



'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'

Admissions Policy and Procedure

Five Rivers Child Care Ltd

Policy Owner	Headteacher
Authoriser	Head of Education
Date of Last Review	01/09/2026
Date of Next Review	01/09/2027
Version	V2.2

© Five Rivers Child Care Limited 2019, All Rights Reserved.

The content of this policy is protected by the copyright laws of England and Wales and by international laws and conventions. No content from this policy may be copied, reproduced or revised without the prior written consent of Five Rivers Child Care Limited. Copies of content may be saved and/or printed for use in relation to the business and affairs of the Company only.

Contents

1. Policy	3
1.1 Policy Statement	3
1.2 Terms and Definitions	4
1.3 Data Protection	4
1.4 Disclosure of Information	4
2. Admissions Procedure	5
2.1 Stage 1 Referral and Initial Screening	5
2.2 Stage 2 Assessment	6
2.3 Stage 3 Formal Offer	6
2.4 Stage 4 Confirmation of Placement	7
2.5 Stage 5 Admission and Transition Planning	7
2.6 Stage 6 IPA and Contracts	8
3. Management of waiting lists	8
4. Our Schools and Education services	9

1. Policy

1.1 Policy Statement

Our non-association Independent Schools are for children with social, emotional and mental health needs. Some young people who attend our schools exhibit challenging behaviour; some young people's behaviour may manifest itself through school refusal. Many children have experienced significant trauma or rejection in early life. We will accept children and young people who have and do not have an Education Health Care Plan (EHCP). Pupils are referred to the school from the Local Education Authorities or Social Care.

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. (Please refer to the Integrated Admissions policy for further information).

Parents can request a place at the School but must secure funding from the local authority.

- We offer a variety of placements:
- Day School Placement
- Integrated Placement – Education, Residential and Therapeutic Placement
- 1 ACE School Without Walls Placement
- The pupil is placed on the school roll but they receive a bespoke education 1:1 or 2:1 dependent on need in community-based venues
- 1 ACE Outreach Placement
- As above but the pupil is not placed on roll and will only have a part time placement of up to 15 hours.
- Schools are able to purchase Outreach placements direct or LA's can commission these.

Five Rivers Online School

- 1:1 live bespoke online trauma informed tuition.

Due to the highly vulnerable nature of our pupils a risk matching process for all new applicants to the school / provision 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. Where appropriate we may offer a 1 ACE placement as an alternative.

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 relevant school office by telephone or email.

Our schools cover ages 6 to 19, please see Appendix 1 for specific ages catered for by specific schools. Key Stage 4 and 5 provision is to support emotional growth, gain appropriate qualifications retake GCSE examinations or Functional Skills certificates, gain lifeskills and work experience in readiness to support a transition to college or the world of work.

Please note we have chosen not to join the Section 41 list of approved schools. As such if a parent or LA requests to name one of our schools in an EHCP we are not obliged to accept this. However, we do aim to work alongside Local Authorities and parents in partnership through the consultation process.

1.2 Terms and Definitions

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

Term	Definition
1ACE	Another Chance Education
EHCP	Education Health Care Plan
PEP	Personal Education Plan

1.3 Data Protection

The Five Rivers Group supports the objectives of the United Kingdom General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA 2018) and other legislation relating to Data Processing, including the Human Rights Act 1998, the Safeguarding of Vulnerable Groups Act 2006 and the regulations that underpin our services. The Five Rivers Group has a statutory obligation to process personal data in accordance with the provisions of the United Kingdom General Data Protection Regulation (UKGDPR) and the Data Protection Act 2018.

Every member of The Five Rivers Group has an obligation to ensure that the information they process (use) is collected, maintained and disclosed in accordance with the United Kingdom General Data Protection Regulation (UKGDPR), the Data Protection Act 2018, the Five Rivers Group Data Protection Policy and The Five Rivers Group Data Retention Policy.

1.4 Disclosure of Information

It is a criminal offence for a person to knowingly or recklessly sell, disclose or retain personal information outside of the Five Rivers Group under section 170 DPA 2018 without a legitimate purpose and legal basis. The Five Rivers Group considers these actions unauthorised and will take all necessary action to ensure personal data is not disclosed, retained or sold without a valid legal reason including referral to the criminal investigations team of the information commissioner's office (CRIT ICO).

2. Admissions Procedure

2.1 Stage 1 Referral and Initial Screening

Once initial referral paperwork is received. The school will read the paperwork and make an initial view on whether they can place.

The following paperwork is expected to make this decision:

- EHCP
- Attendance data.
- Assessment levels.
- PEP document and school reports.
- Any courses or areas of interest.
- Reports from previous settings.
- Any diagnostic reports showing special educational needs/disabilities.
- Any relevant Behaviour logs from previous provisions.
- Professional reports

If the following questions have not already been answered through the provision of the paperwork above, they will be asked directly to the referrer:

- What behaviours does this young person demonstrate in school (or at most recent school attended)?
- Are there any incidents of aggression/ violence towards students or staff, disruption or bullying?
- Are there any concerns in transporting the child re behaviour?
- Are there any specific risks around CSE / Absconding / Missing / Fire Setting / Drugs use / Self Harm that we need to be aware of?
- Will this young person require a full academic timetable, or would they require a reduced timetable or alternative timetable (i.e. one which is highly bespoke)? Would a transitional timetable be required upon placement commencing?
- What is this young person's attendance? Current and historic.
- What are the educational levels of this young person at most recent completed assessment? If you do not have detailed information, please give a general indication against expected progress
- Are there specific activities that may not be part of the standard timetable that this young person may benefit from doing or that they would like to explore?
- Any specific learning or therapeutic needs which we may need additional support/cost to provide?
- Are there any legal restrictions on the child for example a DOLS order in place?

