



WEST KIRBY SCHOOL AND COLLEGE

# Admission Procedure Policy

Date Written: Nov 2015: Author: S Wilkinson

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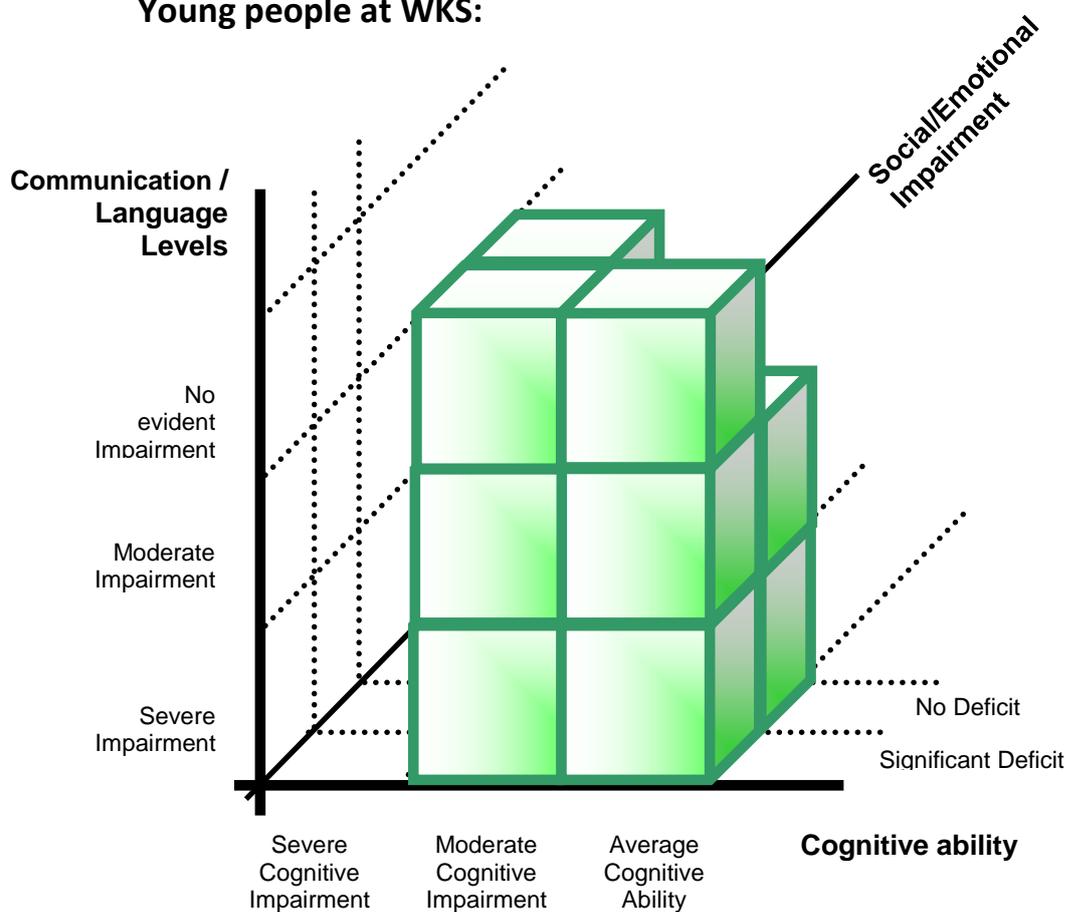
Reviewed: Nov 2019: S.Thomas

WKS is a non-maintained Special School offering a range of high quality education and care packages for children and young people with social communication difficulties including Autistic Spectrum and associated learning and SEMH needs.

We provide places for children and young people aged 5 -19 and cater for both boys and girls. Our referrals usually come from Local Authorities and we are currently used by around 15 Local Authorities throughout the North West of England, North Wales and beyond. However we welcome visits and requests from parents to know more about the school and its operations.

We offer a wide range of services to children and young people, details of which can be found in the school prospectus or by contacting us directly.

### Young people at WKS:



WKS offers a unique, high quality provision for children and young people who exhibit difficulties with social communication. For many of our children and young people this relates directly to a diagnosis of ASC and is associated with language and communication, for others this is reflected through presenting social emotional needs. Such needs are seen across all ability ranges.

