

Fair Ways Education

Admissions Policy

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Fair Ways Vision, Mission and Values

Our vision

To build an institution that makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission

Making a difference through passionate care, support and education.

Our values

As a charity we measure our wealth by the difference we make, rather than any profit.

We believe that by embodying a culture in which every individual is valued for their own contribution, we can develop them and harness their potential, so that they may achieve great things.

Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

P ROFESSIONAL ATTITUDE	A CCEPTING	R EFLECTIVE	T RANSPARENT
<ul style="list-style-type: none"> We do what we say we will We approach challenges with optimism and enthusiasm We don't judge, we notice We put the needs of the service before our own personal gains 	<ul style="list-style-type: none"> We don't give up on people We value all individuals and are willing to challenge them We embrace each other's differences as much as our similarities We accept responsibility for our actions 	<ul style="list-style-type: none"> We give feedback, we invite feedback, we listen to feedback We look inward before we look outward We learn as much from our mistakes as from our successes We listen to each other, learn from each other and grow together 	<ul style="list-style-type: none"> We are always willing to explain why We have the courage to be open and honest We earn trust through our transparency We live by our values even when no-one is watching

1 Scope

- 1.1 This document describes Fair Way’s Education policy on referrals and admissions.

2 Introduction

- 2.1 Young People are referred to Fair Ways Education because the severity and diversity of their needs is such that they cannot be met effectively in other local schools or units. If we aspire to meet such needs, it is essential that a systematic approach be adopted and that planning commences at the time of referral. Furthermore, in response to the Education Act 1993 and the accompanying Code of Practice, Children’s Trusts are making increasing demands of centres in terms of the formulation, implementation, review and evaluation of individual programmes for students. The procedure described below addresses this issue, but is advocated largely in terms of improving professional practice.

3 References

- 3.1 National Contract for the Placement of Children and Young People in Day & Residential Independent & Non-Maintained Special Schools NASS (2011).
www.nassschools.org.uk

4 Abbreviations and Acronyms

Abbreviation or Acronym	Description
AD	Applicable Document
LEA	Local Education Authority
NASS	National Association of Independent Schools & Non-Maintained Special Schools
RD	Reference Document
SSD	Social Services Department

5 Referral and Admissions Criteria

- 5.1 Fair Ways Education usually only accepts students whose difficulties cannot be met in a mainstream school or similar provision.
- 5.2 The young people must meet at least **one** of the following criteria:

- Have an Education, Health Care Plan in which one of the Fair Ways Schools is named as the young person's school.
- Be in the process of assessment for an Education, Health Care Plan in which one of the Fair Ways Schools is named as the young person's school.
- Have agreement from the Secondary Resource Panel (or other body responsible for the placement of students) of the Children's Trust responsible for the young person that they will attend one of the Fair Ways Schools.
- Be placed by Children's Services in one of the Fair Ways Schools as part as an assessment of integration to a Local Authority School.

5.3 Additional factors governing a young person admissions for a special school such as Fair Ways are complex and vary from case to case. These factors might include:

- Wishes of the parent or carer.
- Result of a tribunal.
- Nature of the child's needs and previous educational experiences.
- Recommendations of the referring body.
- Suitability of Fair Ways for the young person (for instance, the needs of the student must not compromise the Health and Safety of the staff and existing students.)

5.4 At the time of any pre assessment and school visit we will take into consideration the mobility needs of the young person to ensure they will be able to exit the building safely in the event of an emergency i.e. a fire evacuation. We will ensure that young people have a detailed Personal Emergency Evacuation (PEEP) if required.

6 Refusal of Admission

6.1 The Head of School reserves the right to refuse admission in the following cases:

- The school is fully subscribed and admitting further students would be incompatible with the provision of efficient education or the efficient use of resources. (Refer point 7 Waiting List below)
- Where the admission of a young person would compromise the Health and Safety of current young people and / or staff within the school or would seriously compromise or disrupt the education of young people already within the school.

7 Waiting List System

- 7.1 Fair Ways Education and each of its schools operate a waiting list system if all schools are fully subscribed. At the time of referral an assessment will take place to meet with and interview the family or carer and young person. This is an opportunity to establish the suitability of the placement to suit the needs of the young person and the needs of the current cohort within each school. If the young person is deemed suitable, however, there are no current spaces the name will be added to the school waiting list.
- 7.2 The waiting list is overseen by the Deputy Director of Education in conjunction with the Head of School for each site, when a space becomes available at any site each young person will be reviewed. Decisions will not be made dependent on the date of admission to the waiting list rather the needs of the young people and the current cohort to ensure the provision of efficient education and resources.
- 7.3 As soon as a young person has been selected from the waiting list, the referring local authority will be contacted and a suitable start date will be arranged.

8 Referral and Admissions Procedure

- 8.1 Young People will be generally referred to Fair Ways Education as possible admissions via a delegated representative of the Children's Trust or placing Authority. The initial point of contact will most probably be either an Educational Psychologist, Welfare Officer or Special Needs Advisor, and should be, in the first instance, an informal approach to the Deputy Director of Education.
- 8.2 The initial conversation between the Deputy Director and the referring authority might well preclude a possible admission from any further progress due to, for example, a lack of suitable vacancies, or an acknowledgement that the young person's special needs could not be met at Fair Ways.
- 8.3 For the admission to progress, the next stage will normally be a request for any documentation in support of the referral, e.g. Education, Health Care Plan or Statement, Educational Psychologist Report, Individual Educational Plan, advice reports, supporting correspondence or evidence and documentation under-pinning School Action Plus.
- 8.5 If the most suitable school sites wishes to proceed with the referral, an offer of a home or school visit will be made to the family or carer(s) through the placement commissioning team or SEN Officer.
- 8.8 Following the visit, a meeting will be held internally to discuss whether or not a place is offered.

- 8.9 A formal email will be sent to the Placing Authority either with an admission date or indicating why Fair Ways cannot meet the student's needs.
- 8.10 Once the Placing Authority have approved the placement an individualized transition will be planned with the young person and parents / carers.
- 8.11 A contract will be created between Fair Ways and the placing Authority in relation to the provision of educational services for the student. It is expected that all contracts will be in line with the *National Schools Contract for the Placement of Children*.

Evaluation will take place on an annual basis.