



**PRISM**  
Independent School

# **Admission, Attendance and SEND Handbook**





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# SEND & Inclusion Policy

## Aims and objectives

Prism Independent School is committed to providing all pupils with an appropriate, high-quality education. We believe that all young people, including those identified as having Special Educational Needs, have a common entitlement to a broad and balanced academic and social curriculum accessible to them and fully included in all aspects of school life.

We believe that all children should be valued equally in school. We strive to eliminate prejudice and discrimination and develop an environment where all children can flourish and feel safe.

Prism Independent School is committed to inclusion. We aim to engender a sense of community and belonging and offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we treat all pupils the same way. We will respond to the learners in ways that take account of their varied life experiences, learning styles, and individual needs.

We believe educational inclusion is about equal opportunities for all learners, regardless of age, gender, ethnicity, impairment, attainment, and background. We pay particular attention to the provision for the achievement of different groups of learners:

- Genders
- Minority ethnic and faith groups
- Travellers
- Learners who need support to learn English as an additional language (EAL), including asylum seekers and refugees (see EAL policy)
- learners with Special Educational Needs and learners who are working below the level of attainment expected for their age (Wave 2 intervention)
- Learners who are disabled or have specific medical needs
- Those who are working at greater depth
- Those who are looked after by the local authority
- Others, such as those who are sick, those who are young carers, those who are in families under stress
- Any learners who are at risk of disaffection and exclusion
- Learners who have joined our school part-way through their school career.

## Our school will

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.

This policy describes how we meet the needs of children who experience barriers to their learning. These barriers may relate to sensory or physical impairment, learning difficulties, emotional or social development, or factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that many factors affect achievement, including ability, emotional state, possible trauma, age, and maturity. Many pupils may experience difficulties at some point in their school careers that affect their learning, and we recognise that these may be long or short-term.

At Prism Independent School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve their full potential.

Prism Independent School sees including children with Special Educational Needs as an equal opportunities issue. We will also aim to model inclusion in all our staffing policies, relationships with parents/carers, and the community. We have moved from a SEND approach that locates a problem with the child to look at what adjustments or additional provisions we need to make for specific children to enable them to succeed.

The SENCO and SLT, who meet regularly, will develop and monitor the school's work on inclusion.

The role of inclusion manager is being undertaken by the SENCO Lauren Jackson Hammill, who will take the lead roles about inclusion and report to the management committee on issues in this area.

## Objectives

- To ensure the SEN and Disability Act (SEND) and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, young people with additional needs to continually monitor the progress of all pupils, identify needs as they arise, and provide support as early as possible.
- To provide full access to the curriculum\* through quality first teaching, differentiated planning by class teachers, SENCO, and support staff as appropriate.
- To provide specific differentiation in class or Provision map input, matched to individual needs, for those pupils recorded as having SEN at SEND support (when appropriate), SEND Plus or an EHCP.
- To ensure that pupils with SEND are perceived positively by all school community members and that SEND and inclusive provision are positively valued and accessed by staff and parents/carers.
- To enable young people to move on from us, we must be well-equipped with the basic skills of literacy, numeracy, and independence to meet the demands of post-16 life and learning.
- To involve parents/carers at every stage in plans to meet their child's additional needs.
- To involve the children in planning and any decision-making that affects them as far as possible.

## Arrangements for coordinating SEN provision

The SENCO will ensure that at the beginning of each term, an updated SEN Register has been agreed upon with class teachers based on teacher assessment. This will state which children have SEN, at what level of support, and their primary needs. At other times, the SENCO will be alerted to new concerns by the class teacher. The SENCO will discuss these concerns with the class teacher, and action will be agreed upon. This may include further differentiation and monitoring or the decision (in consultation with parents) to immediately place the child on the SEN register. Reviews with parents should be held termly (if possible), but where necessary, reviews will be held more frequently than this for some children. Targets arising from Provision map meetings and reviews will be used to inform and support whole-class approaches to inclusion, e.g. adapted learning and varied teaching styles. Class teachers deliver SEN support through quality first teaching and adapted teaching methods. The SENCO provides additional support and training throughout the school. The SENCO and SLT review the support timetable regularly to ensure that it aligns with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget. Support staff, class teachers, SENCO and outside agencies liaise and share progress towards outcomes to inform reviews and future planning.

## Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and may have additional needs.

This may include:

- Baseline assessment results
- National Curriculum Levels as per our Assessment Model
- Progress measured against the BKSB level descriptors
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Statement of SEN
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the School's observations and assessment data and following a discussion between the class teacher, SENCO and parent, the young person may be recorded as needing either:

- Differentiated curriculum support within the class at School Support

## Differentiated Curriculum Provision

A young person may only require adapted plans for the whole class to make progress. This differentiation may involve modifying learning objectives, teaching styles, scaffolds, and access strategies.

Under these circumstances, a young person's needs will be met within the class planning frameworks and individual target setting. The class teacher will record adapted learning in the daily planning.

The class teacher will monitor progress, informing future adaptations within whole-class planning.

The young person's progress will be reviewed at the same intervals as for the rest of the class, and a decision will be made about whether the young person is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the revised Code of Practice (2015), that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the young person's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the young person's behaviour

## School Support Provision

Where a period of adapted curriculum support has not resulted in the young person making adequate progress OR where the nature or level of a young person's needs is unlikely to be met by such an approach, provision at the SEND Support level may be introduced where:

- There has been little or no progress made with the existing provision
- Additional support to that already in place for the class is required to develop literacy or numeracy skills. Additional support is needed for emotional, behavioural or social development
- Additional support is required for sensory or physical impairments
- Additional support is required for communication or interaction needs. Children with needs similar to those of other children with additional needs within the class, e.g., lack of phonic knowledge, phonological skills, or spelling.
- Children whom we consider to have more severe or longer-term needs that are likely to result in an application for further professional advice.

Where needs are similar, it is appropriate to support these children within a group, focusing on their everyday needs. The class teacher may teach the group and also be supported by support staff. The responsibility for planning for these young people remains with the class teacher.

A young person receiving support at school may have an Individual Learning Plan if appropriate/necessary. The class teacher will monitor the child during the half-termly Pupil Progress Meeting and adjust the provision for the child if applicable.

Individual Learning Plans will be reviewed and discussed termly, although some pupils may need more frequent reviews. Parents/carers and, wherever possible, their young people will be invited to contribute and consulted about any further action.

As part of the review process, in consultation with the parents/carers, the school may conclude that despite receiving an individualised programme and concentrated support for a considerable period, the child continues to have significant needs not being met by the current provision.

Where this is the case, a decision may be made to increase the level of support.

Provision at this level usually includes the involvement of specialist services. These services can offer various support, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing the child's progress. Over time, if the young person:

- Continues working at National Curriculum levels substantially below that expected of children of the same age.
- Continues to have difficulty in developing literacy and numeracy skills.
- Has emotional, behavioural or social needs which regularly and significantly interfere with the child's or others' learning.
- Has medical, sensory or physical needs which require additional specialist equipment, therapy or regular advice or visits from a specialist service.
- Continues to have communication and interaction needs that interfere with developing social relationships and act as a barrier to learning.

Then, in consultation with parents, the school may complete in-school assessments and consider a request for statutory assessment.

### **School request for a statutory assessment**

For a young person who needs to make adequate progress and agrees with the parents/carers, the school may request the LA to make a statutory assessment: Education Health and Care Assessment.

The school must submit evidence to the LA, whose weekly Moderation of Assessments Panel judges whether the young person's needs can continue to be met using the school's resources.

The judgment will be made using the LA's current statutory assessment criteria.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

### **Education Health and Care Plans**

A young person with an Education Health and Care Plan (EHCP) will continue receiving additional support using the funds made available through the EHCP. An annual Review will review the appropriateness of the provision and recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the young person.

### **The School's Arrangements for SEN and Inclusion In-Service Training**

The SENDCo attends regular Bradford and network meetings to update and revise Special Needs Education and Inclusion developments. Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Improvement Plan. In-service training and individual professional development are arranged and matched to these targets. In-house additional needs and Inclusion training is provided through planned staff training by the SENCO and SLT for all teaching and support staff. All staff have access to professional development opportunities and can apply for additional needs or Inclusion training where a need is identified at an individual pupil or whole class level. Support staff are encouraged to extend their professional development, and the school will ensure tailor-made training where appropriate.

