



ADMISSIONS POLICY

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1. INTRODUCTION

Sheiling School has been in operation since 1952 as an Independent Residential Special School providing therapeutic education and care for children and young people with special educational needs. In 2016, the residential provision was registered as a Children's Home with Ofsted.

Sheiling School is an activity of Thornleigh Camphill Communities Limited, which is a registered charity (No 307104) and a non-profit making limited company (No 497029).

Thornleigh Camphill Communities Limited is made up of the Sheiling School, Orchard Leigh Community and The Hatch Community, which are for adults with special needs.

Sheiling School is a member of the [National Association of Independent and Non-Maintained Special Schools](#).

Sheiling School offers a unique therapeutic, educational and social school community to children and young people, aged from six to nineteen years old, based on the therapeutic principles of Rudolf Steiner.

Sheiling School offers a variety of provision, depending on individual young people's need, from day placements, weekly and full boarding both 38 and 52-week placements.

Sheiling School is a school approved by the Secretary of State for Education as a day and residential school for boys and girls aged 6 – 19 years, who have either moderate or severe learning difficulties. The current admission criteria is for young people who require a medium to long term placement and who have a range of needs including Autism Spectrum Disorder, ADHD, Social Emotional & Behavioural Difficulties

We will not provide for:

- Children and Young people with severe physical or sensory disabilities
- Children and Young people who may have serious mental health issues, or those requiring specialist psychiatric interventions, those with alcohol or drug dependency

The school is divided into age appropriate classes as described in the Waldorf curriculum. Sheiling School is a non-denominational school and welcomes children and young people from all religious and cultural backgrounds. We celebrate all festivals and work with parents / carers and placing authorities to ensure the cultural and spiritual needs of the young people are met.

2. THE REFERRAL AND ADMISSIONS PROCESS

The processing of enquiries and applications is co-ordinated by the Head of Development with the support of the Admissions Administrator. The Admissions Team meet weekly and membership comprises of the CEO, Headteacher, Head of Care and Head of Therapeutic Support.

Stage 1: Initial Enquiry

Most referrals begin with a telephone call from a family or from a professional involved in placing a child/young person. They usually ask to know what the school has to offer and are asked to describe the child/young person's background and needs.

Before a visit can be arranged, families or local authorities are asked to send a copy of the most recent Annual Review report, the Education Health and Care Plan (EHCP) and/or any other information. The admissions group meets every week, initial enquiries are discussed and approved based on our admission criteria, an impact assessment and the number of vacancies.

If we feel that the child/young person may be suitably placed with us we will arrange for an initial to visit the school.

We welcome requests for visits, either with or without the child or young person to tour the site and see our facilities, meet our staff, and talk to us about any concerns or questions.

More information specifically for the child/ young person is available on our website, which is packed with helpful information about the school, daily life there and our facilities.

Stage 2: Visit to the School

The initial visit by the families and other interested parties is usually conducted by the Head of Development or another senior staff member, who will answer any questions that arise and will explain in more detail the provision and curriculum of the school and home. The visit has most value if it takes place during term time when it is possible to see the school at work and to meet the pupils and staff.

Staff from Sheiling School may also visit, if appropriate, or telephone the prospective pupil's present school to confer with the staff there in order to gain a deeper insight into the prospective pupil's needs. If requested, school staff may also visit the home if it is felt to be inappropriate for the prospective pupil to visit at this early, initial stage.

Stage 3: Assessment and Familiarisation Visits

If, following the initial enquiry and visits, it is thought that the child/young person could be appropriately placed at Sheiling School, a period of residential or day familiarisation may be arranged.

Before this, we require the agreement of the local authority or other agencies and to have received relevant information relating to the child/young person's educational, social and emotional needs from the authority, family and the present or previous school.

To enable the school to be aware of the child/young person's specific needs the family are asked to complete a detailed questionnaire and return it prior to the assessment.

Following the familiarisation, the observations of teachers, therapists and care staff are collated in order to support the decision that Sheiling School can meet their child/young person's needs.

