



Admissions Policy

Policy Scope and Accountability

- Staff, trustees, parents and the wider school community should have regard to this policy.
- Accountability for administrating, implementing and reviewing policy rests with the school leadership.
- Accountability for performing as policy requires rests with all staffs.

General Policy Statement

At Prism we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need whatever their age, gender, background, beliefs or abilities. National legislation re disabilities, race relations and special education needs underpin this policy, which has also taken into consideration national, local and other school policies and procedures on Special Educational Needs, Equalities and Health and Safety.

Introduction

Prism is an independent school which caters for learners between the ages of 11 and 19 whose primary need identified on an Education Health and Care Plan (EHCP) is social, emotional and mental health (SEMH) (See appendix 1 for definitions)

Prism Independent School is open to learners where our internal assessment indicates we can meet their needs and in doing so we maintain the health and safety and of our existing pupils and staff

Aims

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils whose special educational needs can be met effectively within our setting and in doing so ensure progress in all aspects of development. We aim to

1. To provide long term places for pupils aged 11-19 with identified SEMH difficulties identified in an EHCP
2. To provide day places for pupils without an EHCP as part of our service to mainstream schools requiring alternative provision minimum of six weeks.

Policy

Admission to the school shall be determined by formal consultation.

SEMH can manifest as difficulties through a range of behaviours and the school will complete an assessment as part of the consultation process prior to agreeing admission to ensure that the needs can be met appropriately in the school. Not all SEMH needs can be met at Prism.

Referrals are welcome from schools and other professional bodies e.g., Social Services, Pupil Referral Units, Youth Offending Teams and the local authority

(See appendix 2 Process for referral, consultation, assessment and admission and appendix 3 Acceptable Referrals and Pupils whose needs cannot be met at Prism.)

Roles and Responsibilities

1. Initial referral will be made to the Director of Prism
2. This referral will be reviewed by the admissions team – Director, deputy head for appropriate key stage and SENDCO.
3. The SENDCO will respond to the enquiry and if deemed a potential suitable placement will begin the assessment process. The SENDCo may speak to professionals from other agencies including Health and Social Care who may make recommendations as to the child’s suitability

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or compatibility. This may take some time to complete, this is planned as a 6 week turn around however requires local authority authorisation so may take longer.

4. **Fees** - Where the Assessment is successful the Director will write to in response to the request having determined the level of funding required.
5. The requester who will then decide whether they wish to accept the place at the level of funding requested.

Other policies

This policy should be read in conjunction with the appendices and with our policies on

- Behaviour,
- Attendance
- PSED

Appendices

- Appendix 1 Definitions
- Appendix 2 Process for Referral
- Appendix 3 Acceptable Referrals and Pupils whose needs cannot be met at Prism
- Appendix 4 Referral form

Katie Corfield – 01.05.2023

**To be reviewed with 2-year period, or earlier if necessary*

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Appendix 1 Definitions

- **EHCP – Educational Health and Care Plan**

An EHC plan is a legally binding document outlining a child or teenager’s special educational, health, and social care needs. The document has to list all of the child’s special educational needs, provision to meet each of the needs and that provision has to be specific, detailed, and quantified. The plan names the school/setting which is to provide the provision and the plan is legally enforceable ultimately through Judicial Review.

- **SEMH – social, emotional and mental health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include:

1. becoming withdrawn or isolated,
2. displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as

- attention deficit disorder,
- attention deficit hyperactive disorder
- attachment disorder.

Schools and colleges should have clear processes to support children.

SEMH does not have to be a lifelong condition. With appropriate support children and young people can move forward and live successful lives.

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Appendix 2 Process for referral, consultation, assessment and admission

1. The referring agency contacts the Director on 01274 487633 for initial discussion re the suitability of the learner and of Prisms Curriculum Offer
2. A referral form is then forwarded to the referring agency (Non-LA Maintained places only)
3. The referring agency completes the referral form including as much relevant information as possible, which is then returned to the Director of Prism Independent School
4. Once the referral form and EHCP is received the admissions team/ SENDCo will review the initial application and determine whether it would be suitable for the age, ability, aptitude or SEN of the child or young person, or if the attendance of the child or young person would be compatible with the efficient education of others, or an efficient use of resources
5. On agreement to assess, an appointment is made with the referring agency, learner, parent / carer at the site for an initial visit, facilitated by the Senior Worker. At this visit Prisms' expectations of the learner are made clear, and the learner and parent / carer can ask any questions or raise any concerns prior to the acceptance of a place. This will help us gather information about the pupil so that we can ensure a successful transition.
6. If the school is deemed appropriate and a place is available, then the SENDCo will assess the provision required to meet the child or young person's needs and the level of funding to support this
7. Once a place is accepted a start date is agreed and the pattern of attendance is finalised.
8. Parents/ carers will be contacted by the admissions officer to complete the appropriate paperwork before the start date is finalized.