### **The contribution made by teachers and facilities from outside the school, including support services**

The school commissions an Educational Psychologist. The purpose of each visit is agreed upon by the inclusion team and is led by priorities in school. This provision lead may include assessments, reports, and feedback to support the school in meeting the needs of individuals or groups, providing specific information, sharing resources, and providing in-service training. We access support according to the current criteria from the Local Authority Low Incidence support team: Hearing Impaired service, Visually Impaired service, and Physical needs service as required. The SENCO and SLT liaise as necessary with several other outside agencies; for example,

- Social Services
- Education Welfare Service
- School Nurse
- Community Pediatrician
- Speech Therapy
- Physiotherapy
- Occupational Therapy

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

### **Staff and parents/carers will work together to support pupils with additional needs.**

Parents/carers will be involved at all stages of the education planning process. The SENDCo will make an appointment to meet all parents/ carers whose young people are being recorded as having additional needs; the class teacher will attend this meeting. We ensure that all parents/carers are given information about the local Parent Partnership organisation as soon as a young person has been identified as experiencing special educational needs. At review meetings with parents/carers, we always try to ensure that the young person's strengths and weaknesses are discussed. When we make suggestions as to how parents/carers can help at home, these are specific and achievable, and all parents/carers go away from the meeting clear about the action to be taken and how outcomes will be monitored and reviewed.

Learning Plan targets may include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. After meetings, all Learning Plans and reviews will be copied and sent to parents/carers. Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request. Parents/carers will also be invited to work with pupils in the classroom where appropriate. Curriculum workshops have been offered for parents/carers to attend. Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers can make other appointments at their request. Regular communication between school and home will ensure that problems are promptly addressed. If a complaint arises, our complaints procedures, available from the school office, set out the steps in making a complaint in more detail.

### **Links with Health and Social Services, Education Welfare Services and any Voluntary Organisations**

The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by SENCO or SLT, and referrals will be made as appropriate. As appropriate, Social Services and the Education Welfare Service will be accessed through the Social Services Team desk or the visiting education welfare officer. Class teachers and support staff will alert the Named Person if there is a concern they would like discussed. Many voluntary organisations are supporting SEN. The SENCO will advise parents/carers when appropriate.

### **Inclusion Principles**

Staff at Prism Independent School value pupils and adults of different abilities and support inclusion. Staff and pupils will constantly seek the best ways to help all pupils' needs within the school. The approach is flexible to find the best placement for each young person. Each class's teaching and learning styles and organisation will be adaptable to ensure effective learning. Grouping to support young people identified with additional needs will be part of this process.

### **Access to the Environment (see School business and improvement plan)**

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan) should align with policy and procedures. The school will ensure that all young people have access to a balanced and broad-based curriculum and that the Curriculum's programmes of study are flexible enough to meet every young person's needs. (No young people will be excluded from any learning activity due to their impairment or learning difficulty unless it benefits that individual and leads towards inclusion.) Learning opportunities will be absorbing, rewarding and effectively differentiated, and the teaching styles will be diverse. Staff will work to avoid the isolation of the young people they support and encourage peer tutoring and collaborative learning. Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils. Differentiation takes a variety of forms within teacher planning. Learning intentions are always explicit, and activities may be adapted or planned separately. Alternative responses or recording methods may also be intended for where this is appropriate. Young people with sensory or mobility impairments or a specific learning difficulty will access the curriculum, where applicable, through specialist resources such as ICT. The school will ensure that the curriculum and extra-curricular activities are barrier-free and do not exclude any pupils.

## Access to Information

We strive to ensure that all Young people requiring information in formats other than print have this provided, including giant print and visual support.

We adapt printed materials so children with literacy difficulties can access them or ensure access by pairing them with peer or extra adult support.

We provide alternatives to paper and pencil recording where appropriate or provide access through peer/extra adult scribing.