3. ADMISSION

Once an admission date has been agreed preparatory work is needed in order to minimise anxiety or confusion on the part of the new pupil and the family; as before these resources will be prepared by the Admissions Group. Pupils can be invited to initially spend shorter days at Sheiling School prior to full admission in order for the new pupil to get to know the staff and other pupils.

Every pupil is admitted on the understanding that the first three months at School is seen as a trial and assessment period. An Assessment Review, chaired by the Head of Development, will then be held at the end of the assessment period.

The School reserves the right to postpone or cancel the process of admissions of a child/young person if circumstances change, for example, the child/young person's needs or behaviour change or if there is no longer space or appropriate facility for that particular pupil.

The School complies with the terms and conditions of the National School Contract (NASS) or other specific contracts with the Local Authority, including IPA and PO number where applicable

Admission will only take place once this has been signed by both parties.

Terms of Admission

1. Once a place has been offered to a pupil and is accepted by the parents and/or funding Authority, the full fee for one term is due, even though circumstances may delay the actual date of arrival.
2. Prior to admission, parents or guardians must return all requested documents providing detailed information concerning the pupil to the Head of Development.
3. Every pupil has a three month assessment period.
4. At the end of the assessment period the fee level may need to be increased to reflect the extra resources required to meet the needs of the pupil.
5. Fees are payable termly, in advance.
6. If a pupil is withdrawn by parents or authorities, prior written notice of six weeks will be required or six weeks of the fee will be payable in lieu of such notice.
7. The School reserves the right to temporarily exclude or dismiss a pupil at short notice, which will only occur in extreme circumstances such as, for example, threatening behaviour, serious aggression or self-injury, or destruction of property.
8. In the event of a temporary exclusion, a Plan of Action for seeking support from other agencies, for example, Psychiatric assessment must be agreed in writing between the School and the Placing Authority. This should include a projected timescale for the necessary steps towards re-integration. If a place is kept open for the pupil full fees will be payable.
9. Payment terms are strictly 30 days from receipt of invoice. Overdue accounts are subject to monthly interest in line with the National Schools Contract

Emergency Admissions

The Sheiling School will always endeavour to admit a young person in a planned way however this is not always possible.

The School will consider emergency admissions to our residential provision for young people already placed at Sheiling School (as day pupils) and may consider a referral for a former pupil to the School. In exceptional circumstances, the School will consider referrals for emergency admission for children and young people not previously known to the School.

In these circumstances, the following procedure will apply:

- Contact is normally made through the Head of Development by phone. At this stage as much information as possible regarding the young person is required. Any emergency admission to the school would only be agreed after the signed agreement by the Head of Development and the CEO. The school's normal

admissions contractual procedure, including the signing off by IPA would thereon follow.

- If it is possible to offer an appropriate service the young person will be brought to the Sheiling School to visit if they have not already done so and a meeting will be held to agree the short-term aims.

A formal admission meeting will be held prior to or within 72 hours of the placement where the criteria will be the same as for a planned admission but will also include the formulation of the placement plan.

Contact and arrangements

Initial contact: Syl Edgeley-Head of Development- syl.edgeley@sheilingschool.org.uk

Anita Kane-Admissions Administrator- admissions@sheilingschool.org.uk

By phone: 01454 412194

email: admissions@sheilingschool.org.uk

Or letter sent to: Admissions, Sheiling School, Thornbury Park, and Bristol, BS35 1HP.

Informal Visit: Prospective parents, carer or Authorities to visit the School (can be with or without prospective pupils). If initial visit and interview is requested at the same time, documents listed below must be received a minimum of one week prior to visit.

Pre Admissions Check list

➤ Requesting Reports:

All relevant documents to be received at least one week prior to visit.

Current EHCP
Latest school report
Psychiatrist/ Psychologist reports
Consultant reports, or any medical reports
Behaviour Support/Management Plans from previous school
Risk Assessment
Care Plan
Health Care Plan
Incident reports. Charts of Significant Incidents
OT / Physio / SALT reports

➤ Pre Admission Form: (Appendix A)

To be completed by parents or carer. Date of assessment meeting is confirmed once this and all relevant documents from check list are received.

