



# FIVE RIVERS CHILD CARE LTD

## Admissions Policy & Procedure – Clannad School

*'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	Head Teacher
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 8 years old and can be educated at Clannad until 17 years old.

## 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

## 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).

## 1.5 Further Information

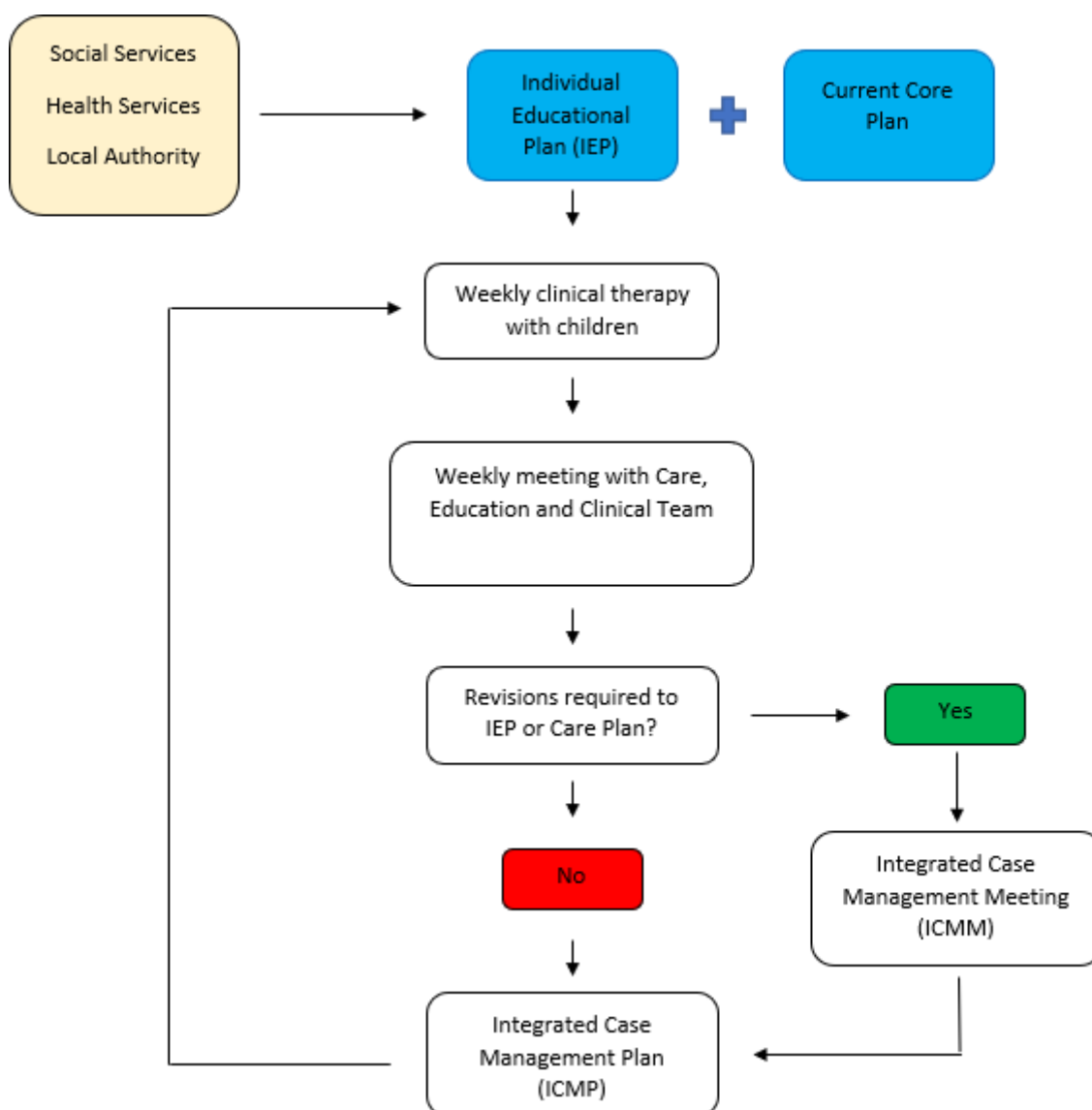
## 2. Admissions Procedure

- 2.1 Clannad is a 5 place 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.
- 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. Local schools and academies can buy places for their pupils who will then be dual registered or will remain on the role of their main school. Full time and part time packages are available. Parents can request a place at the Centre but must secure funding from the local authority.
- 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 When a referral is made by a local authority the following paperwork is requested:
- 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 parents, carers, social workers, casework officers and pupils 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.

### 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 community venues in quiet locations to deliver classroom-based learning for some of the timetable. This will all be agreed during the referral procedure with the placing authority.
- 3.4 In School: All pupils in school will complete a transition. This offers 1 to 1 and 2 to 1 support. Pupils can build up their days in school according to need.
- 3.5 Personal pathways for learning and developing social skills are established. Academic and emotional literacy baselines are recorded.

#### 4. Admissions Procedure Process Map – For integrated placements.



- Initial contact from placements team to the integrated team including Residential Manager, local clinical lead and Headteacher as well as direct line management.
- 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 parents/carers
- Visits are encouraged for Virtual Heads and SEN Case Workers
- Details of the progress of these placements is published internally on the weekly ROD