## Evaluating the success of the School's SEN and Inclusion Policy

Every year, we analyse our data on the percentage of our pupils with very low attainment at the end of their year compared to anticipated levels. We also analyse data on behaviour: major behaviour incidents and exclusions. We will use this analysis to help us plan our future provision. Every term, we report the current numbers of pupils with SEND, their range of support and primary areas. The number of pupils transferring to or from each level of support will be noted. The Head will report on any developments regarding inclusion in the whole school. It will ensure that the Local Governing Board is updated with legislative or local policy changes.

## Attendance Policy

### Purpose

PRISM Independent School aims to maximise attendance rates to ensure pupils can take full advantage of their learning experiences. Under section 444 of the Education Act 1996, a pupil must regularly attend the school where they are registered.

PRISM Independent School is legally obliged to differentiate between authorised and unauthorised absence. A letter or telephone message from a parent/carer does not authorise an absence. Absences will only be permitted if the school is satisfied that the explanation is valid.

This document gives guidance to all staff on the subject of attendance and punctuality in school.

### Aims and Principles of Good Attendance

- The school is committed to maximising the achievement of all students.
- There is a clear link between good attendance and educational achievement.
- Regular and punctual attendance is vital for students to fully benefit from the school's academic, personal, and social opportunities.
- Parents/Carers support the school and encourage students to reach good attendance levels.
- A broad and balanced education is dependent on regular attendance at school.
- The school will take appropriate action to promote and encourage good attendance.
- A lack of attendance of attendance is considered to be a safeguarding concern.
- The school will investigate obstacles to attendance.
- The school will have re-entry strategies to reintegrate a young person after a prolonged period of absence.

### What the school expects of its students:

- To attend regularly.
- To arrive on time and appropriately prepared for the day.
- To hand any letters regarding absence from parents/carers to the class teacher.
- School attendance should be a priority.

### What the school expects of parents/carers:

- To fulfil their responsibility by ensuring their children attend school regularly and on time.
- To ensure they contact the school on the first day their child cannot attend.

- To ensure their child arrives on time and is well prepared for the school day
- Contact the school whenever any problem may keep their child away from school.
- Inform the school and seek authorisation for any forthcoming appointments, and where possible, arrange appointments outside of the school day.
- To ensure the continuity of their child's education by taking holidays during the school holiday period except for in exceptional circumstances.
- To produce documentation supporting appointments and absences.
- To be responsible for travel arrangements to and from school.

### What parents/carers and students can expect of the school:

- A broad and balanced education dependent on regular school attendance.
- Encourage and promote good attendance and punctuality in all classes.
- Regular, efficient and accurate recording of attendance.
- First-day contact with parents/carers when a student fails to attend school without providing a good reason.
- Prompt action on any problems notified.
- Notifying parents/carers of their child's attendance record regularly throughout the year.
- Pursuit of reasons for persistent absence.

In addition, the Head Teacher reports termly to governors regarding whole school attendance.

Attendance monitoring is part of safeguarding procedures in school and is a whole school accountability.

### Use of registers

#### Morning Registration

Registers are completed by staff at the pupils' entrance to the building.

Registers remain open until 10 am. After that, a pupil will be marked as late.

Examples of *valid* explanations for lateness may include:

- Problems with transport provided by the local education authority
- Genuine illness

"Getting up late" is *not* a valid explanation.

Any pupil absent by 10.10 a.m. must be recorded as absent. No reason yet provided (N). Contact will be made with home, and the code will be changed to the relevant code for the reason given or automatically unauthorised if unable to make contact.

#### Afternoon Registration

Afternoon registration occurs at 1 pm at the start of the afternoon session.

Registers are legal documents and will never be marked by pupils.

Once the register is closed, late pupils will be recorded as 'u' unless a relevant reason is given.

### Procedures for following up absence:

- A telephone call to the school may initially authorise absence.
- If pupils are absent and parents/carers have not contacted the school, staff will attempt to make contact by telephone. If the initial attempt is unsuccessful, repeated attempts will occur throughout the morning.
- Where contact cannot be made with vulnerable pupils, a home visit will be conducted to check welfare.
- We follow the "LSCB Children Missing in Education" guidelines for children suspected of being "missing in education."
- Persistent absence will result in the local authority being notified.

