

**Five  
Rivers®**

**FIVE RIVERS  
CHILD CARE LTD**

Fountain  
House  
School  
Admissions  
Policy &  
Procedure –

*'Five Rivers is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment'*

Policy Owner	Headteacher
Authoriser	Head of Education
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## 1. Admissions Policy

### 1.1 Policy Statement

1.1.1 Children can be admitted from the age of 6 years old and can be educated at Fountain House School (FHS) until 14 years old, up to key stage 2 only. The main aims of our provision is to support emotional growth, strengthen their resilience, help advance their social and emotional well-being and increase their attainment grades, in an attempt to close the gap towards their age-related expectation.

### 1.2 Terms and Definitions

1.2.1 The below table sets out a number of terms and definitions used within this document:

Term	Definition
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### 1.3 Data Protection

1.3.1 Five Rivers Child Care supports the objectives of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and other legislation relating to Data Processing, including the Human Rights Act 1998, Regulation of Investigatory Powers Act 2000 and the Freedom of Information Act 2000. Five Rivers Child Care has a statutory obligation to process personal data in accordance with the provisions of the General Data Protection Regulation (GDPR) and the Data Protection Act 2018

1.3.2 Every member of Five Rivers Child Care has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018 and the Five Rivers Child Care Data Protection Policy.

### 1.4 Disclosure of Information

1.4.1 Any use or disclosure of information held within Five Rivers Child Care, without there being a legitimate purpose or legal basis, will be classed as unauthorised and is a criminal offence under Section 55 of the Act Right of Access (Subject Access Requests).

## 2. Admissions Procedure

- 2.1 Our school is a non-association independent school for children with social, emotional and mental health needs. Many young people who attend here exhibit challenging behaviour; experience severe anxiety; have diagnoses including: Autistic Spectrum Disorder, Pathological Demand Avoidance, Attention Deficit Hyperactivity Disorder and selective mutism. Many children have experienced significant trauma or rejection in early life as well as exposure to alcohol, illegal drugs or domestic violence, often as an unborn child. Some young people may have additional physical disabilities and medical conditions or moderate, even severe, learning disabilities.
- 2.2 Admissions can be sought at any time during the academic year, but it is advantageous to the pupils to be admitted at the beginning of the academic year.
- 2.3 We will accept children and young people who do not have an Education Health Care Plan (EHCP) or statement.

### Referral

- 2.4 Pupils are referred to the school from the local education authority, social care, SEN department. Some pupils are on integrated care / education placements and attend the school as part of the package of care that their local authority has bought in for them. When a pupil has obtained a placement at FHS, they are imbedded into either a full-time or part-time educational package, depending on their needs and abilities. Once in place, the pupil will work within a 1:1 ratio in all lessons in and out of the school environment.
- 2.5 Due to the highly vulnerable nature of our pupils a risk matching process for all new applicants to the school is undertaken. If the risk assessment of the addition of new pupils would put existing pupils at excessive risk, then a place could not be offered at that time but may become available if the risk assessment changes significantly.
- 2.6 Prior to accepting a referral, Headteachers must ensure that the following paperwork is requested and received:
  - Statement or EHCP
  - Last school report
  - IEP
  - PEP if appropriate
  - Reports for external agencies i.e. CAMHS, Education Psychologist, YOT
  - Brief history
- 2.7 Prospective carers, social workers, local authority representatives, casework officers are welcome to visit the school by appointment throughout the year. If you wish to visit, please contact the school office by telephone or email.

