Outcomes First Group.

Orchard Manor SCHOOL

OptionsAutism

School Admissions Policy

Orchard Manor School

Admissions Policy

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Orchard Manor School

1.0 Whole School Mission Statement

At Orchard Manor School we are committed to enhancing the lives of all our young people so they can all become **'Curious, Courageous, Communicators, and Confident learners'**, in our community this is known as **"the Four C's"**.

We support our children to be:

Safe – be safe, feel safe, and understand risk

Understanding – be effective and successful communicators

Kind – be kind to all around them, to understand and respect the needs of others

Happy – be healthy and happy individuals who enjoy coming to school

Ambitious – have goals and dreams for their futures and be supported to achieve them

Successful – find regular achievement and celebrate this as part of a community.

2.0 Day Placements

Orchard Manor School is an Independent Special School (Day) for pupils aged 5 to 16, who have a primary diagnosis of Autism, and other additional needs that may include Severe Learning Disabilities.

3.0 Admissions Criteria

Orchard Manor School accepts referrals from parents/carers, Local Authorities and their partners for prospective pupils who would benefit from specialist education and care designed for those with a primary diagnosis of Autism. Referrals may come directly to Orchard Manor School (which will be directed to the Admissions Manager) or via our central admissions team: James Taylor-Lawrence – Admissions Manager – 07866 549513 – james.taylor-lawrence@ofgl.uk

- The school caters for pupils with a primary diagnosis of Autism/ADHD, who may have additional severe / moderate learning difficulties or other needs.
- The school provides education for pupils who are functioning significantly below Age Related Expectations (ARE) upon entry.
- We would expect any prospective pupil to be able to be educated alongside other pupils within small groups, therefore the school would not expect to cater for pupils whose levels of behaviours that challenge are likely to put at risk the well-being of other pupils. However, it is recognised that pupils are likely to exhibit behaviours that may challenge resulting from their Autism and Learning Difficulties.

4.0 Referrals

Responding to Referrals

1. When a referring agency or agencies approaches Orchard Manor School they will be dealt with promptly, courteously, and effectively.

2. The school will seek to establish the status of the enquiry, distinguishing between:

- requests for information about referrals, fees and the availability of places
- a request to ascertain in principle if the school would be able to consider a referral regarding a specific pupil
- formal referral for a place
- a request from a Special Education Needs Tribunal to establish if the school could provide a place that would meet a young person's needs

3. Where the enquiry is for information or to whether in principle Orchard Manor School could consider a referral, the school will respond in writing with the required information.

4. Where a formal referral is being made, the school will commence to gather the initial information. This will include ensuring that the referring agency or agencies has up-to-date information about Orchard Manor School, its fees, and the availability of places, that they are aware of the referral process and the provision currently being made for the prospective pupil.

a. Once all the required information has been provided, Orchard Manor School's admission panel will consider the referral and all supporting documentation. This will be done within 10 working days of the information being provided to the school. The admission panel can decide that: i. the school cannot meet this young person's needs ii. more information is required before a decision can be made iii. that it appears that Papworth Hall School can meet this person's needs.

b. OMS will then complete its referral process by arranging for school (and care staff for residential placements) to carry out a preadmission assessment of the young person; this will be at the school's expense.

c. Orchard Manor School's pre-admission assessment will include meetings with the pupil, their parents or guardians and the service currently or most recently supporting the pupil. The assessment will build on the referral information and will cover the following areas:

- The young person's primary need is for a service catering for pupils with Autism/ADHD alongside learning difficulties and other additional needs
- Consider issues around significant risk and dangerous behaviour, in particular any history of arson, sexualised assault, self-harm and physical attacks on others.
- Particularly for young people who are aged 15 or more, evidence that previous placements have failed to meet the young person's needs and whether Papworth Hall School would have the time necessary to provide the stability and continuity required to meet their needs.
- Whether conflicts between the young person's family and providers have undermined previous placements, if so what arrangements have been made to resolve the underlying roots of the conflicts.

d. The report of this assessment will then be considered by the admissions panel who will decide whether or not to make a definite offer of a placement to the referring agencies. Orchard Manor School aims to complete its assessment and to decide on a definite placement offer within 10 working days of starting the process.

5.0 Supporting the admissions process

1. Once the placement of a child/young person at Orchard Manor School has been agreed, then the admission process begins. This is a flexible process that is designed to support four outcomes:

- firstly, led by the needs and wishes of the young person, enabling them to have the familiarity they require about the school to reduce any anxiety and to help them understand where they will be moving to
- secondly, to support school to make the necessary arrangements to promote the child/young person's successful placement at school
- thirdly, to support the family or guardians to develop the trust and confidence required for them to support and promote the placement
- lastly, to ensure that all administrative details of the placement have been agreed and that contracts have been agreed between the school, and the funding agencies.

2. The timing of each admission will be individually tailored to the needs for the young person but the school will actively work to promote timely placements and will seek to ensure that the admissions process is not unduly extended.

3. The admissions process will always require staff to visit the child/young person where they are currently living; it will normally also involve the young person visiting school unless it is agreed that this would not be in the best interests of the prospective pupil.

6.0 Contact information

For any placement enquires please contact the following;

Louisa Barton – Admissions Manager - Louisa.Barton1@ofgl.co.uk

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world

Outcomes First Group.

Acorn Education And Care
National Fostering Group
Options Autism