### Absence should be authorised if:

- the pupil is ill or prevented from attending by an unavoidable cause.
- the absence occurs on a day exclusively set aside for religious observance by the religious body to which the pupils' parents belong.
- the pupil's transport to and from school has not arrived/been delayed
- the pupil is the child of traveller parents who temporarily leave the area, giving a reasonable indication of their intention to return.
- the pupil has a local authority licence to participate in a public performance, and the school has been given a leave of absence.
- the pupil is attending an interview with either a prospective employer or in connection with an application for a place at an institute of further or higher education or another school.
- the pupil is involved in an exceptional special occasion (e.g. a family wedding of immediate family members). In authorising such absences, the individual circumstances of the particular case and the pupil's overall attendance pattern will be considered (immediate family is a parent or grandparent). In such circumstances, up to one day will be authorised.
- No family holiday can be granted during term time

### Absence should be unauthorised if:

- no explanation is forthcoming from parents/carers
- the school is dissatisfied with the explanation.
- The pupil stays home to mind the house or look after siblings.
- the pupil is absent for unexceptional special occasions, e.g. the pupil's birthday.
- if a pupil is away from school on a family holiday for some time longer than that permitted by the LA or which has not been taken by the attendance guidelines/head teacher authorisation
- The pupil arrives too late to get the mark.
- In the event of truancy.

### Amendments to school attendance regulations (2013)

In light of new Government guidelines, the following changes have been made as to how the school monitors its attendance figures:

#### The Education (Penalty Notices) Regulations 2007

Before the changes, if a parent or carer were awarded a penalty notice due to their child's attendance, they would receive a £60 fine and be allowed to pay it in 28 days, or a £120 fine if paid within 42 days.

### Trips out of school and work experience

Educational activities (including work experience (W), educational visits (V), link courses (B) or sporting activities) are deemed to be 'educated off-site', and they are therefore recorded as in attendance but marked accordingly.

### Rewarding, promoting and monitoring attendance

PRISM Independent School will offer an environment where pupils feel valued and welcomed. The school's ethos must demonstrate that pupils feel that their presence in school is essential, so they will be missed when absent or late, and that follow-up action will be taken. Early intervention often prevents more frequent absences.

Pupils will be offered a varied and flexible curriculum. Every effort will be made to ensure that learning tasks and success criteria match the pupils' needs.

Parents are reminded regularly of the importance of good attendance.

Good attendance will be praised appropriately:

- Implementation of the 'every penny counts scheme', allowing pupils to save towards monetary rewards
- Entry into a half-termly prize draw

PRISM Independent School has a robust Safeguarding process, especially regarding attendance. Specific outcomes linked to attendance are incorporated into the individuals' plans where attendance is deemed an issue.

### Consequences for Unexcused Absences:

- a. Unexcused absences may result in disciplinary actions, including but not limited to warnings, loss of privileges, parental meetings, or academic consequences.
- b. Persistent unexcused absences or truancy may require further intervention involving the school safeguarding team and, if necessary, local authorities.

### Sanctions

#### Truancy

If a pupil absconds, their parents should be notified by telephone as soon as possible. The police should be informed regarding the pupil's running and vulnerability.

A parent (where possible) must escort the child back to school, and the child should be sent back to class. School staff will deal with the issue and try to ascertain the underlying reason for the action to prevent it from reoccurring.

Example causes may be:

- poor relationship between a member of staff and a pupil
- in response to bullying or poor peer relationships
- in response to anxiety about work

If a child refuses to return to school and does not go home, the police are informed.

Staff will monitor the pupils if they are in the immediate vicinity, but if they move further afield, the police, parents, social workers, or carers are informed.

Staff will work with the agencies involved to keep parents informed of up-to-date information under safeguarding.

Staff will only follow the child or run after them if they have a CSE risk assessment in place in the interim, as this can only escalate the situation.

### Support and Intervention:

- a. The school administration and safeguarding team are available to support pupils and families in addressing attendance issues. We understand that certain circumstances may impact attendance and are committed to finding solutions and providing necessary assistance.