Waiting List

Prism is registered for 110 pupils, however, the numbers on role vary extensively according to the young people admitted at any one time. There is no minimum class size but the school has a limit of twelve pupils in many classes in order to avoid potential risks to safety and wellbeing.

In the event of the school being judged by the Director as at capacity, local authorities may request that a child be added to a 'waiting and priority is given to

- a) LAC children
- b) Pupils who have moved into the local authority and previously attended a 'like for like' provision
- b) children with SEND whose needs can be met
- b) pupils from within Bradford Metropolitan District area

Following this we will provide a waiting list. However, as the majority of pupils remain on roll for their whole school career there is no guarantee that a place will become available

On Admission

1. All pupils will have a phased transition. The expectation is that this will be a 2-week part time timetable; however, if a pupil comes directly from a full-time placement, then the transition time may be reduced. The aim is always to ensure that the pupil becomes full time as soon as possible, whilst ensuring that their emotional wellbeing remains paramount.
2. The learner will be allocated a key worker and complete an initial assessment an individual learning plan and a series of base line assessments.
3. At the end of the initial 2-week period a meeting will be held with the appropriate Behaviour Manager, SENDCo, class teacher and key worker to evaluate the progress of the pupil and

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identify whether the pupil remains on a part time timetable or whether they progress to full time.

- 4. The result of this meeting will be shared with parents/carers by phone, followed by written confirmation.

Transport

There is no automatic entitlement to transport for pupils with an Education Health and Care Plan. Where this is agreed to be funded by the Local Authority admission may be delayed until appropriate transport can be organised.

Admission and attendance pattern for pupils remaining on role of another school

1. All pupils will have a planned transition. The expectation is that this will be a 2-week part time timetable; however, if a pupil comes directly from a full-time placement, then the transition time may be reduced. The aim is always to ensure that the pupil becomes full time as soon as possible, whilst ensuring that their emotional wellbeing remains paramount.

2. The learner will be allocated a key worker and complete an initial assessment an individual learning plan and a series of base line assessments.

3. At the end of the initial 2-week period a meeting will be held with the appropriate Behaviour Manager, SENDCo, class teacher and key worker to evaluate the progress of the pupil and identify whether the pupil remains on a part time timetable or whether they progress to full time.

Transport for pupils remaining on role of another school

For pupils who remain on role of another school transport will be arranged by the host school and not PRISM.

Reports

- 1. Annual reports as a result of an EHCP review will be sent to the parents and Local Authority
- 2. Attendance reports will be sent to the referring body on half termly basis and a reporting schedule will be agreed.
- 3. Pupils under the care of the Local Authority reporting
- 4. Reporting to schools using Prism as an alternative provider

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Appendix 3 Acceptable Referrals and Pupils whose needs cannot be met at Prism

Suitability : A learner will be provisionally offered a place if:

- learner is excluded or at risk of exclusion from mainstream education,
- learner ~~is statement~~ has an ECP or is a LAC, and Prism is the best placed body
- learner is school phobic

Year 11 Pupils: Prism will only consider the admission of pupils who are in Year 11 in exceptional circumstances and when meeting the above criteria. For example, the case of a child or young person in local authority care, with an EHCP moving into the authority, might be considered exceptional.

The rationale for this is to minimise disruption at a crucial time to established Year 11 pupils who will be in their final stages of accredited courses and involved in preparation for onward transition from the school.

Acceptable referrals - Pupils whose needs can be met.

Admissions Criteria When considering the appropriateness of a placement request, it is anticipated that a pupil would be identified as exhibiting at least one of the following behaviours but where no contra indications are identified (see pupils whose needs cannot be met at Prism below)

1. Children who have difficulties with their emotional and social development, have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour.
2. SEMH needs relating to problems of mood (anxiety or depression),
3. problems of conduct (oppositional defiance and more conduct problems including aggression), self-harm, substance abuse, eating disorders or physical symptoms that are medically unexplained
4. Some children may have recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, an anxiety disorder or more rarely schizophrenia or bipolar disorder.
5. Persistent non-compliance with directions, rules and routines regularly disrupting learning and which may occasionally lead to absconding from school
6. Expressed desire to harm others for reasons of self- esteem and/or status, including psychological intimidation or bullying
7. Persistent inability to manage their own behavior
8. Regular low-level self-harming, obsessional behaviour which includes eating disorders
9. Persistent lack of empathy and respect for the needs, feelings, emotions and rights of others including inappropriate emotional responses and actions in a given situation, stealing, vandalism
10. Behaviours associated with the use of prohibited materials affecting performance in academic and social situations and affecting the pupil’s ability to interact appropriately or manage his/ her behaviour without intervention
11. Regular safeguarding concerns which may need unplanned access to specialist support staff

