



Independent Educational Services Ltd.

Admissions Policy

Independent Educational Services Ltd (IES) is registered with the Department of Education as an Independent school to educate and/or support the educational needs of 11-19 year olds who are experiencing SEMH difficulties, Complex Needs, ASD, and/or behaviours that others may find challenging or inappropriate in other school settings.

The aim of IES in having this Admissions guideline is to help the smooth transition of young people into our school and to help ensure that we can fully meet their individual needs.

Prospective pupils for our school must have had a full Statement of Special Educational Needs/ Education and Health Care Plan undertaken by their placing authority or be going through this process. Pupils cannot be admitted to IES without approval from the Local Authority. Or, in the case of short term intervention (deemed no longer than one term in the first instance) pupils may be admitted without a statement/EHCP but who might be assessed to require one. This SEN statement/EHCP, where one exists, will outline the objectives that a specialist provision such as our school will strive to achieve. IES are able to be part of this transition between placements to best support the young person.

IES will send or request the Common Transfer Form to a young person's provision (if applicable) and request for documentation as well as files and school work to be sent across securely in the postal system or collected personally by a Director or MLT of the company who will always obtain a receipt on collection.

The EHCP will usually name or be amended to name **IES** as the most suitable school for the individual child once a first annual review has been held within the first term of transition.

Parents or carers of the child will have made a visit to the school and agreed that they are happy for their child to be placed there. Within the first 6 weeks (induction) IES will complete a thorough battery of baselines and ascertain which school site is best suited for the individual. If they agree that IES would be the correct placement for the child an arrangement will be made for a suitable time for Headteacher/Directors to conduct an observation and assessment of the pupil, at the child's home and at/or at the current school. This is mandatory for IES to be part of and at this time we can also seek to collect the views of the young person through their pupil voice.

When the Headteacher/Directors have met the child, parents/carers, have read paperwork and met with other relevant professionals, if appropriate, a decision is made regarding meeting the child's needs at our school.

This decision is communicated to the referring authority **in writing with the offer of a place at our school**. A National Contract will be signed between the Authority and IES where this is in place.

A decision will always aim to be made within 14 days of referral, as we understand this process can heighten anxiety for young people and their families. Sometimes placing authorities give deadlines sooner than this which we aim to adhere to as applicable. We ask for full risk assessments and positive handling plans as part of the initial assessment if these are available as well as recent teacher assessments, quantitative and qualitative data.



We as a school will have received confirmation in writing from the pupil's local authority that funding for the child's placement has been agreed (see Funding Policy). IES will sign and return a contract to the Local Authority where applicable.

Local Authority staff and parents/carers are always welcome to visit the school prior to any referral being made, during the referral process or at anytime during the child's placement (upon appointment). This is encouraged but we understand where this might not be possible. We are transparent with our decision-making processes and will talk through any questions at any time.

A member of IES will begin a transition plan and meet regularly with the young person to ease transition to their new school if this is appropriate.

The designated key worker /support staff member and SENCo will begin to establish links with the young person in their current provision (if applicable) to support the transition process to IES if this is appropriate or arrange mentor/tuition visits if the child is currently out of formal education. Our SENCo will personally make an appointment to visit the home and work through a welcome pack and home school agreement with the family to ensure we have as much information as possible prior to admission. Please see welcome pack for more information. Where it is deemed appropriate the child may visit the school to become familiar with their new environment.

During the first 6 weeks of starting IES (the induction period), the designated keyworker should ensure that a pupil file has been created with the following;

- Individual Risk Assessment
- Positive Handling Plan
- Individual Education and Behaviour Plan

During this induction period, it will also be the role of the SENCo to ensure that the child has been added to the SEN Register.

If, in the case of the Local Authority funding a 'day rate' for a pupil (up to a maximum of one term) as a short term intervention or in order for professionals to gather educational evidence from IES, then the admissions process will be similar, but the EHCP (if applicable) will not be changed and a pupil may not be on roll with IES as they are being educated between (or as a break from) other provisions – this will usually be where the agreed objective is to support a pupils' return to mainstream; from September 3rd 2018 we will no longer be offering this service.