

# Wargrave House

ON A JOURNEY TOGETHER, LEARNING ABOUT LIFE

## Wargrave House School

### The Autism Specialists

## Admissions and Placement Review Procedures Policy

September 2023

Wargrave House School  
449 Wargrave Road  
Newton-Le-Willows  
Merseyside  
WA12 8RS

01925 224 899

Website: [www.wargravehouse.com](http://www.wargravehouse.com)

Email: [enquiries@wargravehouse.com](mailto:enquiries@wargravehouse.com)



<b>Reviewer:</b>	Student Admissions & Safeguarding Officer
<b>Co-Reviewer:</b>	SENCO
<b>Updated:</b>	September 2023
<b>Next Review:</b>	September 2025
<b>Committee:</b>	Personal Development, Behaviour and Attitudes
<b>Approved by the full Governing Body/Board of Trustees:</b>	

<b>This policy should be read in conjunction with the following policies:</b>	
1	SEND Policy March 2023
2	Exclusions Policy November 2022
3	Partnership with Parents Policy August 2022
4	Visitors Policy 2023
5	Child Protection and Safeguarding Children Policy November 2023
6	Medication, Medicals & illness March 2024

## Contents

Introduction.....	4
Purpose .....	4
General values .....	4
Aim(s): .....	5
Eligibility .....	5
Roles and Responsibilities.....	6
The Student Admissions & Safeguarding Officer (SASO) .....	6
The Family Liaison Officer .....	6
The Finance Manager .....	7
The Head of Therapy .....	7
The Deputy Head Teacher .....	7
The SENCo .....	8
The CEO .....	8
Procedure .....	8
Admission and Assessment of Suitability .....	8
Review Process .....	10
Annual Review .....	10
Transition Review .....	10
Transition to Ascent Specialist Autism College 16-25.....	10
Discharge .....	11
Tribunal and Appeal process .....	11
Conclusion .....	12
Legal context.....	12
Policy Impact.....	12
References and Further Reources.....	12
Appendix 1 – Admissions Flowchart .....	13

## Introduction

Wargrave House School operates under Remarkable Autism Limited which offers education and care for children and young people aged 5 – 16.

5 – 16 services include:

- Day education for young people aged 5 – 16

We endeavour to ensure all learners have access to a robust and well-rounded curriculum. This policy outlines the school's procedures for admissions. The process is fair and in-keeping with the school's obligations under the Equality Act 2010 and the Education Act 1996. The school promises to provide all admitted learners with a safe environment to learn and develop.

Fees to cover running expenses for learners aged 5 – 16 are paid by Local Authority (LA) Education and/or Social Services Departments and in some cases the Health Authority.

## Purpose

### General values

- To provide an environment in which each child is given opportunities and teaching to develop the learner's ability to become a happy, participating member of the family, school and community.
- To promote a disciplined, happy and friendly atmosphere whilst simultaneously providing situations which encourage independence and autonomy.
- To encourage learners as far as possible not only to have a positive self-regard but also to treat others with courtesy, respect and tolerance.
- To develop a clear understanding of right and wrong.
- To compensate for the disadvantage society may place upon children and young people with Autism.
- To develop the self-advocacy skills of the learners so that society is influenced in the thinking and actions by the individual and not only by others speaking on their behalf.
- To respect learners' rights and needs as individuals, as learners, and as members of a wider community with particular reference to issues of culture, religion, age and gender.

- To provide the highest quality education and care for the learners in our school.

### Aim(s):

To provide an Autism specific environment that enables young people to become:

- Successful learners who enjoy learning, make progress and achieve.
- Confident individuals who are able to lead safe, happy and fulfilling lives.
- Responsible citizens who make a positive contribution to society.
- Independent individuals who are enabled to function to their maximum potential.

With a focus on developing:

- Personal attitudes and attributes, e.g. empowered, adaptable, confident, risk-taking, enterprising.
- Life skills, e.g. self-help, personal care, daily living, occupational skills and skills for work.

### Eligibility

- Children and young people with a primary diagnosis of Autism and associated learning difficulties who may also have a co-occurring diagnosis.
- The age range is from 5 – 16 years.

**NB** within Autism there is a need to consider the overall presenting profile of a learner in order to ensure that the most appropriate educational provision is accessed.

An assessment of suitability will need to take account of the following:

- The pervasiveness of the learner's Autism.
- The developmental profile of the learner.
- Whether the curriculum of the school will support the learner in their learning and the next steps of their journey into adulthood, as reflected in their EHCP (Education Health & Care Plan).
- Whether the building demographic and environment is suitable and has the right equipment to keep the learner safe
- The way in which the learner's Autism affects their behaviour.
- The degree of learning difficulty.
- Compatibility with existing profile of learners

If a child/ young person is found to be 'unsuitable' for a placement at Wargrave House School, any response given to the LA will demonstrate the following:

- The placement would be unsuitable for the age, ability, aptitude of the child.
- The attendance of the child/ young person would be to the detriment of others.
- The attendance of the child/ young person would be an inefficient use of resources.