### Register codes

CODE	DESCRIPTION	MEANING
/	Present (AM)	Present
\	Present (PM)	Present
L	Late (before registers closed)	Present
B	Educated off-site (NOT Dual registration)	Approved educational activity
K	LA arranged provision at a place other than a school	Approved educational activity
P	Approved sporting activity	Approved educational activity
V	Educational visit or trip	Approved educational activity
W	Work experience	Approved educational activity

<b>C</b>	Absent with leave (not covered by another appropriate code/description)	Authorised absence
<b>C1</b>	Absent due to participating in a regulated performance or regulated employment abroad	Authorised absence
<b>C2</b>	Part-time timetable	Authorised absence
<b>E</b>	Excluded (no alternative provision made)	Authorised absence
<b>I</b>	Illness (NOT medical or dental etc. appointments)	Authorised absence
<b>J1</b>	Interview	Authorised absence
<b>M</b>	Medical/Dental appointments	Authorised absence
<b>R</b>	Religious observance	Authorised absence
<b>S</b>	Study leave	Authorised absence
<b>D</b>	Duel Registration	Authorised absence
<b>Q</b>	Unable to attend school due to lack of access arrangements	Authorised absence
<b>Y1</b>	Unable to attend due to transport typically provided not being available	Authorised absence
<b>Y2</b>	Unable to attend due to widespread disruption to travel	Authorised absence
<b>Y3</b>	I am unable to attend due to part of the school premises being closed	Authorised absence
<b>Y4</b>	I cannot attend because the whole school site was unexpectedly closed.	Authorised absence
<b>Y5</b>	Unable to attend as pupil is in criminal justice detention	Authorised absence
<b>Y6</b>	Unable to attend by public health guidance or law	Authorised absence
<b>Y7</b>	Unable to attend because of any unavoidable cause	Authorised absence
<b>T</b>	Traveller absence	Authorised absence
<b>G</b>	Family holiday (NOT agreed or days over agreement)	Unauthorised absence
<b>N</b>	No reason has yet been provided for the absence	Unauthorised absence
<b>O</b>	Unauthorised absence (not covered by any other code/description)	Unauthorised absence
<b>U</b>	Late (after registers closed)	Unauthorised absence

## Evaluation

Attendance is discussed weekly during the SLT meeting.

SLT will analyse attendance. If trends are identified, appropriate action will be taken.

# Admissions Policy

## Policy Scope and Accountability

- Staff, trustees, parents and the wider school community should have regard to this policy.
- Accountability for administrating, implementing and reviewing policy rests with the school leadership.
- Accountability for performing as policy requires rests with all staff.

## General Policy Statement

At Prism, we intend to provide a safe, secure, caring environment where everyone is valued and respected equally. We aim to provide an inclusive education where children develop independent learning skills and are taught according to need, whatever their age, gender, background, beliefs or abilities. National legislation regarding disabilities, race relations, and special education needs underpin this policy, which also considers national, local, and other school policies and procedures on special educational needs, equality, and health and safety.

## Introduction

**Prism** is an independent school which caters for learners between the ages of 11 and 19 whose primary need identified on an Education Health and Care Plan (EHCP) is social, emotional and mental health (SEMH) (See appendix 1 for definitions)

Prism Independent School is open to learners, that our internal assessment indicates we can meet their needs. In doing so, we maintain the health and safety of our existing pupils and staff.

## Aims

This policy aims to ensure that the school admits, as far as possible, those pupils whose special educational needs can be met effectively within our setting and, in doing so, ensure progress in all aspects of development. We aim to

1. To provide long-term places for pupils aged 11-19 with identified SEMH difficulties identified in an EHCP
2. To provide day places for pupils without an EHCP as part of our service to mainstream schools requiring an alternative provision.

## Procedure

Admission to the school shall be determined by formal consultation.

SEMH can manifest as difficulties through a range of behaviours. The school will complete an assessment as part of the consultation process before agreeing to admission to ensure that the needs can be appropriately met. Not all SEMH needs can be met at Prism.

Schools and other professional bodies, such as social Services, Pupil Referral Units, Youth Offending Teams, and the local authority, are welcome to refer.

