



### 1. INTRODUCTION

Eagle House School (Mitcham) is an independent day school, which provides an appropriate education for primary-aged pupils who hold a Statement of Special Educational Needs or Education, Health & Care plan for an autism spectrum disorder and associated social and communication difficulties. This will include children and young people with moderate or severe learning difficulties.

We accept children from across the full autism spectrum, whatever their academic needs or personal skills. Every pupil has a statement of special educational needs or a new Education, Health and Care plan (EHCP). The pupil's statement/EHCP is central to the education we offer and determines the level of support or any specific therapies such as speech and language therapy or occupational therapy. Many of our pupils are diagnosed with other conditions such as ADHD, OCD and learning difficulties. Whilst we cater for children with additional needs, their primary need must be an Autism spectrum disorder. We are, however, unable to accept pupils with complex physical disabilities but always strive to provide such physical improvements to the school site as are reasonably possible to increase access to learning. Careful consideration will need to be given to pupils with significant mobility difficulties to ensure that all reasonable adjustments can be made to enable them to access all necessary teaching areas

However, part of the school occupies Eagle House which is registered with English Heritage as a Grade 1 Listed Building. The building has many steps, staircases and other physical restrictions which might impair accessibility for children or adults with mobility difficulties. Given the building's special legal status, it is not possible for the school to increase or improve physical access for individuals with such difficulties.

Eagle House School accepts referrals from local authorities, parents/carers and professionals working with the child. We offer a unique service to parents/carers offering support from our dedicated parent liaison team, who are themselves parents of young people with autism.

Eagle House School is listed in the Secretary of State's approved list of independent schools (Section 41 of the Children and Families Act 2014).

Parents can either visit the school through attending one of our monthly open days or through an individual appointment.

#### Contact information for parents/carers

**Name:** Adele Wadey

**Position:** Parent Liaison Officer

**Tel:** 0845 074 2972

**Email:** [adele.wadey@eaglehousegroup.co.uk](mailto:adele.wadey@eaglehousegroup.co.uk)

## 2. REFERRALS

A “referral” is agreed to be an official consultation on paper from an LA which asks the provision whether it could meet the needs of the young person.

Informal contacts are separately recorded and are not to be considered amongst firm referral numbers and feedback to the Schools’ Business Office (i.e. pupil tracking sheet) as this can be misleading.

## 3. REQUESTS FROM PARENTS/INFORMAL CONTACTS

Many parents/carers approach Eagle House Group for confirmation that we have a place before approaching their individual Local Authority, or where the Local Authority has already refused to refer paperwork to us and parents wish to appeal. Whilst it is preferable to receive referrals from Local Authorities, in these circumstances, it is appropriate to complete placement suitability observations at the request of parents. In this instance, pupils’ will be assessed at home instead of at school.

The Parent Liaison Officer will refer paperwork to the Admissions Coordinator when parents are at the right stage in the process and have requested this. The Admissions Coordinator will then review the paperwork in the same way as LA referrals. Parent referrals will be recorded on the tracking sheet in a separate section, and are not counted as firm referrals.

- *Please inform the Parent Liaison Officer about which papers are most useful in these circumstances e.g. statement, latest annual review report, etc.*
- *Please give details of any informal contact from parents to the Parent Liaison Officer within 24 hours of contact.*
- *The Parent Liaison Officer should log all new parental enquiries onto the CRM system within 24 hours and set new activities to follow up on e.g. please call parent back by 3pm tomorrow.*

## 4. REFERRALS FROM LOCAL AUTHORITIES

All documentation or calls from LAs should be treated as confirmed referrals. The Admissions Coordinator should give immediate feedback to the LA (or within 2 days maximum) regarding availability of spaces and likelihood of admission if it is decided that the pupil meets the criteria. At the time, the admissions coordinator will also request to make contact with the pupil’s current provision and/or parents to arrange initial observations. The referral should be logged on the tracking sheet and taken for info to the **weekly admissions meeting**.

