
• Children aware of this policy	x			
• Parents aware of this policy	x			
• Visitors aware of this policy	x			
• Local community aware of this policy			x	
• Funding in place			x	
• Policy complies with the Equality Act	x			
• Equality Impact Assessment undertaken	x			
• Policy referred to the School Handbook	x			
• Policy available from the school office	x			
• Policy available from the school website	x			
• School Council involved with policy development	x			
• All stakeholders take part in questionnaires and surveys			x	
• All associated training in place	x			
• All outlined procedures complied with	x			
• Linked policies in place and up to date	x			
• Associated policies in place and up to date	x			
A statement outlining the overall effectiveness of this policy				
It is effective and suitable for purpose				