## Roles and Responsibilities

1. Initial referral will be made to the Director of Prism
2. The admissions team will review this referral, including the director and deputy head for the appropriate key stage and SENDCO.
3. The SENDCO will respond to the enquiry and, if deemed a potential suitable placement, will begin the assessment process. The SENDCO may speak to professionals from other agencies, including Health and Social Care, who may make recommendations as to the child's suitability or compatibility. This may take some time to complete. It is planned for a 6-week turnaround; however, it requires local authority authorisation, so it may take longer.
4. Fees - Where the Assessment is successful, the Director will write in response to the request, having determined the level of funding required.
5. The requester will then decide whether they wish to accept the place at the level of funding requested.

## Process for referral, consultation, assessment and admission

1. The referring agency contacts the Director on 01274 487633 for an initial discussion regarding the suitability of the learner and Prisms Curriculum Offer
2. A referral form is then forwarded to the referring agency (Non-LA Maintained places only)
3. The referring agency completes the referral form, including as much relevant information as possible, which is then returned to the Director of Prism Independent School
4. Once the referral form and EHCP are received, the admissions team/ SENDCo will review the initial application and determine whether it would be suitable for the age, ability, aptitude or SEN of the child or young person or if the attendance of the child or young person would be compatible with the efficient education of others, or efficient use of resources
5. On agreement to assess, an appointment is made with the referring agency, learner, and parent/carer at the site for an initial visit facilitated by the Senior Worker. At this visit, Prisms' expectations of the learner are made clear, and the learner and parent/carer can ask any questions or raise any concerns before accepting a place. This will help us gather information about the pupil to ensure a successful transition.
6. If the school is deemed appropriate and a place is available, then the SENDCo will assess the provision required to meet the child or young person's needs and the level of funding to support this
7. Once a place is accepted, a start date is agreed upon, and the attendance pattern is finalised.
8. The admissions officer will contact parents/ carers to complete the appropriate paperwork before finalising the start date.

## Waiting List

Prism is registered for 110 pupils. However, the numbers on roles vary extensively according to the young people admitted at any one time. There is no minimum class size, but the school has a limit of twelve pupils in many classes to avoid potential risks to safety and well-being.

In the event of the school being judged by the Director as at capacity, local authorities may request that a child be added to a 'waiting list' and priority is given to

- a. LAC children
- b. Pupils who have moved into the local authority and previously attended a 'like for like' provision
- c. children with SEND whose needs can be met
- d. pupils from within Bradford Metropolitan District area

Following this, we will provide a waiting list. However, as most pupils remain on roll for their whole school career, there is no guarantee that a place will become available.

## On Admission

1. All pupils will have a phased transition. The expectation is that this will be a 2-week part-time timetable; however, if a pupil comes directly from a full-time placement, the transition time may be reduced. The aim is always to ensure that the pupil becomes full-time as soon as possible while ensuring their emotional well-being remains paramount.
2. The learner will be allocated a key worker and complete an initial assessment, an individual learning plan, and a series of baseline assessments.
3. At the end of the initial 2-week period, a meeting will be held with the appropriate Behaviour Manager, SENDCo, class teacher, and key worker to evaluate the pupil's progress and Identify whether the pupil remains on a part-time timetable or progress to full-time.
4. The result of this meeting will be shared with parents/carers by phone, followed by written confirmation.

## Transport

Pupils with an Education Health and Care Plan do not automatically have an entitlement to transport. Where the local authority agrees to fund this, admission may be delayed until appropriate transport can be organised.

## Admission and attendance pattern for pupils remaining in the role of another school

1. All pupils will have a planned transition. The expectation is that this will be a 2-week part-time timetable; however, if a pupil comes directly from a full-time placement, the transition time may be reduced. The aim is always to ensure that the pupil becomes full-time as soon as possible while ensuring their emotional well-being remains paramount.
2. The learner will be allocated a key worker and complete an initial assessment, an individual learning plan, and a series of baseline assessments.
3. At the end of the initial 2-week period, a meeting will be held with the appropriate Behaviour Manager, SENDCo, class teacher and key worker to evaluate the pupil's progress and identify whether the pupil remains on a part-time timetable or progresses to full-time.