## 5. ADMISSIONS ASSESSMENT

A standard Admissions Criteria Pro-forma is used and whilst all headings should be used, there is flexibility within these to meet individual provision requirements.

### Initial “screen”

On receipt of the paperwork, the Admissions Coordinator and other members of the admissions panel read the paperwork and make notes on the ‘referral checklist’. Once the Local Authority have given permission, the Admissions Coordinator will contact the pupil’s current provision/parents to arrange initial observations and information gathering. During the initial

observations the pupil will be observed at their current provision or home and the initial assessment pro-forma is completed with the pupil's parents or teacher.

The initial admissions screen will be undertaken by the Admissions Coordinator who will complete an initial admissions screen and observation (use of the Initial Assessment proforma will ensure all information required is collected at this stage).

### Timing

It is important that **all** referrals are dealt with as quickly and as efficiently as possible. Unless there are extenuating circumstances, all firm referrals should be acknowledged within 2 working days and a request made to contact current provision/parents. Referring LAs should be given details of the date of assessment within **2 working days of this request**.

The LA should be informed of the nature and timing of the admissions process (the usual timescales from referral to screen and between screen and school based assessment). The LA should be given regular updates regarding the progress of placement suitability observations.

*NB: If it is agreed that the referral on paper looks completely inappropriate from the outset then the admissions panel can move straight to refusal review stage.*

### Follow up second stage assessment

Following the initial screen, the information should be considered at the next school admissions meeting. If the decision is that placement is a possibility, there would usually be a visit (or "sit in") to the school or provision by the pupil or, in some cases where it is felt more appropriate a more in depth follow-up assessment in school or at home. The Admissions Coordinator will contact the Local Authority to inform them of the next stage and gain permission to continue. The Admissions Coordinator will liaise with parents and the appropriate class team to discuss 'sit in' options and agree a date. "Sit ins" can vary in length from one to three days according to the child's complexity and is decided at the admissions panel. Following a 'sit in' a multi-disciplinary observation feedback form will be written by those who observed the pupil.

## 6. ADMISSIONS PANEL

All provisions should have an admissions panel which meets on a weekly basis. This should include members from senior management, for example the Head of Education or Deputy Head of Education, the Senior Teacher, Clinical Psychologist, Admissions Coordinator and a member of the CA Team. Following a 'sit in' the Class Teacher is also invited to the admissions meeting to feedback about the pupil with regards to suitability of class.

## 7. OFFERING PLACES

If assessment indicates that placement is appropriate, the Admissions Coordinator, directly after the decision of the admissions panel, should call to notify the LA and parents with a follow up offer letter. The offer letter must be agreed and signed by the Head of Education and include a fee decision. If additional resources are needed this should be discussed with the LA (see below).

## 8. REFUSING PLACES

If the admissions panel decides not to make an offer of a place, there is a review mechanism. The Admissions Coordinator should inform the **Chief Executive (Julia Pithouse) of any possible refusals prior to LA/parent contact and the reasons for refusal.**

**Please note:**

Questions to consider if a child is not in the existing admissions “comfort zone” include:

“Could we take this young person if:

1. we had more staff
2. we made adaptations to the physical environment
3. we altered the type of placement
4. we gave staff additional training
5. we could address medical issues (e.g. diet, anaphylactic shock, severe epilepsy, etc.)
6. we adapted the curriculum
7. we had psychiatric support?”

Another question to ask is, “Would these steps have an effect on the overall organisation of the school?” (For example would we need to re-organise class groups to set up an appropriate peer group).

If the above questions are reviewed and the consensus of the admissions panel is “yes, we could take this young person if we had...”, then look at the cost implications and the practical issues.

**9. ADDITIONAL RESOURCING**

If the assessment indicates that the pupil should be placed at a higher fee, the Admissions Coordinator in liaison with the Head of Education should negotiate with the LA and inform finance of the outcome.

If the assessment indicates that the pupil will require additional resources not included within the banding, the Admissions Coordinator, in liaison with the Head of Education, should first discuss costs with Raj Shetty (Finance), Carrie Haslett (Business Development Manager) or the Chief Executive (Julia Pithouse) before negotiating with the LA.

