



every child deserves a chance

*The past is something that's gone forever
The future is something we will work on together*

REFERRAL & ADMISSIONS POLICY



February 2019

distribution

UNRESTRICTED

The Serendipity School

Scope

This document is The Serendipity Centre Ltd's (TSCL) policy on referrals and admissions to The Serendipity School.

Introduction

Students referred to the TSCL have a range of diverse and complex educational needs and may not have had access to effective school or educational provision for some time. In aspiring to meet such needs, it is essential that TSCL adopt a systematic approach and that planning commences at the time of referral. Furthermore, The Serendipity School practice is in line with the Education Act 1993, the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years, (Department for Education [DfE] 2015), which ensures TSCL meets the demands required of education settings in terms of the formulation, implementation, review and evaluation of individual programmes for students.

Applicable Documents

When reading this document, please be aware of the following related documents.

- [AD1] Curriculum Policy
The Serendipity School
- [AD2] Equal Opportunities and Diversity Policy
The Serendipity School
- [AD3] Special Educational Needs and Disabilities Policy
The Serendipity School

References

- [RD1] National Contract for the Placement of Children and Young People in Day & Residential Independent & Non-Maintained Special Schools
NASS (2007). NASS, York

Abbreviations and Acronyms

Abbreviation or Acronym	Description
AD	Applicable Document
LA	Local Authority
RD	Reference Document
EHCP	Education Health and Care Plan

The Serendipity School

Referral and Admissions Criteria

The Serendipity School supports girls between the ages of 9 and 19 with cognitive, social, emotional and mental health difficulties, as well as those with complex needs often associated with early life trauma. All referrals to The Serendipity School are made via the Local Authority (LA) responsible for the student and every referral is assessed individually to consider whether the school can meet the needs of the student, to achieve the best possible outcomes. In order for a place at The Serendipity School, the student must have at least **one** of the following admission criteria:

- An Education Health and Care Plan (EHCP) in which The Serendipity School is named as the student's school, or is being considered as the named school.
- In the process of assessment for an EHCP in which The Serendipity School is named as the student's school.
- Have agreement from the Secondary Resource Panel (or other body responsible for the placement of students) of the LA responsible for the student that they will attend The Serendipity School.
- Be placed in the residential care of TSCL and have moved out of her school catchment area.

Additional factors governing student admissions for a specialist school such as The Serendipity School are complex and vary from case to case. These factors might include the

- The wishes of the parent/carer.
- The nature of the child's needs and previous educational experiences.
- Recommendations of the referring body.
- Suitability of The Serendipity School for the student (for instance, the needs of the student must not compromise the safeguarding of the staff and existing students).

Refusal of Admission

The Head Teacher reserves the right to refuse admission in the following cases.

- The school is fully subscribed.
- Where the admission of a student would compromise the safeguarding of students and/or staff within the school, or disrupt the education of students already within the school.

Referral and Admissions Procedure

1. A parent/carer or social worker may make initial enquiries, but a LA Placement Officer must refer all admissions.
2. On receipt of the referral documentation, a meeting of relevant staff discuss whether The Serendipity School can meet the needs of the student.

The Serendipity School

3. If a placement is considered to be suitable the referring authority receive notification in writing, which includes how the needs of the student will be met, and details of funding if a placement is being offered.
4. If the young person is accepted, TSCL and the placing LA will formalise the arrangement via the Individual Placement Agreement (IPA) for residential placements including education and a funding agreement for education only placements.
5. Once the placement and an admission date has been agreed with the referring authority TSCL prepare a detailed plan to promote the successful transition of the young person into the education or education and care placement. The detailed plan will include home visits, school visits and a bespoke transition timetable suited to the student's individual need, which will build from part time to full time at a pace which suits the student, so to maximise the opportunity of success.

Initial Assessment

In the first eight weeks of a student's placement, needs are identified based on the information provided at admission, by the referring LA, by initial observations of staff and by an assessment of literacy and numeracy skills. The in-house well-being team also carries out an assessment of her therapeutic needs. The results of these assessments provide a baseline for the student; determine a bespoke curriculum; highlight the need for additional support in literacy, numeracy, and any other areas within the curriculum and allow for the necessary provision to be made to meet the student's therapeutic needs. For children looked after (CLA) these outcomes inform the initial Personal Education Plan (PEP) meeting, held at The Serendipity School, within 4 – 6 weeks of admission. In conjunction with information from the EHCP, this forms the Individual Education Plan (IEP) for the student, whereby Personal Progress Targets (PPT) are set. Students are encouraged to be involved in planning their own individual education targets and monitoring how they can make progress.

The curriculum is under constant review and further amendments to its structure are made as necessary, to ensure they continue to address the needs of the student as an individual.

Reporting and Recording

The Serendipity School has a thorough review system in place which includes three types of review: a Personal Progress Target (PPT) review, an Annual Review of the EHCP, and for a child in care, a Personal Education Plan (PEP) review. In conjunction with feedback from the student's subject teachers, the SENCO will review the PPTs, looking especially at the student's individual targets, taken from the EHCP, their progress towards these targets, and plan the next steps in supporting the student. The school's Special Education Needs and Disability Policy [AD3] (available upon request) contains further information of this process.

In addition, parents/carers and social workers of all students receive a weekly report from the school. Further reports include interim reports at the end of the Autumn term and at the end of the Spring term and an annual school report at the end of the Summer term. Regular communication is essential as this enables The Serendipity School to monitor the on-going success of all placements and where required, make adjustments quickly and effectively in order to maximise the chance of a successful placement.

Multi-agency working is central to the approach taken by The Serendipity School, from admission right the way through to a student's transition into further education, training or

The Serendipity School

employment. The Serendipity School works with a wide range of agencies to ensure that the school and others act in the best interests of each student.

Monitoring and Review

In order to ensure that it reflects current best practice, the Head Teacher will review this policy every year.



Signed:
Head Teacher

Date: February 2019