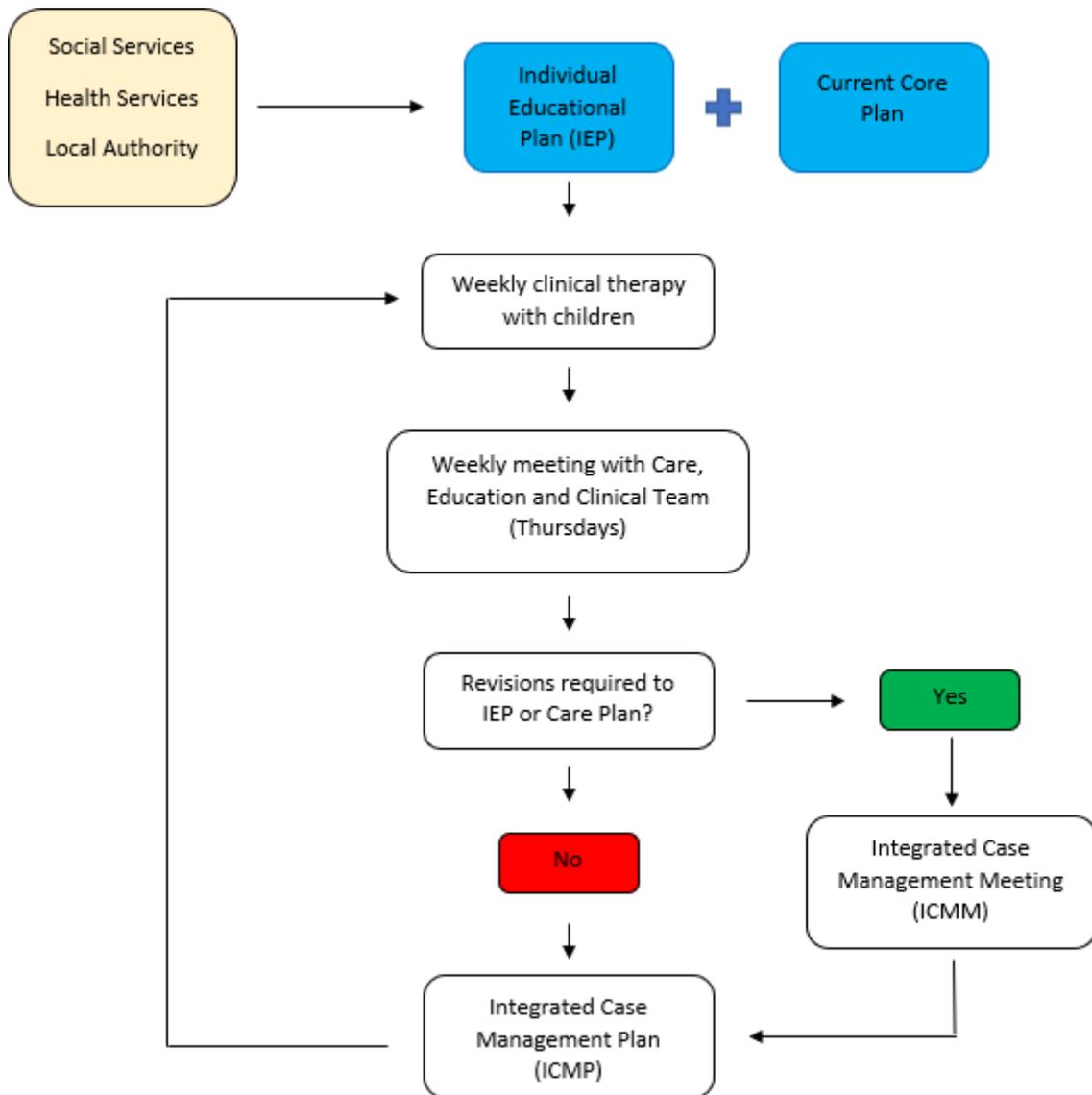
## Admission Stage/Planning

- 2.8 At the point of admission staff will undertake a Risk Assessment to ascertain the following:
- What intervention strategies have been used to manage the behaviour?
  - What interventions had positive outcomes?
  - What interventions triggered further acts of aggression or violence?
- 2.8.1 Five Rivers Child Care; will ensure that all children/young people have a:
- Proposed timetable in place to support the child's needs based on the information sought at referral
  - Risk Assessment in place, drawn up between the Home and the school, before or as soon as practicable after the child/young person is placed. Where behaviour difficulties are identified either at the point of placement or, thereafter, the strategies for managing and promoting positive behaviour must be incorporated into the Plan.
  - Following this an Individual Crisis Management Plan (ICMP) will be drawn up by the Headteacher, in conjunction with the home and shared with the social worker in order that initial interventions are agreed.
- 2.8.2 The ICMP then becomes a live document which is reviewed by the Headteacher and the staff team in team meetings. Where appropriate it will also be reviewed by the Keyworker with the child/young person.
- 2.8.3 All staff will be expected to sign that they have read and understood all the paperwork necessary to be able to work effectively with the young person.
- 2.8.4 School policies, Risk Assessments and ICMPs will be shared with stakeholders.
- 2.8.5 A transition plan will be agreed when considering a school placement.

### 3 Assessment

- 3.1 For some children, school causes anxiety and they may need a careful transition to help them to develop coping strategies and skills with which to function in school.
- 3.2 Staffing ratio will be considered and applied accordingly.
- 3.3 We may use other alternative learning environments, depending on the needs of the young person i.e. quiet locations to deliver classroom-based learning. This will all be agreed during the referral procedure with the placing authority.
- 3.4 Within the school environment: All pupils in school will complete a transition. This offers 1 to 1 and/or 2 to 1 support. Pupils can build up their days in school according to their need.
- 3.5 Personal pathways for learning and developing social skills are established. Academic and baselines are recorded and stored on our systems, allowing us to then imbed them into our Classroom Monitor 'Assessment Framework'. Other initiatives such as well as 'Getting to Know You' activities are also performed in order to build positive relationships between all staff and the pupils.
- 3.6 What classroom provision is suited best?**
  - 3.6.1 When Pupils have completed their personalised integration programmes, they will then be taught in learning groups suited to their stage, age and social relationships. This could be in one of 4 classrooms/alternative learning suites.
  - 3.6.2 Each pupil will fully understand who the first point of contact with the school is.

4 Admissions Procedure Process Map - For integrated placements at school.



- Initial contact from House Manager and dialogue with the Headteacher
- Education paperwork received and discussed with team – risk matching process
- Feedback to relevant stakeholders
- If appropriate an expression of interest is made and referral process continues.
- Young person will visit school with carers/social workers
- Visits are encouraged for Virtual Heads and SEN Case Workers
- Details of the progress of these placements is published internally on the weekly ROD