Once confirmed, the Admissions Coordinator should inform Finance of the additional amount to be recouped from the LA.

**10. CONFIRMED REFUSALS**

If the answer is “no, we wouldn’t be able to take this young person even if we considered the various additional inputs and accommodations”, the provision can clearly demonstrate that it has sound and justified reasons to decline to admit the young person and this has been confirmed by Julia Pithouse, Chief Executive; then this should be put into a letter to the LA.

**11. TRACKING REFERRALS AND ADMISSIONS**

The Admissions Coordinator will maintain a running log or tracking sheet of referral status. This is sent to the Schools’ Business Office for monitoring purposes on a monthly basis.

## 12. INTAKE

Upon receiving confirmation from the Local Authority that they will be accepting the placement, the Admissions Coordinator will liaise with the parent, class team and the LA and confirm a date for admission to the school. Admissions documents including the 'all about you' document (see *appendix*) will be sent out to parents by the School Administrators. Before the date of admission, the Admissions Coordinator will place information gathered from the assessments on a planning summary to provide an initial behaviour plan to be used whilst school staff are completing the 6 week assessments.

*The 'all about you' booklet is intended for you and your child to complete. We would like you to share with us what is important to you and how we can best support your child at school. This information will be used to create a one page profile that all staff can refer to, to ensure a consistent and child centred approach. We will ask you to complete this annually so that we can keep your ideas and views at the heart of what we do in school.*

For children who are starting on reduced or gradual timetables, class teachers will be required to liaise with parents at the end of the week to agree a plan to increase hours the following week. Our aim must be to get children in school full time as quickly as possible to ensure they have access to their full education entitlement, and don't become fixed on the routine of reduced hours.

## 13. ADMISSION OF PUPILS IN YEARS 5-6

The majority of pupils do not join us at the start of their primary education. Many pupils join us mid way or later, usually because previous education has been insufficient in meeting their needs. This can result in some pupils having had a negative experience before joining the school or having been out of school completely for a number of months or years. One of the main aims for the school is to re-engage pupils with their learning which can take many months to achieve. It is therefore important that we provide a positive primary school experience and if a pupil is not ready to move to secondary school at the end of year 6 and would find another transition too unsettling, consideration can be given to offering a year 7 transition placement at the school. This is particularly relevant to pupils who join the school late in year 5 or in year 6. This will be discussed with the parents/carers and local authority at the time of placement or at the annual review.

## 14. POLICY REVIEW

The Group recognises the need to monitor the effects of policies, procedures and practices in order to assess achievement and statutory compliance.

The Chief Executive will monitor the effectiveness of this policy by routinely monitoring and reporting any necessary issues directly to the School Improvement and Strategy group.

Based on these monitoring reports, this policy and associated procedures and guidance will be kept under review, and action taken to readdress any areas where the Policy has not been applied or where risks have not been managed effectively.