Each admission is judged on an individual basis and looks to ensure that the school has the appropriate provision, support services and peer group for a young person before agreeing to a placement. It is key that the environment and context of the school setting is appropriate for the young person in order to optimise the services provided. As such we take great care in matching the provision to the need of each child to optimise the young person's potential and with it the stability of a placement with us.

**Our admissions procedure is as follows:**

1. Applications for placements are usually submitted by Local Authorities. / Social Services. However many parents will visit and initiate this process with their Local Authority directly.
2. Parents/carers, and those considering commissioning the service may therefore take the opportunity to visit the school on an informal basis in order to gather relevant information.
3. On receipt of a formal request the referring agency will be expected to forward all relevant documentation to enable the school to consider the application and make an informed decision as to whether the admissions procedure should continue. Appropriate documentation will include:
  - a. Education, Health Care Plan / Statement of Special Educational Needs
  - b. Recent school reports
  - c. Recent assessments (e.g.: speech and language therapy / educational psychology reports – within the last two years)
  - d. Diagnostic assessments
4. A panel of senior staff will read the individual paperwork provided relating to the child or young person, and identify the most appropriate class group/residential group.
5. If the placement is from a significant distance / residential it is likely the school will ask to make a home visit to establish any specific needs in regard to transition and transport.
6. Parents/carers, and the young person are invited into school.
7. The school will confirm the starting date which may be phased according to the needs of the young person.
8. All key staff are notified of placement start date and relevant paper work studied. In particular the Pastoral Care Team will be involved in the planning and support of transition and induction into the school.
9. An Individual Support Plan and strategies required to be put in place for the young person's start date are drawn up by relevant staff/departments.
10. Fact-finding by key staff - may involve home visits, contact with current or previous school, and discussions with medical professionals involved.
11. School will send to parents/carers an induction pack incorporating essential consent forms to be completed for the school records. These forms must be completed and returned to WKS prior to the start date.
12. The Local Authority is responsible for providing transport for the child or young person and therefore should liaise with parents/carers to arrange this once WKS have informed all parties of the agreed start date. However in very rare cases this may be an aspect taken on by parents/carers or the school as part of placement.
13. Children and young people commence an 8 week induction period from the start of their first full school week at WKS.

14. At the conclusion of this 8 week induction period the school will arrange a Post Admission meeting to report on the findings of additional assessments undertaken and any emerging issues that could impact upon provision and long term placement at the school.

**For Local Authorities:**

For Local Authorities the placement of a young person at WKS is a significant commitment both in terms of position of trust and financial commitment. Authorities therefore need to be sure what is being provided for the young person and at what cost. For this reason we commit to the following assurances:

