



## Admissions Policy

<b>Reviewed by:</b>	Steve Broderick, Principal
<b>Date:</b>	1 December 2023
<b>Last reviewed on:</b>	1 September 2023
<b>Next review due by:</b>	30 November 2024
<b>Version control:</b>	3
<b>Approved by:</b>	Tracey Storey, CEO

The Orchard School mainly works with learners aged between 11 and 16 who have SEND within the areas of SEMH or communication difficulties, although the school will also review learners referred who present with SEND that falls within the broad categories of communication and interaction, cognition and learning, physical and sensory and social emotional and mental health. The school will endeavour to support these young people if the local authority cannot find them a specialist provision that caters for their individual specific need, to prevent learners from being out of education. The Orchard does not specialise in any specific area of SEND but robustly supports learners with a broad range of mild-moderate emotional and communication difficulties.

The school has an inclusive admissions policy and will assess whether they can meet the need of any given consultation fairly and on an individual basis primarily from the following local authorities:

- Northeast Lincolnshire Council
- North Lincolnshire Council
- Lincolnshire Council

Each case referred will be viewed and considered independently by the school's senior management team, which will include the schools designated SENCo. This process will be in line with the statutory 15-day consultation period and all formal replies will be in line with statutory guidance. Learners may be admitted at any time during the school year and will follow a personalised curriculum package to meet their individual needs.

We welcome learners of all faiths, cultures, race, and family backgrounds and are non-discriminatory in line with the Equality Act (2010) and equal opportunities policy. We will not discriminate on grounds of; gender, age, religion or belief, physical ability, or disability, learning ability, other special needs or academic or sporting ability, race (including colour, nationality, ethnicity, family, cultural or linguistic background), sex, sexual orientation, gender reassignment, pregnancy, or maternity.

**Admission is based on:**

- Full and detailed information being supplied by the referring agency or school, including any relevant EP reports and the most recent educational, health and care plan, during consultation.
- A comprehensive Orchard referral pack completed during home visit or organised school tour.
- A visit by the learner and parent/carer.
- Observation within the current setting to support effective assessment of learner needs (if possible).
- An initial assessment being completed by the senior management team based on information provided by the referring school / agency, parent, or carer and, where necessary, other outside agencies, to ascertain if the school can meet the needs of the learner.
- Multi-agency meetings to create a bespoke transition package involving all stakeholders (if required).
- Authorisation from the local authority assessment panel.

Please refer to Appendix A.

**At The Orchard we are committed to:**

- Following a structured, academic, social, and pastoral initial assessment process.
- Carrying out high quality transition on entering the school for learners, parents, and carers.
- Family's views and wishes being captured and used to support all learners at The Orchard.
- Creating bespoke personalised learning plans prior to entry.
- Appropriate staff allocated or recruited to meet learner needs.
- Supporting our learners educationally and emotionally throughout transition and their time at The Orchard.
- Post admission, The Orchard operates an open-door policy for parents and stakeholders to observe learner progression.

It should be noted that The Orchard is not a secure unit and is not resourced to cater for learners who present high levels of aggressive behaviour towards learners or staff, cause significant damage to property and/or require high levels of skilled physical intervention.

**Assessment Places at The Orchard**

Learners who are identified as having additional needs but do not yet have an EHCP, will need to undergo the ECHAR process. If capacity allows, The Orchard may support local authorities, families, and learners in gaining an EHCP by offering a short-term placement whilst all assessments are completed. If, following assessment, a learner is given an EHCP, admission will be considered to The Orchard.

Assessment places can also be accessed by learners with EHCPs who are classed as missing in education, school phobic, subject to managed moves or the current school is unsure as to whether they can meet the learners needs due to the complex nature of the learner's profile. These placements can be half-termly or termly in duration.

Assessment places can be terminated at any time within the agreed timescale if the learner's engagement or behaviour does not meet the school's standards detailed in the school's behaviour policy.

**Orchard Internal Induction Process**

At The Orchard, we believe that high quality transition is important in enabling all learners to start their journey positively at The Orchard. Effective transition should involve all stakeholders ranging from the learners themselves to their parents, carers, or guardians. This process should be smooth gradual and supportive and that is why at The Orchard we stage each learner's induction over a 4-week period to prevent them or their families becoming overwhelmed.