**Appendices:-**

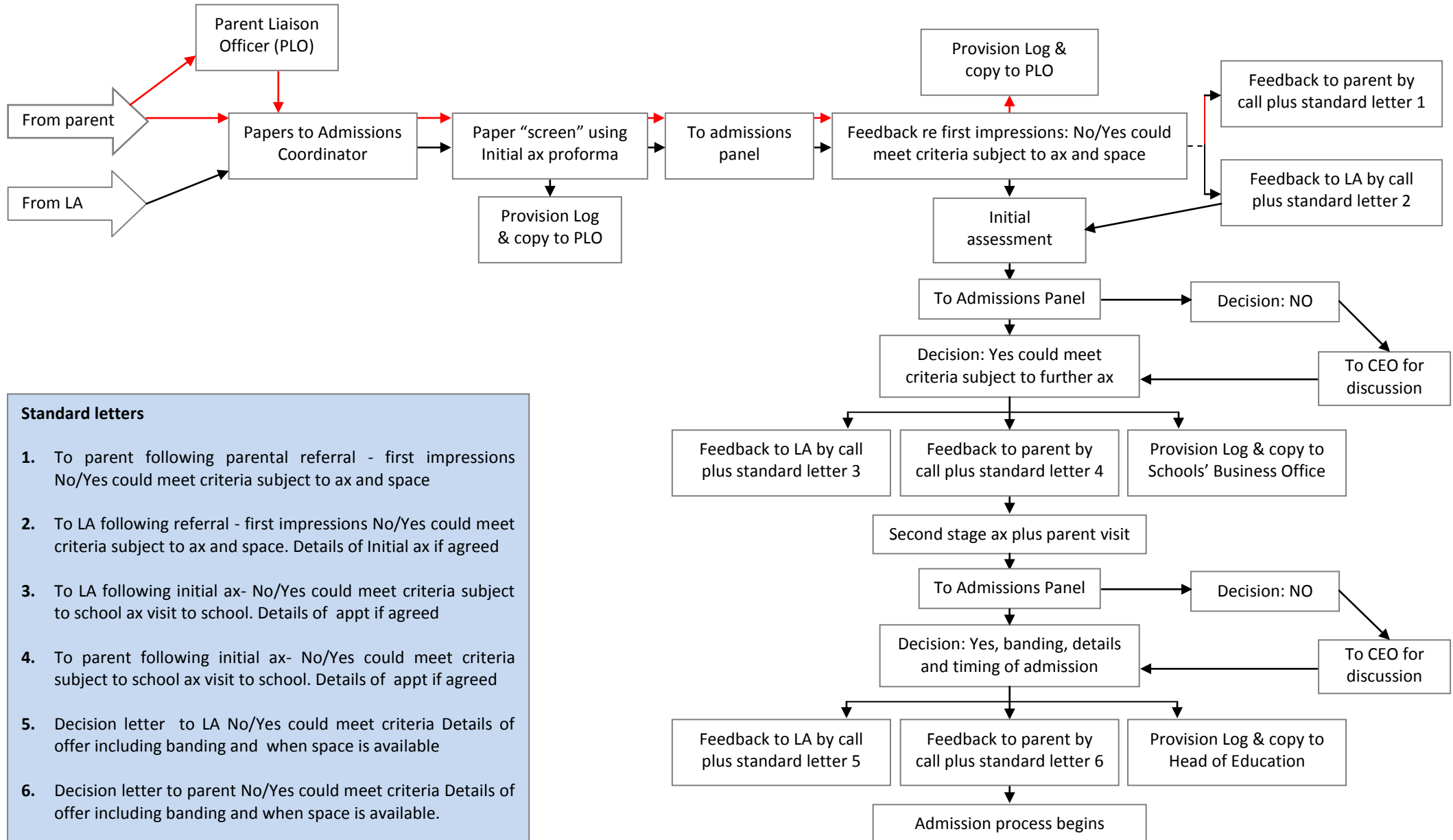
- *Admissions Process Flowchart*
- 'All about you'

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Document:	Admissions Policy
Date adopted/written:	January 2010
Last Reviewed:	February 2017
Next review:	February 2019
Version:	Final

# Eagle House School (Mitcham)

## Admissions Process Flow Chart



### Standard letters

1. To parent following parental referral - first impressions No/Yes could meet criteria subject to ax and space
2. To LA following referral - first impressions No/Yes could meet criteria subject to ax and space. Details of Initial ax if agreed
3. To LA following initial ax- No/Yes could meet criteria subject to school ax visit to school. Details of appt if agreed
4. To parent following initial ax- No/Yes could meet criteria subject to school ax visit to school. Details of appt if agreed
5. Decision letter to LA No/Yes could meet criteria Details of offer including banding and when space is available
6. Decision letter to parent No/Yes could meet criteria Details of offer including banding and when space is available.



## *All about you!*

*This booklet is intended for you and your child to complete. We would like you to share with us what is important to you and how we can best support your child at school. This information will be used to create a one page profile that all staff can refer to, to ensure a consistent and child centred approach. We will ask you to complete this annually so that we can keep your ideas and views at the heart of what we do in school.*

*Thank you for sharing your ideas with us!*

*Insert  
picture  
of pupil*

Child's Name: .....

Date of Birth: .....



Important people in \_\_\_\_\_ life



Put names or pictures in the spaces. Only place people on this page you feel sure the young person would want on.

Family

School staff/carers

**Young  
Person**

Friends

Other important people

What is important to \_\_\_\_\_ now?

What does \_\_\_\_\_ like to do?

At home

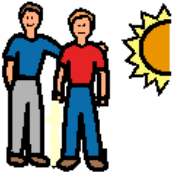
home



A large rectangular area with a dotted border, intended for writing about activities done at home.

With friends

Friends



A large rectangular area with a dotted border, intended for writing about activities done with friends.

Other important places e.g. clubs, school

school



A large rectangular area with a dotted border, intended for writing about activities done at other important places like clubs or school.

What is important to \_\_\_\_\_ now?

What are they good at at school?

school



A large rectangular area with a green dotted border, intended for writing answers to the question 'What are they good at at school?'

What do they like about school?



A large rectangular area with a green dotted border, intended for writing answers to the question 'What do they like about school?'

What do they dislike about school?



A large rectangular area with a grey dotted border, intended for writing answers to the question 'What do they dislike about school?'

What is important to \_\_\_\_\_ now?

Music

music



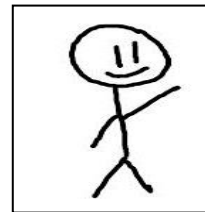
Hobbies

hobbies



TV programmes/films

TV



Food

food



Drink

drink



\_\_\_\_\_ really doesn't like at home, school or activities



Three important things to know about \_\_\_\_\_

1.

2.

3.

### This is how they communicate their needs/wants

Please tick all that apply and make any comments in space provided.

Words

.....  
.....

Pictures/symbols

.....  
.....

Gestures/Makaton

.....  
.....

Non-verbal means

.....  
.....

Other

.....  
.....

## You can help them to understand instructions by:

Please tick all that apply

Reducing your language

Writing it down

Showing a picture

Drawing it

Using Makaton

## Important things to know about \_\_\_\_\_ in the classroom.

What helps them to learn in the classroom?

Please tick all that apply

Timetables

PODD/PECS

Structure

Routine

Reward charts

First and Next

Written instructions

Workstation

Individual support

classroom



Important things to know about \_\_\_\_\_  
independent living skills.

Skill	Ability/Level of support required	Preferences
<b>Self-Care</b>		
Use of toilet- day		
Use of toilet- night		
Dressing		
Undressing		
Washing		
Bathing		
Teeth		
Hair care		

Shaving		
Menstruation		
<b>Community Use</b>		
Road safety		
Shopping		
Money use		
Telling time		
Use of public toilets		
Travelling by car		
Travelling by minibus		
Travelling by public transport		



Important things to know about \_\_\_\_\_  
daily routine.

What time do they wake up?

Are there any set routines they need to follow during the day?

.....  
.....  
.....  
.....

What time do they go to sleep?

Average hours slept per night (range- min-max)?

Describe their bedtime routine and sleeping habits (e.g. number of times waking, etc.)

.....  
.....  
.....  
.....

Give details of any problems at night-time e.g. nightmares, sleepwalking, etc.

.....  
.....  
.....  
.....

# Important things to know about \_\_\_\_\_ daily routine.

If your child experiences anxiety and/or challenging behaviour at times, please fill in the section below.

**Triggers (what things make your child upset or anxious?)**

**What are the warning signs (how can you tell they are getting upset)?**

**What can you do to prevent the situation from getting worse?**

**What do you do if you aren't able to prevent things from getting worse?**

This book was last updated on

\_\_\_\_\_

Thank you for reading \_\_\_\_\_'s "All about you" booklet and learning more about them. Please update regularly and let their parents/carers know if any changes are made.