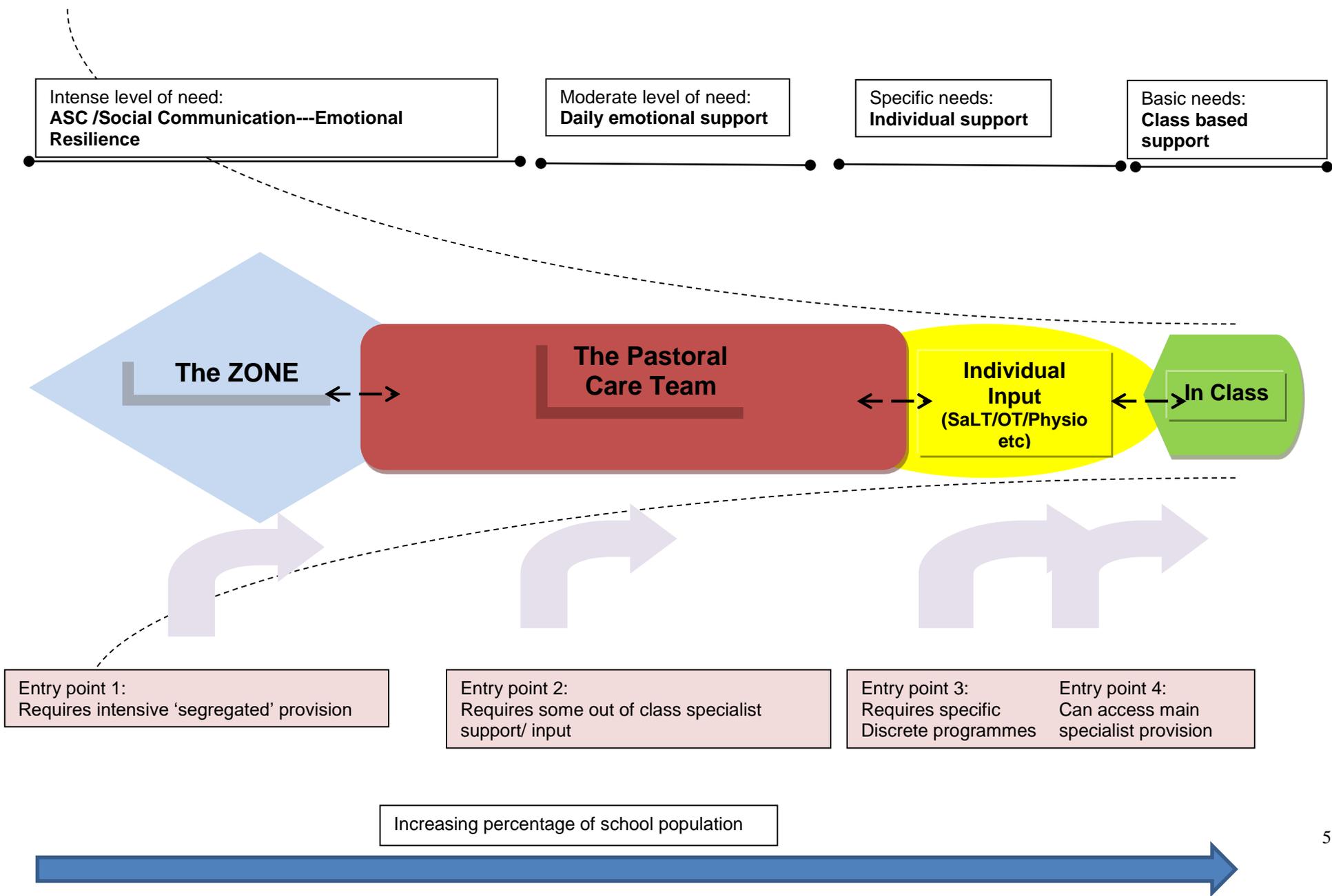
- a. As a non-maintained, not for profit, organisation all fees and costs are used to support the delivery, development and infrastructure of education and care services provided;
- b. We will offer a transparent system of fees that directly links to services supplied to young people
- c. We will provide clear admissions and induction criteria and procedures
- d. We undertake a transparent annual review of fees associated with services as part of the placement review process.

**Entry into school:**

Entry into the school can be managed according to the individual needs of the young person and their family.

Residential young people will be offered overnight stays to support the transition into living away from home during the school week.

Depending on the situation a phased entry can be arranged and placement fees adjusted to reflect this situation and provide a more cost effective position for Local Authorities. Taster / Induction days are part of the entry arrangements and incur no costs.



A young person enters WKS at a point most suited to their exhibiting needs and difficulties (see diagram).

Entry point 1: Reflects a young person who is able to access the classroom setting immediately and will only require in class support or access to class based interventions (e.g.: TA support)

Entry point 2: Reflects a young person who is based in a class group with the additional integrated support services but may require additional individualised services relating to an identified and assessed need (e.g.: speech and language therapy)

Entry point 3: Reflects a young person who has a class base but will require periods of time away from their class base accessing intensive therapy and support services through individualised programmes delivered in specialist areas (e.g. high level sensory need support)

Entry point 4 Reflects a young person who requires segregated specialist intervention and is able to access The 'Zone' a setting with a high staff to pupil ratio, which supports the development of communication and self-management skills. This is in addition to a pupils' class within the main school. The Zone is a suite of rooms offering a fully integrated package of therapy and support.

WKS will generally follow the admissions procedure and point of entry as outlined above. However, due to the complex nature of the children and young people referred to us there may be a requirement for WKS to modify this procedure in certain situations. For example on entry a young person may quickly move from a class base into a semi-integrated Zone placement. Any change will be done in consultation with parents/carers, young person and the referring authority.