For learners who are unable to transition to full time Education within the 4-week transitional period due to personal circumstances, The Orchard can extend the transition period up to 12 weeks, should all stakeholders agree additional support is required for a successful transition. In this case, the transition process will be reviewed 4-weekly with parent/carer and stakeholders, with the expectation of attending full time education from the 12<sup>th</sup> week.

When a child is not in school between 9.00am and 2.30pm, it is the responsibility of parent/carer to ensure the child is suitably cared for and to ensure that his/her safeguarding needs are met during this time. Please see Appendix B.

### **Behaviour Watch and Admissions and Learner Database**

On taking up a place at The Orchard, an entry is made on our management information system - Behaviour Watch - and the Admissions and Learner Database. The Admissions and Learner Database is stored securely. The person responsible for the administration of the Admissions and Learner Database is the school's Operations and Compliance Manager.

We are committed to ensuring that the Admissions and Learner Database is maintained in accordance with Education (Pupil Registration) (England) (Amendments) Regulations 2016. From the beginning of the first day on which it has been agreed that the learner will attend, an entry will be made on behaviour watch and the Admissions Database.

As an independent school, the principal reserves the right to refuse entry if the school's structure does not meet the educational, pastoral or SEND needs of the learner as per the below criteria:

- The school is unsuitable for their age, ability, aptitude, or SEN.
- The placement would be incompatible with the efficient education of other learners.
- The placement would be incompatible with the efficient use of resources.

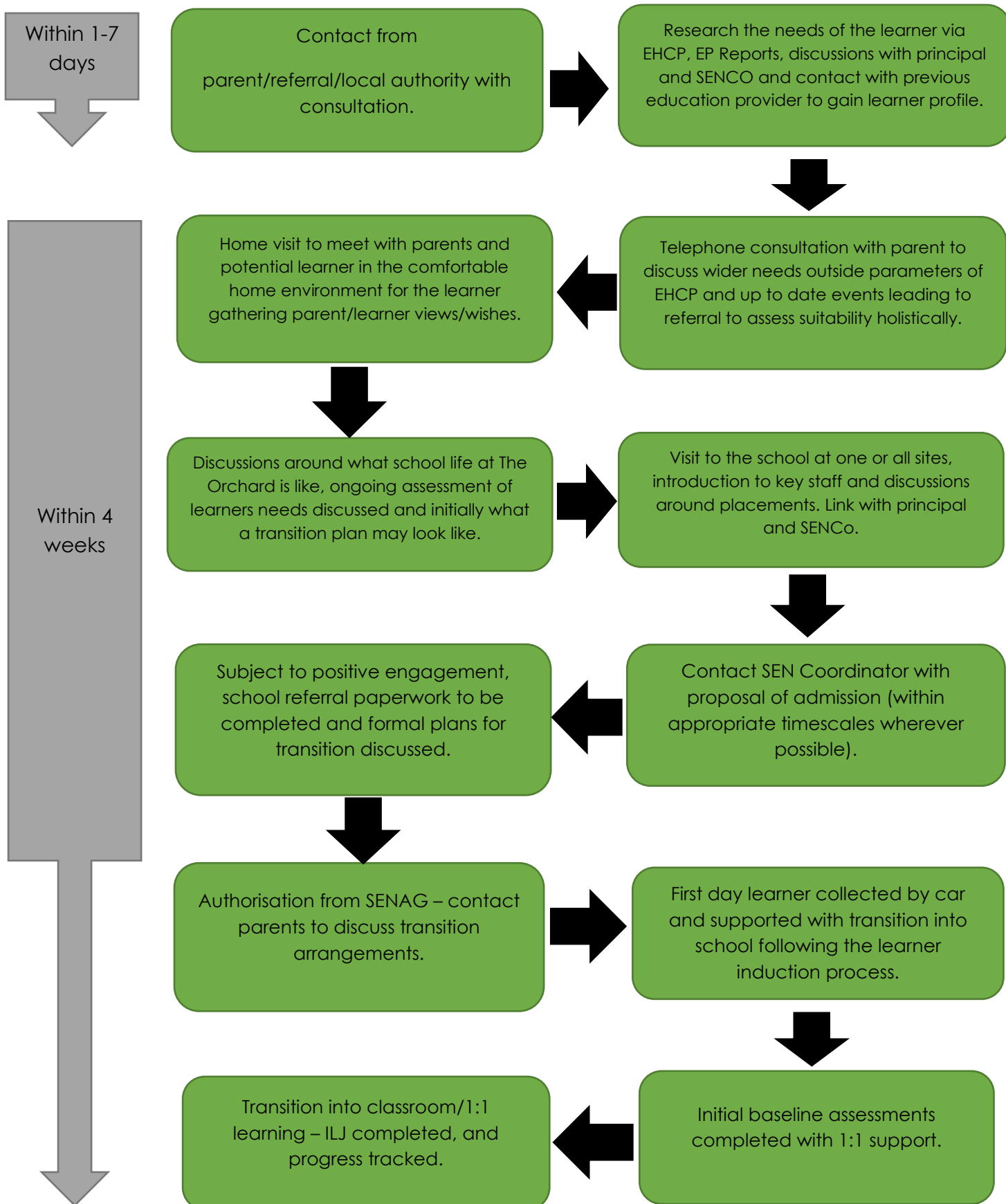
Successful placement offers at The Orchard will be made directly from the school to the appropriate agency, including terms and conditions.