To be followed by further visits, trial school days and overnight stays as appropriate.

➤ Offer of Placement:

Letter to LA (to confirm placement, Terms of Agreement, Fees and request for IPA)

➤ Confirmation letter to authority:

Acknowledge receipt of all pre-admissions info, invitation to Placement finalisation:

➤ Placement Finalisation Meeting: (Authority, parents & school)

To Confirm: Transport, Transition, Provisional Start Date, Staffing, Consent, IPA and PO where applicable,

➤ **Welcome to Sheiling School:**

Social Story pack sent to pupil and the parents will receive final details in the Welcome Pack including introduction to the class / teacher etc. and any transition information.

- **Start date:** Start date will be confirmed once a Draft Positive Behaviour Support Plan and Risk Assessment (PBSRA) have been signed and approved by all parties. All paperwork completed. IPA signed.

EXCLUSION AND WITHDRAWAL POLICY

Under some circumstances the decision as to when a child/young person leaves the School will be mutually agreed upon, through the Annual Review process, at least one term before the scheduled date of leaving. Most often when a child/young person's situation becomes unmanageable or suddenly breaks down, an Emergency Review is arranged, in order to determine the best way forward for the child or young person.

If a child/young person is withdrawn by parents or Authorities six weeks' notice is required in writing, or six weeks fees are expected to be paid. Payment terms are strictly 30 days from receipt of invoice. Overdue accounts are subject to monthly interest in line with the National Schools Contract.

In the event of temporary exclusion, it shall remain the responsibility of the Placing Authority to provide for the needs of the child/young person who is excluded from the School. The Authority is also responsible for any expenses incurred.

4. WHAT THE SCHOOL CAN OFFER

Specific Provision

Sheiling School offers the following therapies are part of the provision. This provision is available to all pupils, but the obtaining and participation is considered in consultation with the ECHP our Consultative Advisor and staff at the School.

- Speech and language Therapy
- Eurythmy Therapy
- Art Therapy
- Rhythmical Massage
- Drama Therapy
- Occupational Therapy
- Sensory Integration
- Therapeutic swimming lessons
- Equine Therapy

Most, although not all, pupils admitted with wide-ranging learning difficulties also experience communication and sensory processing difficulties. These vary from pupil to pupil and call for individual assessment and intervention.

Our Speech and Language Therapists (S<) and Occupational Therapists are expert in helping teaching and support staff improve their technical ability to understand the feedback from the assessments and to translate this in to work in the classroom.

We have the highest expectations for progress and development for our pupils, making certain that therapies on offer are embedded in the fabric of every interaction (not just in a therapy room or assessment) and ensuring that the pupils experience a more outcomes focussed learning experience. Our S< will undertake discrete sessions with pupils but will also work in the classroom, sports hall, outdoor curriculum and the homes, embedding the very best practice in Speech and Language Therapy throughout the school and residential provision. We aim to provide a total communication environment.

Our Occupational Therapist has specific expertise and training in sensory integration and works in the same way as the S<.

Outdoor Education

Pupils make good use of the large outdoor areas we have available. The activities available, the Outdoor Education and the natural environment/playground will support fluidity of movement, motor skills development and use of excess energy, which can be channelled towards more constructive activities rather than aggressive outbursts or challenging behaviour.

Medical support

The school can offer routine support to minimise and stabilise the effects of conditions such as asthma, diabetes and epilepsy. We have a registered nurse who trains staff and oversees the pupils' health and welfare.

Social Emotional & Mental Health difficulties and the Promotion of Positive Behaviour

A number of pupils with learning difficulties experience emotional problems and exhibit challenging behaviour.

All staff working are fully trained in accredited Positive Behaviour Support through the provider Team-Teach. This is monitored by ongoing training / practice sessions with our in-house advanced tutors. The Positive Behaviour Support forms part of their placement plan.

Any issues surrounding the managing of pupils challenging behaviour and the development of appropriate responses will be discussed in regular internal reviews as well as formal reviews with the parents, and representatives from the funding authorities. In the event of a concern in the escalation of challenging behaviour, review meetings will be more frequent.