## Transport for pupils remaining in the role of another school

For pupils who stay in the role of another school, transport will be arranged by the host school, not PRISM.

## Reports

1. Annual reports as a result of an EHCP review will be sent to the parents and Local Authority
2. Attendance reports will be sent to the referring body half-termly, and a reporting schedule will be agreed upon.
3. Pupils under the care of the Local Authority reporting
4. Reporting to schools using Prism as an alternative provider

## Acceptable Referrals and Pupils whose needs cannot be met at Prism

**Suitability:** A learner will be provisionally offered a place if:

- learner is excluded or at risk of exclusion from mainstream education,
- learner is statement has an ECP or is a LAC, and Prism is the best-placed body
- The learner is school-phobic

**Year 11 Pupils:** Prism will only consider the admission of Year 11 pupils in exceptional circumstances and when they meet the above criteria. For example, the case of a child or young person in local authority care might be considered excellent, with an EHCP moving into the authority.

The rationale is to minimise disruption at a crucial time to established Year 11 pupils who will be in their final stages of accredited courses and involved in preparation for onward transition from the school.

## Acceptable referrals - Pupils whose needs can be met.

Admissions Criteria When considering the appropriateness of a placement request, it is anticipated that a pupil would be identified as exhibiting at least one of the following behaviours but where no contraindications are identified (see pupils whose needs cannot be met at Prism below)

1. Children who have difficulties with their emotional and social development have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the young person becoming withdrawn or isolated and challenging, disruptive or disturbing behaviour.
2. SEMH needs relating to problems of mood (anxiety or depression),
3. problems of conduct (oppositional defiance and more conduct problems including aggression), self-harm, substance abuse, eating disorders or physical symptoms that are medically unexplained
4. Some children may have recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, an anxiety disorder or, more rarely, schizophrenia or bipolar disorder.
5. Persistent non-compliance with directions, rules and routines regularly disrupting learning and which may occasionally lead to absconding from school
6. Persistent inability to manage their behaviour
7. Regular low-level self-harming, obsessional behaviour, which includes eating disorders
8. Persistent lack of empathy and respect for the needs, feelings, emotions and rights of others, including inappropriate emotional responses and actions in a given situation, stealing, vandalism
9. Behaviours associated with the use of prohibited materials affecting performance in academic and social situations and affecting the pupil's ability to interact appropriately or manage their behaviour without intervention
10. Regular safeguarding concerns which may need unplanned access to specialist support staff

## Pupils whose needs cannot be met at Prism

As a specialist setting, we are committed to meeting pupils' needs. However, we accept that in some cases, the needs may be so profound that they cannot be met within Prism.

The following will/may preclude a young person from attending Prism due to the nature of our site, space, staff experience, qualifications, aims and methodology.

1. history of arson
2. extreme violence/use of a weapon
3. offences against children
4. animal cruelty – we have a farm site
5. Inappropriate sexualised behaviour (The impact of this will need to be considered about the safety of current vulnerable pupils)
6. Impulsive behaviour likely to cause significant (first aid) harm to themselves or others and necessitate the need for frequent physical intervention from trained staff
7. Regularly sustained aggression towards staff and peers, which may include violence and assault whilst in crisis
8. pupils whose primary need is ASD as this is a communication and interaction need as defined in the Code of Practice 2014.
9. Complex medical and personal care or physical needs
10. The pupil should not have persistent non-attendance as their rationale for placement.
11. where the risk of violence is so extreme that it cannot be managed safely in our specialist setting
12. the need for therapeutic intervention is beyond what can be provided within the resources available.
13. Severe and regular damage to property

Reasons for not admitting a child must comply with the SEN Code of Practice criteria, which are that the school is:

- Unsuitable to the child's age, ability, aptitude or special educational needs
- Incompatible with the efficient education of the other children with whom the child would be educated
- Inefficient use of resources



## Declaration of Receipt

**Please complete the form below and tear off for submission**

Your Name: \_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_

I confirm that I have read and understood this document '*Admission, Attendance and SEND Handbook*'.

Signed: \_\_\_\_\_