Decision making panel:

- Each school will have a decision-making panel. The membership of this will be different in each school but will include the School SMT and Therapy team. This panel may be included in existing meeting structures the school already has.
- The decision to proceed is based on three factors:
- Whether the School can meet the young person's needs
- Whether the School has spaces
- Whether the placement can be risk matched alongside current pupils.

Possible outcomes at this point are:

- No the school cannot meet needs
- Placement turned down
- Yes the school could in principle meet needs but there are no places currently available
- Placement placed on Waiting List pending space becoming available
- Yes the school could in principle meet needs but the placement cannot be risk matched alongside other pupils.
- Placement placed on Waiting List pending change in group dynamics.
- Yes the school could in principle meet needs, there is capacity and the placement is a good match.
- Proceed to Assessment stage

NB an indicative fee can be given at this point including an Offer letter (if the LA requests this at this point). However, it would be made clear that confirmation of Formal Offer would be pending completion of Stage 2 Assessment.

2.2 Stage 2 Assessment

The school, in consultation with the LA, arranges a visit. Depending on the need of the student this could be a visit to the school or could be a home visit. Where necessary further information will be requested from the LA. A professionals meeting may be arranged if required. At this point a final view will be made on whether to proceed.

2.3 Stage 3 Formal Offer

School / LA will agree on Start Date including any transition arrangements for example if the placement is going to begin part time initially. We would normally seek to place new placements in September, January and April. However, we will consider requests for earlier

placement on a case-by-case basis. 1 ACE Virtual (depending on capacity) can be offered to support if the start date is more than half a term away.

A formal Offer Letter will be completed by the school

- This will be approved by the Head of Education (or Deputy in their absence) prior to submitting
- If the placement has come via a formal consultation process then the appropriate consultation form will also be completed
- If the LA has its own paperwork to complete then this can be submitted in lieu of our Offer letter.

Formal Offer Letters will be valid for a period of 6 weeks. If the placement has not been agreed, then we reserve the right to re assess the placement. This could result in the placement being refused if there have been changes for example in group dynamics that mean that risk matching is no longer appropriate or if the school no longer has capacity.

The formal offer is made in good faith, based on the information provided by the referring authority. If additional information, for example that the child is subject to a DOLS order, is discovered that was not originally disclosed we reserve the right to change or ultimately withdraw our offer.

2.4 Stage 4 Confirmation of Placement

Placement is confirmed once the school has received written confirmation from the LA. The Offer Letter is not a contract. If there is a delay in decision making from a Local Authority, then the school will operate a first come first served process. In these situations, it is possible that a new placement could be agreed resulting in the school no longer having capacity. In which case the referral would then be placed on our waiting list. We would endeavour to communicate clearly with the LA s on the current capacity / situation regarding referrals and placements.

2.5 Stage 5 Admission and Transition Planning

Each School will have its own transition plan. This may well vary for individual children as we base the transition on what is in the best interests of the Child and the other Children on the school site.

Depending on need we will start placements on a part time basis. We aim to transition to full time as quickly as we are able to, working at the child's pace. At this point we normally charge 80% of the Full-Time fee.

Some Admissions have been out of school for a number of years and may initially only be able to access a very reduced timetable of a few hours a week. Where this is required then a

bespoke fee may be agreed.

Prior to Admission an initial individual risk assessment and ISP will be written based on the Referrals and Admissions process so far. This will be reviewed weekly during the first 6 weeks of placement.

2.6 Stage 6 IPA and Contracts

Where an Admission is being placed onto the School Roll it is the LA's responsibility to provide the contract and IPA.

In the case of AP and Outreach placements we will use the LA / School's contract if available. If not, then we will provide our own.

3. Management of waiting lists

Our schools operate a waiting list.

When a place becomes available each young person will be reviewed against the current cohort. Decisions made will not be dependent on the date of admission to the Waiting list but rather the needs of the young person and the matching against the current cohort. We will maintain communication with the Local Authority to ensure regular updates on the situation are given.

Whilst the young person is on the waiting list we can consider (space allowing) provision of online education through Five Rivers Virtual Education.

Once a place comes available, we will contact the LA to arrange a visit as per the Assessment Stage outlined above. If this has already taken place, then we will review how long ago this was to determine whether Assessment is required or we can just proceed to confirmation of a start date.

Please note the process above is applicable for Five Rivers Online School placements as well, although a separate Admissions form is used.

4. Our Schools and Education services

	Park House	Sky Vale	The Spires	Endeavour	Clannad	Willow View	Field Gate	Fountain House	FR Online School
Need	SEMH	SEMH	SEMH	SEMH	SEMH	SEMH	SEMH	SEMH	SEMH
Location	Somerset	Bristol	Wiltshire	London	London	Greater Manchester	South Yorkshire	West Yorkshire	Nationwide
Age	8 to 19	6 to 18	6 to 18	6-18	8-17	6-18	6-18	6-14	6-18
Gender	M & F	M & F	M & F	M & F	M & F	M & F	M & F	M & F	M & F
Integrated Placements	No	No	Yes	No	Yes	No	No	Yes	No
Day School Placements	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
1 ACE Placements	Yes	Yes	Yes	Yes	No	Yes	Yes	No	No
Virtual	No	No	No	No	No	No	No	No	Yes
Blended	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes