

Invested Education

Independent School Admissions Policy

Date of last review: September 2024

Next review: September 2025

Signed: S Morrison

Head Teacher

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Statement of intent

A pupil's education is one of the most important parts of their life, and at Invested Education we endeavour to ensure all pupils have access to a robust and well-rounded curriculum. This policy outlines the school's procedures for admissions. The process is fair and in-keeping with the school's obligations under the Equality Act 2010 and the Education Act 1996. The school promises to provide all admitted pupils with a safe environment to learn and develop.

1. Legal Framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- Education Act 1996
- The Education (Independent School Standards) Regulations 2014
- The Education (Pupil Registration) (England) Regulations 2006
- Equality Act 2010
- Robert Long (2019) 'Independent Schools (England) (Briefing Paper)'
- DfE (2019) 'The Independent Schools Standards'

2. Roles and Responsibilities

The headteacher is responsible for:

- Collaborating with the Directors and proprietor of the school to agree on set admissions arrangements for the school.
- Establishing the admissions arrangements for the school within this policy.
- Ensuring this policy is approved by the Directors and proprietor before being circulated to key stakeholders.

3. Admissions Statement

Invested Education is a special school which admits learners with social, emotional, mental health, communication and learning difficulties and associated challenging behaviours. All students have Education Health and Care Plans and many have had Adverse Childhood Experiences. Referrals to Invested Education are made through various local authorities. A parent/carer may not make a direct referral to the school.

All admissions are directed through Invested Education where there is a robust assessment process in place to ensure that young people are suitable for the specialist placement.

The specific admissions criteria:

- Of compulsory secondary school age at the point of admission
- EHC Plan
- Funding available from local authority making referral
- Invested Education able to meet need

There is a 6-week (or half term) initial assessment period with an interim review at the mid-way point. In that time there is a transition period for the young people in which to complete baseline testing and orientate themselves into new surroundings. Their full educational curriculum starts at the end of that assessment period when the decision has been made by Invested Education and agreed by all parties that a placement will be offered. If a placement is unable to be offered, Invested Education will charge its fee and pro-rata for the assessment period.

During the assessment period the young people are encouraged to join education and to engage with the range of classes in order to familiarise themselves with the routines and for some young people to begin to re-engage with education. Many of our young people have a history of disrupted education and/or school refusal.

4. Admissions Register

The school will keep up-to-date admissions register of pupils in attendance at the school.

The admissions register will be stored in line with the school's Records Management Procedure.

5. Monitoring and review

This policy will be updated annually by the headteacher.

All changes to the policy will be communicated with all relevant stakeholders.

APPENDIX 1



Invested Education Pupil Referral Form

Pupil Name:
School:
Date:

Please complete electronically

Invested Education

Hall Close

Maske-by-the-Sea

Redcar

TS11 6AB

Telephone: 01642 502224

Please speak to Mr Josh Carter regarding referrals

Email completed forms to: josh.carter@invested-education.com

We are committed to safeguarding all children in our care, which is paramount in all that we practice and deliver

PUPIL INFORMATION PASSPORT (P.I.P)

Referral Form

Please read and sign the following:

I declare that I the undersigned have provided the information requested and that the information provided is accurate. I understand that it is essential for Invested Education to have pertinent information to ensure the quality of learning, care and safety for the pupil and that it is my responsibility to complete the following referral form in full.

Head Teacher Signature:

Printed Name:

Date:

All data provided will be held in strictest confidence under the provisions of the Data Protection Act and will only be divulged to other education agencies with the approval of the County Chief Education Officer or authorised personnel.

THIS SECTION IS FOR BASIC INFORMATION REGARDING THE CHILD/YOUNG PERSON

Child's legal forename:

Child's legal surname:

Preferred forename:

Preferred surname:

Date of Birth:

Gender:

Address of child:

School:		Year Group:	
School Key person		Telephone:	
Email Address:			
UPN:		ULN:	
THIS SECTION IS FOR PARENTS/CARERS INFORMATION			
1 st Parent/Carer Title:		Parent/Carer's relationship to child/young person:	
Parent/Carer's full name:			
Parent/Carer's full address including postcode:			
Mobile number:		Home number:	
Work number:		Work mobile:	
Email address:			
Do they have full parental responsibility?	YES/NO	Are they a priority contact?	YES/NO
Are there any legal orders in place?	YES/NO	Are they a member of Her Majesty's Armed Forces?	YES/NO
If employed, are they a key worker in their job role?	YES/NO	Job title:	
2 nd Parent/Carer Title:		Parent/Carer's relationship to child/young person:	
Parent/Carer's full name:			
Parent/Carer's full address including postcode:			
Mobile number:		Home number:	
Work number:		Work mobile:	
Email address:			
Do they have full parental responsibility?	YES/NO	Are they a priority contact?	YES/NO
Are there any legal orders in place?	YES/NO	Are they a member of Her Majesty's Armed Forces?	YES/NO
If employed, are they a key worker in their job role?	YES/NO	Job title:	
THIS SECTION IS INFORMATION REGARDING THE PUPIL'S BACKGROUND			
<i>Please note that these are mandatory fields on our database.</i>			
Ethnic Origin:			

First Language: (used at birth)				
Home Language: (used mainly at home now)				
Country of birth:				
Nationality:				
Religion:				
Gypsy/Roma/Traveller background:	YES/NO			
Is the child/young person a Young Carer?	YES/NO			
Travel Arrangements:	Bicycle	Taxi	Walk	
	Car	Train	Other	
Details (Taxi Company etc)				
Is the child/young person entitled to Free School Meals?	YES/NO	Is the child/young person Pupil Premium	YES/NO	
Does the child/young person have Special Educational Needs? (please circle)	N = No Special Educational Needs	K = SEN Support	EHCP = Educational Healthcare Plan	
*EHCP or evidence of SEN Support must be included with this referral.				
SEN Need	Cognition & Learning	SEMH	Communication & Interaction	Sensory and/or Physical
SEN Applications	<u>High Needs Funding</u> Date: Outcome: Banding:		<u>EHC Assessment Application</u> Date: Outcome:	
Is the child?	Care Experienced*	CP	CiN	
*If the child is Care Experienced part A of the pupil's PEP must be included along with this referral.				
Other vulnerability groups:	Armed Forces	FSM	VEMT	EVER 6
THIS SECTION RELATES OTHER AGENCIES INVOLVED WITH THE CHILD/YOUNG PERSON				
Agency:	Yes	No	Contact Details:	
Educational Psychologist				
Behaviour Team				
Specialist Learning Teacher				

Inclusion Officer			
Health & Social Care			
CAMHS			
Preventions Team			
Youth Offending Team			
Virtual School/LACE			
Police/Anti-Social Behaviour Team			
Youth Direction			
GP			

Other (please tell us anything else that hasn't been mentioned above that you feel is important for us to know)

THIS SECTION RELATES TO ACADEMIC INFORMATION

Previous school history (Primary & Secondary)

Name of school	From	To	Reason for leaving

Academic Attainment		Reading	Writing	English	Maths	Science
	End of KS2 Attainment					
	End of KS 3 if applicable					
	Current Attainment					
	Current Reading Age					

Other subjects/options	Subject	Current Grade

National Curriculum subjects	Subjects Strengths		Subject Weaknesses	
Learning or Cognitive concerns				
Attitude towards learning				
Identified Learning Difficulties (please highlight)	Dyslexia	ADHD	ADD	Sp&L
	ASC	Dyspraxia	ODD	Other
	Date of Diagnosis:			
	Professionals Involved:			
	Comments:			
Positive Aspects of Behaviour (please highlight)	Accepts advice	Attendance	Concentrates	Co-operates
	Helpful	Honest	Kind	Mature
	Polite	Punctual	Reliable	Stays on task
	Comments:			

Concerns Regarding Behaviour (please highlight)	Attendance	Attitude	Inappropriate Language	Confrontation
	Disrespect	Disruption	Verbal Aggression	Bullying
	Refusal	Self-harm	Physical Aggression	Other
	Comments:			
Relationship dynamics between pupil and Staff				
Relationship dynamics between pupil and Peers				
THIS SECTION RELATES TO ATTENDANCE (Attach the pupil's attendance certificate to this referral)				
Possible Attendance:				
Actual Attendance:				
Attendance Officer Involvement?	YES		NO	
Please give details of current timetable(e.g hours in education and offer)				

THIS SECTION RELATES TO INTEX/FTEX INFORMATION

Date	Duration	INTEX/FTEX	Reason & Outcome

THIS SECTION RELATES TO SCHOOL IMPLEMENTED STRATEGIES

Please identify the following strategies that have been employed by the school and provide detail about any actions, advice, names of key staff involved and outcomes of the strategy used.

Involvement of parent/carers	YES/NO	
Change of teaching sets	YES/NO	
Curriculum alternatives	YES/NO	
LSU Support	YES/NO	
Allocation of key worker/learning mentor	YES/NO	
Assessment of SEN	YES/NO	
Individual Behaviour Plan or Provision Map	YES/NO	
Advice from an Educational Psychologist	YES/NO	
Internal Exclusion	YES/NO	
Addition support from Teaching Assistant	YES/NO	
1:1 Sessions	YES/NO	
Smaller groups	YES/NO	
Parenting Contract	YES/NO	
Managed Move	YES/NO	
Differentiation in classroom	YES/NO	
Other		

THIS SECTION RELATES TO SCHOOLS VIEW ON THE CHILD

Please give an overview of the pupil and their family background.

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Behaviour Frequency / Risk Summary				
Please indicate as appropriate frequency of below behaviours				
Behaviour	Rarely (1)	Occasionally (2)	Frequently (3)	Very often (4)
Disruption				
Vandalism				
Bullying				
Fighting				
Violence/Aggression				
Absconding/absenting				
Substance/Alcohol misuse				
Threats & Invective				
Impulsive/risky behaviour				
Self-harm				
Discriminatory behaviour				
Inappropriate sexual behaviour				
Medically related behaviour				
Withdrawal				
Theft				
Other (please specify)				
Other (please specify)				

Does pupil require physical intervention? Please give overview

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Please attach any risk assessments

Behaviour Information

Please indicate if pupil presents a danger to –

Peers	Staff	Building	Property	Animals

Recent Significant Incidents

Date	Incident	Actions/Outcome

Barriers to Learning

Which behaviours presented by the pupil do you find the most difficult to deal with and would like to change as a priority?

1.

2.

3.

Are there any particular subject areas or times of the day/week that the learner finds difficult?