The majority of our pupils are staffed 1:1 both during school hours and in the residential setting. A comprehensive Positive Behaviour Support Plan and Risk Assessment (PBSPRA) will be drawn up by school, parents and LEA as part of the admissions process. The parents and Authority of any pupil are involved in ensuring this document contains all the important and relevant information. The PBSPRA is reviewed regularly as well as reviewed and agreed at each Annual Review.

Delayed Social Development

The difficulties in this area may take many forms but the school is well provided to aid the development of practical and interpersonal social skills leading to greater independence.

Care and Support

The ethos of the Sheiling School is based on the social, therapeutic and educational principles of Rudolf Steiner. Essential to the school is the recognition and belief that behind every disability, each young person's human integrity and spiritual wholeness are preserved. For the Sheiling School, this means that every child/young person, both because of and despite their disabilities, has something to give and something to learn in all of their relationships, with other young people, staff, teachers, carers, friends and family. We believe that mutual recognition and acceptance, within a distinct school community setting, enable both the individual independence and social connectedness that form the basis of growth and change. We believe that recognising each young person's human and spiritual integrity means to educate and care for the whole person; intellectually, morally, spiritually and physically. The Sheiling School seeks to broaden each child and young person's horizons along with their confidence and ability to access the wider community beyond the school and home's boundaries in keeping with what is appropriate for their age and ability.

Sheiling School encourages young people to:

- Build and maintain positive family links/relationships by encouraging and supporting the reunification process where needed and possible; remaining aware of the social and geographical factors
- Minimise the number of moves experienced by the young person
- Support a programme of work to encourage independence
- Provide longer-term continuity of education, care, support and guidance
- Promote a positive approach to childhood care and experiences, incorporating and encouraging community activities and wider activities/hobbies
- Complete individual and direct work with young people to support them in coming to terms with past experiences and supporting them in the development of positive strategies for coping.

5. THE SAFEGUARDING TEAM AT SHEILING SCHOOL

Our Safeguarding Team:

Noah Black –Head of Therapeutic Support-**Designated Safeguarding Lead (DSL)**

Jordan Bool-Assistant Head Teacher-**Deputy DSL for Education**

Richard Tiplady-Head of Care and Registered Manager-**Deputy DSL for Care**

Syl Edgeley-Head of Development, Training, and Admissions-**Deputy DSL**

Policy	Date	By
Created on	04/05/2015	Syl Edgeley
Adopted by Council on	04/06/2015	All Trustees
Frequency of review	Annually	SLT Member(s)
Reviewed and Updated on	09.01.2019	Syl Edgeley
Reviewed on		



PRE ADMISSION INFORMATION FORM

Full Name of Child:

Male / Female:

Date of Birth:

NHS No:

Parental Responsibility Declaration:

Name of Parent(s)/Carer(s) with whom the child lives:

1/

2/

Does this/these parent(s) have parental responsibility?

Yes / No / Non Parent-Carer (circle applicable choice)

Parent/Carer Address (inc postcode):

Home Tel No:

Mobile No:

1/

2/

Email Address:

Happy to receive information by email Yes/No

Name of parent with whom the child DOES NOT live:

Does this parent have parental responsibility?

Yes / No (circle applicable choice)

Does this parent have legal access to the child?

Yes / No (circle applicable choice)

Parent Address (inc postcode):

Tel No (inc mobile):

Email Address:

Parents Religion:

1/

2/

Contact Restrictions:

Provision under which pupil is provided with accommodation (if residential):

LAC or other?

Other family members/Guardians:

Name	Relation	Sibling age

Professional Contacts

Social worker

Name:

Address:

Phone:

Mobile:

E-mail:

GP

Name of GP:

Surgery:

Address:

Phone:

E-mail:

SCHOOL CURRENT/ LAST ATTENDED

Name:

Type (e.g. mainstream, Special Needs)

Address:

Phone:

E-mail:

If placed in residential provision please provide details:

CONSULTANTS

Paediatrician:

Neurologist:

Psychiatrist:

Other:

ANY KNOWN HEREDITARY OR CONGENITAL DISEASES FROM EITHER PARENTS' FAMILY OR OTHER MEDICAL CONDITIONS, E.G. EPILEPSY OR MENTAL HEALTH PROBLEMS.