(Section 33 and 39 Children and Families Act 2014)

As per section 9.80 of the SEN code of practice, the Local Authority must consider the school's views carefully.

## Roles and Responsibilities

**The Student Admissions & Safeguarding Officer (SASO)** will:

- Lead as the first point of contact for prospective placement enquiries and suitability assessment requests
- Receive and acknowledge new referrals from the Local Authority
- Undertake regular updates to the Admissions Tracker
- Lead on producing thorough, timely and effective Desk Top Assessments of suitability, ensuring the appropriate members of the SLT and ELT are equipped with the information to implement appropriate decisions for face to face assessments
- Convene and facilitate a Panel Meeting comprising of the Head Teacher, SENCo, Deputy Teacher, Head of Therapy and Family Liaison Officer (FLO) to scrutinise and determine the suitability of the child/ young person for our school.
- Convene and facilitate a half termly Admissions Meeting with key staff to discuss current referrals and anything pertaining to Admissions
- Convene and facilitate a meeting with the class team, therapy and FLO following a successful referral to deliver information on the new admission as necessary, including next steps and actions
- Ensure that Administrative staff have all the details of the new starter to register and input all data/ documentation received from the LA onto the appropriate computer systems/ software.

**The Family Liaison Officer** will:

- Undertake school visits with prospective families, in accordance with new referrals

- Meet with the SASO and provide an update on school visits/prospective families
- Following confirmation of acceptance of placement, liaison to take place with the family of the new admission, distributing necessary admission paperwork and documentation, communicating the start date and organising the transition into school
- Attend panel meetings, facilitated by the SASO to discuss prospective learners
- Attend class meetings for new learner
- Be a point of contact, advice and support for the family of the new admission when and where necessary
- Work with the family of the new admission to organise Orientation and Transition visits into school
- Organise a 'New Learner Meeting' with the family of the new admission in conjunction with the school SENCo following the new admissions first half term in school.

**The Finance Manager** will:

- Liaise with the Student Admissions & Safeguarding Officer (SASO) who will liaise with the Local Authority when an offer of placement is made regarding costings for said placement
- Organise the exchange of contracts as necessary where a placement has been agreed by the Local Authority.
- Support with costings for provision maps as required

**The Head of Therapy** will:

- Attend Admissions meetings
- Support with Observations/ providing staff
- Support the Face to Face Suitability Assessment with the Head Teacher and SENCo
- Attend panel meetings for prospective learners
- Attend Tribunal when required in support of possible placement for prospective learners
- Lead on supporting bespoke admissions via the Sundial therapy Outreach service

**The Deputy Head Teacher** will:

- Attend Admissions meetings
- Support the SASO during the Desk Top Assessment process, providing advice on classroom and staffing capacity

- Attend panel meetings for prospective learners, offering advice and providing guidance surrounding possible class allocation and start date.

**The SENCo will:**

- Liaise with the SASO to discuss new learner referrals and updates to the Admissions Tracker
- Support with Face to Face Suitability Assessments
- Attend all admissions meetings
- Attend panel meetings for prospective learners, offering advice and providing guidance surrounding possible class allocation and start date.

**The CEO will:**

- Attend panel meetings for prospective learners, offering advice and guidance in support of the child/young person's suitability when deemed as necessary.

## Procedure

### Admission and Assessment of Suitability

See Appendix 1 - 'Admissions Flowchart' at the end of this policy.

- Application, supported by a specialist, is generally made through the Local Authority. Visits to the school are normally made by parents and professionals prior to an application being submitted. Pre-parental visits are undertaken by the Family Liaison Officer.
- Following an initial visit, informal assessments will be made by professional staff of the school with the following considerations:
  - If a request for assessment has been received from the LA.
  - If a request for assessment on behalf of the parents has been received from the host LA.
  - If a request for assessment has been received by the parents or on their behalf by the professional involved, where the parents are engaged in SENDIST Tribunal procedures.
  - If a request for assessment is made by a parent/carer of a pre-school child.
- All relevant information/documentation must be collated and circulated before a decision to assess is confirmed. 'Desk Top Assessment of EHC Plan' must be completed alongside the scrutiny of all documentation received by the SASO.



- A suitability panel (phase 1) meeting will take place consisting of the Head Teacher, SENCo and Head of Therapy. Decision made to proceed to formal assessment.
- The 'face to face' assessment will be carried out by the SENCo and the Head of Therapy. A report will be completed following the visit being undertaken.
- A panel meeting (phase 2) will convene as soon after the assessment as possible.
- If further information is required, consideration may be given to an 'Extended Assessment' at Wargrave House School
- All contacts and actions made must be completed and inputted onto the 'Admissions Tracker'.
- SASO to communicate decision from the panel meeting to the Local Authority and copy in Head of Finance, SENCo and Head Teacher.
- The Head of Finance will liaise with the LA regarding costings and the exchange of contracts following the LA's acceptance of offer.
- The Local Authority will communicate their final decision to the SASO and parents with 28 days of the offer being made – no direct confirmation of decision to be communicated to parents by school.
- Following written confirmation being received from the LA with acceptance of placement, transition process to commence and school staff to be informed.
- Family Liaison Officer will make contact with the family to begin the transition process.
- Parents/carers will be asked to complete the appropriate Admission form prior to their child/ young person's attendance at school.
- During the transition process the Family Liaison Officer (FLO) will be the first point of contact.
- The FLO will work with the family and class team to organize transition visits into school. This will be in the form of;
  - An 'Orientation' visit: This visit is a tour of the school grounds with parent/carer and the learner. This will include meeting the class team and offering parents/carer a chance to ask questions, order uniform etc.
  - Transition Visit: Can be 1 hour stay in class group

