



KISIMUL GROUP

Operational and Education Policy and Procedure Child/Young Person Admission

Policy

Kisimul Group and its staff are aware of the importance of a potential child/young person's move as a vulnerable child/young person to a new environment. As such we respect and encourage the individual to express their feelings and reassure them as much as possible while providing structure and firm boundaries in line with the Behaviour Policy and group living. The health, safety and emotional well-being of the children/young people is paramount.

This policy aims to ensure that the first days/weeks at the placement are as relaxed as possible while minimising the inevitable feelings of stress, disorientation and potential sense of isolation.

In order to facilitate this process Kisimul Group has an admission procedure which ensures that sufficient information is obtained and disseminated prior to and during the induction period of children/young people. The procedure sets out the criteria for admission of children/young people and the service provision set up to meet their needs.

The procedure also ensures that appropriate and adequate information is supplied to children/young people and their families/interested parties, such as: Kisimul philosophy of care, complaints procedure, Individual Pupil Care Plan, term dates and condition of care in line with current legislation. A simplified version of this has been produced for the children/young people using symbols.

Procedure

Scope

- Several stages have been put in place to enable the child/young person to become familiar with their new care environment and staff to become familiar with the child/young person.
- All our children/young people are individuals and will be treated as such.
- This procedure also requires that certain information is obtained during the initial stages of introducing a new child/young person to the school, so that the child/young person's future needs and interests are met.

Criteria

- Kisimul is registered to take children/young people between the ages of 8 and 19 who have severe learning difficulties and challenging behaviour for full-time, part-time, day or respite placements.
- They are required to have a statement of special educational needs or an EHC Plan that reflects the schools registration criteria.

Interview

- Entry to the school is preceded by the exchange of relevant documentation and visits by interested parties as appropriate to the particular situation.
- Kisimul will ensure that proper Senior Officer Authorisation has been given by the Placing Authority and that an assessment of the child's/young person's needs has been completed in line with Schedule 3 of the Care Planning, Placement and Case Review Regulations amendments 2014.
- Visits to Kisimul schools by the prospective child/young person's family and/or local authority representative would include a meeting with members of senior staff.
- Once formally invited, senior staff will visit the child/young person in their current home/respite facility and/or school placement in order to further assess the child/young person's needs, gain information about his/her way of life and behaviour and discuss subsequent admission / transition procedures.
- Final arrangements for admission of the child/young person to the school are then made.
- Once the placement has been made the Head of Care will inform the host authority of the placement in line with the Children's Homes Regulations 2015, should the child/young person be a resident of the school.
- In order that consistent information is imparted by the school and that full and precise information is obtained for the future welfare of the child/young person, a pupil assessment and information record is completed.
- Whilst the importance of completing this document is emphasised, it must be remembered that this may be an emotionally difficult time for some of the parties involved in this process. A caring, sympathetic approach will be employed whilst at the same time maintaining the need to conduct the interview in a professional and efficient manner.
- The quality of information at this stage is vital to the future well-being of the child/young person and the period of settling in to the school.
- Often a transition meeting is arranged at this stage to finalise paperwork, complete LAC and/or other paperwork, discuss any details of individual pupil requirements and discuss any visits by the pupil to Kisimul School if appropriate.

Prior to Arrival

- An assessment will be made utilising the information gathered during the pre-admission assessments to provide an initial assessment which will be made available to staff.
- Risks that have been identified during the pre-admission process will be assessed in a risk assessment and made available to staff.
- Where these risk assessments demonstrate that the child/young person has a history of being missing from home or putting themselves at risk of harm appropriate strategies will be put into place to ensure the child/young person's safety.
- Allocation of classes and accommodation will be made with consideration to the preferences of the child/young person their attainment levels, sensory and behaviour profile and age as discussed and recorded during the interview.
- In all cases where the child/young person is to be sharing a room consideration will be made to matching age, ability and interests.

First Day

- An Individual Pupil Care Plan will be available for all staff.
- The Head of Care will assign a member of staff to look after the needs of the child/young person during this period.
- Hand-over must be appropriate to meet the needs of the child/young person and their family.
- When it is felt that the child/young person is not distressed, a walk around the grounds/home/school may be appropriate to familiarise the child/young person with the surroundings.
- It is recommended that the parents/interested parties take their leave of the child/young person at this stage, and that the child/young person is taken either to the classroom to meet the teacher and classmates or into the residential provision to meet the key staff and peers.
- If it is a school day, subject to how comfortable the child/young person feels, they may go into the classroom where they will be allotted a classroom assistant who will pay particular attention to the child/young person's needs, and remain in school.
- If it is not a school day then the child/young person will be introduced to staff and peers, settled into their room and then encouraged to integrate at their own pace. Particular attention will be given to the new child/young person during the evening and at bedtime. It is important to emphasise that this will be the child/young person's first night in unfamiliar surroundings.
- Children/young people are encouraged into the school routine upon arrival, so as to establish a routine and clear expectations early on.
- There will be additional feedback and support to parents to build trust and

relationships through regular verbal and/or email communication. Home school diaries will be used as well as regular school reports with photos as agreed with the parents.

Progress Monitoring

- From the child/young person's first day at the school the daily handing over file will be used to record all information regarding the child/young person.
- The class teacher and classroom assistant will also use the handing- over book for the same reason and as a form of communication between all areas of the establishment.
- At the weekly care and school staff meetings the child/young person will be discussed and any observations that require action will be highlighted and recorded
- Informal reviews of the child/young person's progress are held on a regular basis.
- The Designated Teacher for Looked After Children (LAC) is the Head Teacher. He / she may delegate these responsibilities to the Assistant Head Teachers, Senior Teachers or Class Teachers where appropriate.

Keyworker

- Kisimul operates a keyworker system. Each child/young person will be allocated a keyworker, see Keyworker Policy.

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