



Admissions Policy

Introduction

The Cavendish Schools admission policy is based on whether the school can meet the existing and longer term needs of the student with the expertise and resources that is already in place and with the additional support from outside agencies (SALT, CAMHS) as outlined in the student's statement and supported by the Local Authority. If a child has a statement of special educational needs or an Educational Health Care Plan it must state "emotional, behavioral and Mental Health" as the primary educational need.

A student will be referred to Cavendish school usually only as a "last resort" by the Local Authority. This is because Cavendish School is an independent fee paying school which the local authorities are invoiced, to enable a school place to be maintained. In practice this means that students have passed through a number of maintained local authority schools and sometimes even residential schools, before they arrive at Cavendish school. Consequently a student can have been out of the educational system for a very long time before they are referred to Cavendish. This means that a child will have developed an alternative curriculum that does not encompass school of any sort and is therefore reluctant to change their life style. When students first join Cavendish School it can often be an uphill struggle to encourage students to re-engage with education as they view it with suspicion and lack of motivation and drive.

Stage 1:

The LA sends students' details to the Headteacher / Care Place Portal. The file is read, and a report is compiled to give a student profile that includes KS2, KS3 or KS4 curriculum data, the educational needs of the child outlined in the statement and the aims and objectives required to meet their needs. If appropriate outside agencies, such as CAMHS, YOT, SALT and previous school(s) are contacted for additional information. The needs for the child are discussed with the SENCO and Human Resources Manager and any additional special arrangements are considered (risk assessments, health and safety concerns). If the school feels it is able to meet the needs of the child then the LA is informed and approval sought for an arranged visit. This may also involve parent/guardians, social workers, school representatives, and LA representatives.

If the school feels that even with outside intervention and support it is unable to meet the child special educational needs, the school will write to the referring LA / Care Place portal and give reasons for not offering a school placement.

The school has 15 days to respond to a consultation.

Stage 2:

A visit will take place, lasting approximately one hour, at which the ethos of the school and the schools policies and procedures, rewards and sanctions and code of conduct are explained. Parents / Guardians are guided to the school website to inform further information about the school. These meetings will involve the child, parent/guardian, possibly a social worker, LA representative and in some instances the school in which the student is leaving. A tour of the school is also undertaken, this will take place when school is in session to give a true and meaningful experience to the school. The student is then asked to consider whether they think this is a correct placement for them and if they think they will be able to make progress. The parent/guardian are given literature about the school and asked to read it and discuss it at home. The student and parent / guardian are asked to contact the school within the next day or two to advise if they would like to take up an offer of placement.

Stage 3:

Parent / guardian advise that they would like to take up a placement at the school. The school then informs the referring LA; in some cases the LA would have already taken the referral to their SEN panel prior to the referral to Cavendish. If this is not the case then the school writes to the LA informing them that the school would like to offer the student a place at Cavendish School outlining current fees etc. The LA then puts the case to the SEN panel and the referring SEN Officer advises the School if placement is accepted. An initial assessment date is arranged see stage 4.

If a parent / Guardian advise that they do not feel that the school is suitable to meet their child's needs, the school passes this information on the referring LA officer. If the LA wishes to pursue the placement for the child it is the responsibility of the LA to liaise with the parent / Guardian and advise us accordingly. The school will not hold a place for the child at this time.

Stage 4:

An initial assessment is arranged at which the students NC levels are ascertained, reading ages, spelling ages and also their ability to concentrate



follow instructions and work independently. At the same time a meeting takes place with the SENCO at which the parents / Guardians attend to facilitate the completion of the risk assessment documentation.

The results of the tests and risk assessments are reported back to all staff at the round up meeting. Based on these results, and the details contained in the risk assessment and statement as well as the earlier meeting with the student, a suitable tutor group is selected, and also the most appropriate teaching group. Any additional special educational provision is decided upon i.e. literacy, numeracy, emotional literacy and speech and language therapy and or mentoring and this is added to the students Individual Programme of study. During the first two weeks an initial SIP is produced.

Stage 5:

A start date is arranged at which the student will attend mornings only (9-12.15). During this time the student will be placed on a BMR (Behaviour Monitoring Report). This period of assessment is in place for a minimum period of two weeks. The student's half day provision is discussed at the staff round up during the students second week, if it is decided that the half day provision is to be extended beyond the two week period the LA and parent / Guardian and the reception team will be informed as well as the transport provider if the child is transported to and from school; thereafter the student timetable should be monitored on a daily basis by tutors. If child is to remain on half day provision then all the relevant personnel should be contacted again.

The student's progress is monitored and discussed with them and the relevant parties / agencies. Extra support is put in place if needed. Parents/Guardians are informed initially on a daily basis but then on average about three times a week as to the student's progress. The LA is informed as to progress and any concerns.

Stage 6:

After 6 weeks the student's progress is discussed with the parents/home at a meeting and any extra support is evaluated and changed as needs be. The IEP is updated, based on the statement and school reports collected over the six weeks. The LA is informed as to progress. The IEP is then reviewed every term, and new targets implemented. Students are involved with their tutors in the setting of new targets and evaluating old ones. Each tutor group keeps a copy of the student's IEP. The IEP's are then collated into group IEP's by the SENCO these are then given to teachers and held in the registers. These can then be referred to easily by staff.

Looked after children will have a PEP meeting within the first six weeks of

their placement, this is normally arranged by the child's social worker and held in school. The tutor will liaise with the social worker to ensure that this meeting takes place within the allotted timescales.

Stage 7:

The annual reviews are called, as a means of maintaining and monitoring progress. The LA, outside agencies, social workers as well as parents/Guardians are called to the annual reviews. If there has not been a recent annual review then one is usually held before a year. Emergency reviews are held for students experiencing problems with their current placement.

At an Emergency Review a child's school placement is reviewed in light of their poor academic progress and possible inappropriate behaviour. Additional support is considered, as well as a change of provision either with the present school remaining as "parent provider" or with another school taking the child on roll.

Managed moves or transitions between school are always supported and facilitated by the staff as this aids the development and progress of the child.

Cavendish School

Head Teacher

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