Note: Bespoke Transition plans are put in place for each new learner as appropriate to their needs.

## Review Process

### Annual Review

The Annual Review of EHCPs are conducted by the SENCo in accordance with the requirements set out in the SEND Code of Practice (2014). Learners' needs, identified outcomes and provision are reviewed and evaluated as part of this process. Wargrave House endeavors to work in partnership with learners, parents and all agencies (LA Education, Social Care, Health, other) to ensure that learners' needs are accurately identified and appropriately met.

(See WHS SEND Policy 2023, Appendix 1)

### Transition Review

Learners who attend Wargrave House School will undergo a number of transitions during their school career. Learners with Autism, who find change particularly difficult, are especially vulnerable at these times. Wargrave House transition planning is learner centred and needs focused, with both learner and parents/carers identifying their aspirations and goals for the future.

We encourage learner involvement in decision making about their future (as advocated in the SEND Code of Practice). Each learner from Year 8 onwards will participate in the 'Preparation for Adulthood' process through curriculum based activities and when preparing their personal contributions to their annual review. We recognise the importance of a coherent, planned Transition Process and welcome the opportunity to involve all parties in a collaborative and proactive way. The Transition Plan will be developed during the Transition Meeting with parents/carers, social worker and any other professional e.g. Speech and Language Therapist or other medical professional. Transitions within Wargrave House e.g. between classes/departments is individually planned and may involve visits to the new class, personalised transition books with photos and occasionally familiar staff moving class with the learner.

For full information on the 'Transition Process', please see WHS SEND Information Report, Appendix 2.

### Transition to Ascent Specialist Autism College 16-25

During the child/ young person's year 11 Annual Review, parents and learners are encouraged to look into a Further Education (FE) provision. If there is interest in our post 16 provision, then we request that parents request and complete an 'Expression of Interest' form. Internally, we would request that a 'Professionals Expression of Interest' form is completed by teaching staff in order to gain a thorough picture of the individual.

## Discharge

- One term's (12 weeks) fees in lieu of notice is required should it be decided that Wargrave House no longer meets the child's needs.
- The learners EHCP will be reviewed annually through each academic year and at each key point of transition.
- A 'Placement Review' to consider the appropriateness of a learner's placement can be convened at any time between annual reviews
- In the SEND code of practice January 2015, it states that all Children/ young people's EHC plans should be *"used to actively monitor progress towards their outcomes and longer term aspirations. They must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate"*. This process will enable us to determine whether the placement continues to be effective.
- Should any learner become a danger to other learners, they will be considered for exclusion only if all positive intervention programmes have not been successful. Similarly should the sustainability of educational progress and the presence of any learner be considered detrimental to the education of other learners or impair the efficiency of the school the appropriate LA will be asked to withdraw the learner.
- If all positive intervention measures have not been successful, consideration will be made as to the sustainability of the learner's educational progress at Wargrave House School. This will be done in conjunction with the team around the learner including parent/ carer and the Local Authority to ensure the best outcome is sought for the learner.

## Tribunal and Appeal process

At Wargrave House School, we aim to support families through the process of SEND Tribunals. For more information on the SEND Tribunal process and how we can offer support, please see separate policy document 'Admissions Appendix 2 – Tribunal & Appeals Information 2023'.

Also, in the event that you disagree with the decision made at panel regarding your child/ young person's placement at Wargrave House School, you can appeal this decision, should you wish to do so. For more information on this process, please see Admissions Appendix 2 as detailed above.

## Conclusion

It is important that all procedures for admission and discharge for each young person are followed in accordance with above policy. In this way young people with autism will access the most appropriate educational provision according to individual need.

## Legal context

This policy was written with reference to the following guidance and documents:

- (i) Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 years, January 2015
- (ii) DFE School Attendance, Guidance for maintained schools, academies, independent schools and local authorities, August 2020
- (iii) Education Act 1996

## Policy Impact

We have a rolling program for reviewing our Company policies. We regularly review the impact of our policies on the needs, entitlements and outcomes for learners, service users, staff and parents.

## References and Further Resources

**All references to be listed using the Harvard format in alphabetical order:**

Department for Education (2015) Special educational needs and disability code of practice 0 to 25 years. London: The Department for Education.

Department for Education (2021) School National Restrictions Guidance. London: The Department for Education.

## Appendix 1 – Admissions Flowchart



