



# Brookland School Admissions Policy

## Students

Brookland consider for admission students between the ages of 7 and 16 years of age who have a Statement of Special Educational Needs/ EHCP which refers to social, emotional, mental health difficulties. If the needs assessment process is underway, our policy also allows us to make an admission. Children without EHCPs can be admitted if we feel that we can meet their needs.

## Procedures

Having received a referral and the relevant paperwork from a Local Authority, we endeavour to expedite the process; often a student will already have had significant time out of school, and it will be in their best interest to engage with education as soon as is practically possible. The whole process involves both parties feeling that the 'match up' is right and that our provision can meet the student's needs.

At Brearley Hall School we accept admissions to our school at all points throughout the year. Careful consideration is given to ensure that the placement will be successful as possible which includes ensuring we can meet individual need and the referral is compatible with other young persons we may have already placed in the provision.

The student and parent/carer are then invited to look around the school and we then have a follow-up meeting. After this, our Lead Teacher and Head of Education meet to look at all the information collected. From the outset, our Admission Support Worker (usually the TA or LDA) is at the heart of the process, trying to build a trusting relationship with the student and family/home.

## School and home

Upon the offer of a place, we ask parents/carers to sign our Admission Agreement; this contains information about our key policies, procedures, and practices.

## Fees

The referring Local Authority is responsible for the paying of all school fees as defined by the National Contract for placement of students. All provision described within our Prospectus, including our therapeutic interventions are included within our fees. Should a more specialist interventions or assessment be needed prices can be available on request.

## Transport

The Local Authority makes transport arrangements for some students attending the school. We also have staff vehicles, which provide transport for students; these are used mainly for outings and activities in line with the Care and Education of our students.



## **School dress/equipment**

Children are expected to follow the school's uniform policy and are expected to wear the following items of uniform for school:

Black or grey trousers

Green polo-shirt or shirt

Dark Green jumper or cardigan.

Black shoes or trainers with no logos.

For Physical Education and activities children should wear appropriate clothing which includes. Suitable footwear – trainers or wellington boots for forest school activities.

Plain Black Tracksuit Bottoms

Plain white T shirt

Pupils should also have appropriate weather-proof clothing

e.g – Sun protection – Sun cream and a sun hat and a coat for winter period.

When a new child enters one of Timeout Care Homes, we follow the following process to enable their transition to school to be as smooth as possible.

## **Education and New Arrivals**

As we all appreciate, when a young person first arrives with us in one of homes, it can be a challenging time for them. It can often take weeks before they feel settled and integrated. In education, we appreciate that this time is challenging for all concerned, but we do need to have a plan in place to get them into education as soon as possible.

### **Induction to School**

We know that each young person is different and will need to be dealt with in accordance to their varying needs, but we suggest the following pattern for new starters:

Week one - settle into the  
home Week two – start the  
process below

Therapeutic Care Worker to go through the school prospectus/ welcome booklet with the young person.

Visit to the school for an informal visit of approximately 30 minutes. Meet with Head teacher or Lead teacher and complete the Focus Profile that gives us a pen picture of the young person so that we can address their interests as soon as



they come in as our first engagement strategy.

Accompanying staff to bring all relevant paperwork for our files: PEPs/ Placement Plan/ Risk Assessments/ SEND/EHCP and Previous School records if possible.

Visit the school for an initial visit to meet staff.

Visit the school for a second visit to meet the pupils.

Half day timetable for two weeks – mornings or afternoons only to be agreed around the individual child.

Week five – full timetable if appropriate

Week six– Maths and English Baseline Assessments through rising stars and Teacher assessments of need –

Week five/six –Strength and Difficulties questionnaire completed to identify clinical threshold.

Week 6 – review current provision and individualise the timetable to meet need if necessary.

*Ongoing* – Daily contact between home and school to discuss child and best ways of support. Weekly meetings between Lead Teacher and Homes Manager to ensure pupil makes progress.

**Date: 29 August 2023**

**Review Date: August 2024**