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Pupils whose needs cannot be met at Prism

As a specialist setting, we are committed to meeting the needs of pupils with SEMH difficulties. We do accept however, that in some cases the SEMH and/ or other need may be so profound that the needs cannot be met within Prism

The following will/may preclude a young person from attending Prism due to the nature of our site, space and staff experience and qualifications and our aims and methodology

1. history of arson
2. extreme violence / use of a weapon
3. offenses against children
4. animal cruelty – we have a farm site
5. Inappropriate sexualized behaviour (The impact of this will need to be considered in relation to the safety of current vulnerable pupils)
6. Impulsive behavior likely to cause significant (needing first aid) harm to themselves or others and necessitating the need for frequent physical intervention from trained staff
7. Regular sustained aggression towards staff and peers which may include violence and assault whilst in crisis
8. pupils whose primary need is ASD as this is a communication and interaction need as defined in the Code of Practice 2014.
9. Complex medical and personal care or physical needs
10. The pupil should not have persistent non-attendance as their rationale for placement.
11. where risk of violence is so extreme that it cannot be managed safely in our specialist setting
12. the need for therapeutic intervention is beyond what can be provided within the resources available.
13. Severe and regular damage to property

Reasons for not admitting a child must comply with the SEN Code of Practice criteria which are that the school is:

- Unsuitable to the child’s age, ability, aptitude or special educational needs
- Incompatible with the efficient education of the other children with whom the child would be educated
- Inefficient use of resources

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Appendix 4 – Referral form

PRISM INDEPENDENT SCHOOL REFERRER'S DETAILS



CLUB

FARM

Please tick the appropriate box

Is the young person aware of the referral?

Yes

No

Are the parents/ guardians aware of the referral?

Yes

No

Referring Agency: -----

Name & Position of Referrer: -----

Contact Address: -----

-----Post Code -----

Tel. (work) ----- Tel. (mob) -----

Email: -----

YOUNG PERSON'S DETAILS

Name of Young Person: -----

Unique Learner No: -----

Gender: Male Female D.O.B. ----/-----/-----

Ethnicity: -----

Contact Address: -----

----- Post Code: -----

Tel. (Home) ----- Tel. (mob) -----

Email: -----

Health Plan Yes No Please attach

Disclosed Disability Yes No

Please state briefly nature of disability; -----

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PARENT/CARER CONTACT DETAILS

Name of Parent /Carer:

Contact Address:

..... Post Code:

Tel. (Home) Tel. (mob)

2nd PARENT/CARER CONTACT DETAILS

Name of Parent /Carer:

Contact Address:

..... Post Code:

Tel. (Home) Tel. (mob)

Key stage 2 data

Literacy Scores: Numeracy scores:

Any other relevant information:

.....

.....

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REASON FOR REFERRAL

Name of School / College / Employer / Training Provider

.....

Last School Attended:

Leaving Date:

%Attendance during last academic year [.....] %

Reason for referral:

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Offences

Offences (if applicable) : -----		

Date of end of order: -----/-----/-----		
Ever convicted of:		
ARSON	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Details -----		

OFFENCES AGAINST CHILDREN	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Details: -----		

EXTREME VIOLENCE	Yes <input type="checkbox"/>	No <input type="checkbox"/>

REFERRERS RECOMMENDATION FOR ACTION AND ANY OTHER INFORMATION

Please include any information, which may have a bearing on the delivery of the programme for the young person named above. For example: sex offender, known to be violent, health issues, disabilities etc.

This information is required in order to assist in producing the best possible action plan but also to ensure the safety of other young people and staff.

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Careers	Involved?	Information Obtained?	Contact Details	Comments
Child & Adolescent Mental Health				
Educational Services				
Health				
Housing				
Police				
Social Services				
Voluntary Sector				
YOT				
Youth Service				
Other (please specify)				

SIGNED:

NAME:

DATE:/...../.....

Please return to: PRISM Youth Project, Walker Drive, Gillington, Bradford, BD8 9ES

Telephone (01274) 487633 Fax (01274) 360546 Farm (01274) 543500

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