### **Bridge Placements**

In line with the local offer, primarily within Northeast Lincolnshire where the school is based, we provide a bespoke admissions policy for higher tariff learners who would ordinarily be unable to transition into the main school due to specific issues, such as serious assaults on staff, significant damage, refusal, and extremely challenging behaviour. There may also be extreme social barriers which may restrict a learner's ability to attend due to social anxiety. We recognise that often learners will aspire to join the school and we recognise that our unique and special learning environment can support and overcome many historical barriers to learning.

The alternative Bridge Placement programme is aimed at gradually transitioning learners into the main school sites (or alternate school sites) without placing significant impact on the learning environment for the current learners. This programme can range from 6 to 14 weeks and beyond, if agreed by all stakeholders.

## Appendix A – Orchard SEN Admission Flowchart



Appendix B



orchard  
EDUCATION

Learner Induction Pack

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Learner Name	
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*"Welcome to the Orchard Family"*

### Learner Start/End Checklist

<b>Learner Name</b>	
<b>Start Date</b>	

Start Requirements	Time Frame	Date Complete	By Whom
1. Completed and signed referral document (including 1-page profile)	<b>Expected pre-entry to school</b>		
2. Medical needs risk assessment (if applicable)			
3. Medication forms signed by parent/carer (if applicable)			
4. Learner file set up			
5. Daily log created and placed in file			
6. ILJ/ESP/learner pyramid/careers passport			
7. Admissions database updated			
8. Learner consent spreadsheet updated			
9. Scanned onto secure drive			
10. Behaviour Watch entry			
11. CPOM's entry			
12. Text local updated			
13. Email account created			
14. Hodder – initial assessment	<b>Expected within 1-2 weeks</b>		
15. PLT created and placed in file			
16. SEN termly review document			
17. iPad allocated			
18. Updated ESP safe faces, safe places, strategies	<b>Expected 1-4 weeks</b>		
19. Steppingstones profile created			
20. 4-week parent transition update (telephone call)			

Post Placement	Time Frame	Date Complete	By Whom
21. Remove from Behaviour Watch	<b>Within 1-2 weeks</b>		
22. Remove form CPOM's			
23. Remove from text local			
24. Enter end date and destination on database			
25. Archive learner file			
26. Remove from register and spreadsheets			
27. Notify all relevant agencies involved with learner			
28. Safeguarding file sent to post provider			



### Learner Details

First Name	
Surname	
Date of Birth	
Age	
Address	
Post Code	

### Parent/Carer Contact Details

First Contact	
First Name	
Surname	
Relationship	
Address	
Post Code	
Home Telephone No.	
Mobile No.	
Email	

Second Contact	
First Name	
Surname	
Relationship	
Address	
Post Code	
Home Telephone No.	
Mobile No.	
Email	

### Medical Questionnaire

Is your child receiving medical treatment/medication at present?	Yes / No
If yes, details	
Does your child suffer from any of the following?	
Epilepsy	Yes / No
Asthma	Yes / No
Hay Fever	Yes / No
Diabetes	Yes / No
Has your child suffered from any serious illness in the last 3 months?	Yes / No
If yes, details	
Are there any restrictions on physical activity?	Yes / No
Does your child have any allergies?	Yes / No
If yes to any above, details	

## Multi-Purpose Parental Consent

Please indicate whether you have given your consent in each case by ticking the box on the right-hand side. Please sign and date the form on the bottom of the page.

### **On-Site Activities**

I give my permission for my son/daughter/ward to:

Use the internet in line with the school's acceptable usage policy.	
View age-appropriate films and video clips.	