MILESTONES - AT WHAT AGE DID THE CHILD/YOUNG PERSON FIRST:

- a) Smile
- b) Reach
- c) Sit
- d) Crawl
- e) Stand
- f) Walk unaided
- g) Say first words
- h) Speak on sentences
- i) When did teething start?

DOES YOUR CHILD/YOUNG PERSON SHOW AFFECTION?

ANY ILLNESSES, HIGH TEMPERATURE, CONVULSIONS, CHILDREN'S DISEASES, INJURIES/ACCIDENTS AND AT WHAT AGE?

AT WHAT AGE DID YOU FIRST NOTICE ANY DEVELOPMENTAL DIFFERENCES? WHAT WAS THE INITIAL DIAGNOSIS?

PLEASE GIVE DETAILS OF PREVIOUS SCHOOLS

- Name, type and location of school or centre

- Approximate dates of attendance

- Reason for leaving

ALL ABOUT ME (general disposition, mood swings, fears, anxieties, phobias, likes/dislikes, what makes me happy/upset, ability to play, concept of time)

BEHAVIOUR AND EMOTIONAL STATE (Behavioural triggers, barriers to learning and participation)

TRAFFIC LIGHT: GREEN
Baseline Behaviour

When I am happy and settled I am like this

TRAFFIC LIGHT: AMBER

When things are not quite right I am like this

TRAFFIC LIGHT: RED

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When I am unhappy or cross about something I am like this

Responsive strategy

General Strategies

Staff Support and Level of Supervision

Recovery and De-briefing process following incident

Describe preferred and most helpful process for pupil. How long does the pupil usually need as recovery time? When is the best time to do the debrief with the pupil (if appropriate)? Who should do it? Etc.

PHYSICAL ABILITY (fine/gross motor skills, spatial awareness)

LANGUAGE AND COMMUNICATION (Description of communication including use of language, signing, visual or other aids i.e. AAC device)

APPROACH AND ATTITUDE TO LEARNING (Current academic levels in literacy, numeracy, IT, concentration span, use of learning aids, etc)

PERSONAL CARE

- Dressing/undressing

- Washing /bathing/showering

- Dental care

- Toileting (including support/advice re menstruation, shaving)

SLEEPING (night time routine, sleeping patterns)

MEDICAL

- General health

- Medical conditions incl. allergies

- Any difficulties administering medication

- Please list all current medication/supplements

ANY HOSPITAL ADMISSION OR OUTPATIENT TREATMENT (Please give all relevant details below, stating in each case)

1. Name and address of hospital

2. Date of admission:

3. Name of doctor or Surgeon:

4. Reason for treatment:

HAS YOUR CHILD/YOUNG PERSON HAD ANY PSYCHOLOGICAL TESTING (educational psychologist, clinical psychologist, psychiatrist, OT, S<, BIBIC, CAHMS)

NUTRITION AND MEAL TIMES

- Special dietary needs

- Preferences

- Support needs

RELATIONSHIPS (with family and others)

INDEPENDENCE SKILLS (road safety, use of public amenities and transport i.e. shopping, domestic tasks)

LEISURE ACTIVITIES (Description of interests, hobbies and leisure activities)

RELIGION, CULTURAL PREFERENCES ETHNICITY, MOTHER TONGUE

ENVIRONMENTAL FACTORS (Description of how your Child/young person relates to his/her environment, sensory stimulation (noises, dogs, large groups, indoor/outdoor)

ANY OTHER COMMENTS

INTERNAL USE ONLY

DATE OF ASSESSMENT:

PRESENT AT THE MEETING:

FUNDING:

STAFFING RATIO:

ASSESSMENT OUTCOME:

OTHER:

Signed:

Position:

Date: