

Tumblewood School Admissions Policy 2017

Contents

| | | |
|----------|---------------------------------|----------|
| 1 | Aims and Purpose | 1 |
| 2 | Range of Provision | 2 |
| 3 | Procedure | 3 |

APPENDIX:

1. Tumblewood School & Community Admissions Policy Addendum - PROCEDURE
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1 Aims and Purpose

Placement at Tumblewood should always arise from a process that identifies Tumblewood as an appropriate and positive choice and best meets the needs of the student.

To ensure that all involved in the Admission Procedure work in partnership enabling informed decisions in the best interests of the student. This process usually, though not exclusively includes a residential therapeutic treatment option which aims to treat the whole student.

2 Range of Provision

Tumblewood School is an Independent school for up to 15 students in the age range 9 – 18 years with complex needs evolving from early developmental trauma and exhibited through communicative, self regulatory and behavioural disorders which are experienced and understood through complex PTSD and the behaviours of students. The school admits young people from the edges of society with severe or complex needs who are educationally impaired or frozen due to their early childhood experiences and who have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum core subjects significantly lower than normally expected. Students may have undiagnosed anxiety disorders and communication difficulties that limit access to the curriculum in a mainstream environment. The dormant ability to integrate and regulate sensory experiences which activate defensive self-protective frameworks may compound difficulties in some instances may be seen through educational delays but will not be the initial primary area of need.

Students receive an education and independence skills programme extending beyond the school day and termly curriculum which incorporates therapeutic community group living and is designed to offer an extended curriculum within a structured and consistent school environment.

Admission procedure to Tumblewood Community and school is set out in an addendum to this policy.

3 Procedure

The school receives referrals from local authorities throughout the UK.

Referrals are brought to Integrated Treatment Planning (ITP) meetings. The referral paperwork is shared with the senior management team of Tumblewood who discuss the referral and decide if they would like to invite the referee for a visit.

Parents/Carers are encouraged to make a visit to the school and community at the earliest opportunity, preferably before the completion of a statutory assessment, Education, Health and Care Plan or Annual Review meeting. The focus of the visit is upon the parent/carer viewing the school and community. The school does not comment on the appropriateness of the provision for the child until after all referral details have been communicated to The Headteacher, The Registered Manager and The Head of Therapy.

If requested, key staff from Tumblewood will attend an Annual Review at the young person's existing school.

A draft Statement of Educational Needs or Education Health and Care Plan is received by the school from the Local Authority requesting consideration of the student for admission.

If a place is available and everyone is agreed on the suitability of the referral, the responsible Social worker is informed. In order to facilitate transition and compliance with Ofsted regulation, ALL necessary documentation must be forwarded to the Managers at Tumblewood prior to the student arriving in placement.

Staff from Tumblewood may visit the home or school in order to observe the child in the classroom and liaise with staff who have knowledge of the child.

If the Leadership Body in partnership with the Head & Registered Manager decide the school cannot meet the child's needs the responsible social worker is advised the reasons for this decision in a form that can be shared with parents.

For day student placements, the LA arranges transport in accordance with its own Home to School Transport policy.

An induction programme, appropriate to the individual child, will be drawn up to support transfer to Tumblewood. This may include:

- visits by key staff between schools and placement
- additional visits/part-time placement to support move by child to Tumblewood

APPENDIX 1**Tumblewood School & Community Admissions Policy Addendum**

Tumblewood Admissions Procedure

At an annual review or progress meeting the possibility of a residential placement can be formally discussed with the student's tutor. A tour of the residential provision and discussion with the Residential Education Manager can take place before this to answer any queries parents or social workers may have before the meeting. This will then be recorded in the paperwork produced at this meeting.

The Head of School and the Residential Manager will then discuss the appropriateness of the provision for the student. In most cases, they will present the referral details at the next Integrative Therapeutic Planning (ITP) meeting.

The LA are then requested to alter the students Educational Health Care Plan / Statement of Educational Needs to include the residential provision should the placement be acceptable to all parties.

Providing the LA agree to the funding of the educational day or residential placement, parents, the Residential Manager (and where appropriate the student) will discuss and arrange the most suitable way to introduce the student to Tumblewood Community and School.

Providing that all applicable and necessary documentation is received and once funding has been agreed the start date for the students' placement will depend on current staffing levels, the students already residing there and the most appropriate time for the individual to start.

The Residential Manager will meet with parents and Social worker to discuss the student in detail and will create a Placement Plan, Risk Assessment and Matching Matrix to inform residential staff about the student.

Each induction will be individualised and will depend on each student. Tours of the provision during school time, after school sessions but sleeping at home and part week placements can all be used to help the student settle. Most students settle very quickly once they are aware of their new routines.

Throughout the admissions procedure, education staff, residential staff and the senior leadership team communicate with each other with social workers and parents to keep everyone informed of what is happening.