### **Catering/Kitchen**

As part of a standard service, we offer we provide food and drink to all learners.

I give my permission for my son/daughter/ward to:

Consume food or drink within The Orchard dining hall.  The Orchard will take great care in ensuring any allergies are addressed, however, we cannot guarantee that foods we purchase have not been in contact with nuts during manufacturing.  Food prepared often contain these ingredients – milk, eggs, wheat, soybean, peanuts, fish and shellfish and other allergens.	
Take part in food preparation/cooking and tasting activities.	

### **Off-Site Activities**

I give my permission for my son/daughter/ward to take part in:

Supervised visits to local destinations away from the main school site.	
Supervised one-day non-residential visits within the UK.	
Supervised off-site activities (for example, sporting fixtures and swimming).	

### **Medical Consent**

I give my permission for:

My son/daughter/ward to be given first aid by a trained member of staff during any on-site and off-site activity.	
My son/daughter/ward to receive urgent dental, medical or surgical treatment, including anaesthetics as may be considered necessary by the medical authorities present, during any on-site or off-site activity.	
Plasters to be applied to my son/daughter/ward.	

My son/daughter/ward to use anti-bacterial hand gel.	
Staff to administer prescribed medicines when required.	
Staff to administer general painkiller medication (as can be purchased over the counter). Administering will be in tablet form only in line with NHS guidance on dosage/age. Painkillers used will be paracetamol only.  In the event of painkillers being considered, permission will be sought prior by way of telephone contact. Confirmation will also be required as to any prior dosage including time of taking.  Further details can be obtained from The Orchard Medication Policy.	

### **Use of Information and Image (including photographs and video recordings)**

I give permission for my son/daughter/ward's:

Name to be used on the school website, school social media, printed publications, and local media.	
Work to be used in school displays and the school website.	
Image to be used within school (for example, in wall mounted displays).	
Image to be used in printed school publications.	
Image to be used on the school website, school social media and in the local media.	

The information on this form will be used throughout your child's time at school. You may withdraw your consent at any time, and you have a right to request access to the personal data we hold by contacting the school.

Please sign and date below.

Signed	
Date	

### **The Team Teach Approach**

At The Orchard, we aim to provide a learning environment that is free from fear and safe from harm. We have policies and procedures followed by all our staff to try and secure the best learning and development for our learners.

We are an independent school that tries to meet the needs of all our children regardless of their level of support need and therefore, from time to time, some learners may present us with challenging behaviour. Our health and safety

commitment to learners and staff means that we will carry out a risk assessment to foresee and reduce the risks presented occasionally by their behaviour.

This may also mean that there are times when their behaviour requires staff physical intervention to ensure the learners' own safety, the safety of other learners and staff, or that property is not seriously damaged.

'Team Teach' is the approach adopted by us to manage challenging and aggressive behaviour. Many of our teaching and non-teaching staff have been trained in the use of this approach and the company keeps a list of those staff authorised to use Team Teach and they receive regular refresher training from LEA instructors.

The basic philosophy of the approach is as follows:

- 95% or more of all incidents should be managed without recourse to physical intervention.
- It is a flexible framework of responses stressing a holistic approach.
- De-escalation of situations is a priority (e.g., using communication skills, humour, distraction etc).
- Gradual and graded positive handling techniques are based on providing the maximum amount of care control and therapeutic support for the shortest possible time necessary to ensure the safety of all concerned.

All incidents of positive handling are reported, recorded, monitored, and evaluated. parents/carers and the local authority will be informed of any that involve a child being held with more restrictive holds. Any injury sustained during an incident involving positive handling is also reported to the parent/guardian.

As a parent or carer, you should be assured that all staff are committed to providing a safe and productive learning environment for all. Staff will ensure that any physical intervention will happen wherever possible as a last resort.

If you have any questions concerning the use of physical interventions or the Team Teach Approach, please do not hesitate to contact us.

More information regarding the Team Teach Approach can be found via the internet by visiting: [www.team-teach.co.uk](http://www.team-teach.co.uk)

**I confirm I have read and understood the above and agree with this approach taken by the school.**

<b>Learner' Signature</b>	
<b>Parent's/Carer's Signature</b>	

**One Page Profile**

A summary of any notable events in a child's life leading up to his/her placement at The Orchard will be collated.

<b>Social Worker</b>	
<b>YOS Worker</b>	