



ADMISSIONS POLICY

Admissions

Entry criteria – client group

Taliesin Education Ltd (t+ centres) has facilities for 15 young people aged 7-16 in key stages 2, 3 and 4. t+centres is a resource for boys mainly with Social, Emotional and Mental Health difficulties, often of an extreme and complex nature. We also offer placements to students on the Autistic Spectrum based on need and with Asperger's Syndrome. Students may also have other difficulties such as ADHD, medical needs or Moderate Learning Difficulties. Many are not accessing education and have had significant periods of non-attendance.

Safeguarding

The staff team makes every effort to ensure that new students settle into the provision as quickly as possible and any safety issues with which the student arrives will be promptly dealt with. They are encouraged to report any concerns to the Designated Safeguarding Lead (DSL) or a Deputy DSL. The school practices the highest level of safeguarding in all areas – within the school day, within recruitment and in matters of Health and Safety. All necessary multiagency checks and communication is carried out promptly.

Equality and diversity

Students are admitted on the basis that:

- 1) The provision we offer is able to meet their needs;
- 2) Their behaviour can be successfully modified so that they can fit in to the existing client group;
- 3) They accept a degree of responsibility for following a programme of study;

No discrimination or prejudice is permitted which differentiates students on the basis of faith, gender and gender issues, ethnicity and race, sexuality, special educational needs or any other factors. On the contrary, the school attempts to compensate for any prejudice or bias the young person may have

experienced in the past by providing opportunities to achieve success.

Clients are:

- Referred by Local Authority or other Authority's Education or Social Services Departments, occasionally with extra health funding.
- They may be in the Child in Care (CIC) system, Subject to a Care or Accommodation Order and have an Education and Healthcare plan (EHC). They may be on the Child Protection register.
- Often within the average range of cognitive ability but often under-functioning academically, socially or behaviourally due to the nature of their special needs.
- Sometimes caught up in recidivism and various forms of anti-social behaviour. We will only accept those students whose anti-social behaviour is deemed to be not be so entrenched as to be incapable of change. In some cases students will additionally work with the Youth Offending Service.

Purpose and broad aims of the school

At t+ centres, groups from various units come together with a common purpose – to gain security and stability in their emotional lives, to make good any serious deficits in their education, and to learn to modify their behaviour so that they are better equipped to move to the next stage such as college or apprenticeships and eventually find their place in society.

Students are selected on the basis of their need for a specialist resource which will help them to address learning difficulties which often require specific and dynamic interventions; these may be a specific learning difficulty such as dyslexia or problems in reading and writing, or behavioural and emotional problems. The students are admitted largely to receive help to overcome their severe emotional and mental health difficulties; the school specialises in helping this client group to come to terms with their life experiences and receive a broad and balanced education suited to their needs. There is a strong emphasis on emotional education through the dynamic use of 'Thrive' activities which is structured in a detailed way to monitor progress.

Many students who come to t plus have had limited formal education, have been out of education for prolonged periods of time, or have suffered a series of failed placements. Learning needs which have impacted on behaviour and prevented progress are addressed in a planned way and presented in the EHC and incorporated into the comprehensive Risk Assessment/Behaviour Plan.

Training to meet the needs of specific conditions

Students with other difficulties may be admitted, such as those with specific syndromes such as Attention Deficit/Hyperactivity Disorder, Autistic Spectrum Disorder, or Pathological Demand Avoidance (PDA). They will be considered for entry if the provision fits, or can be adapted to their needs. Staff training programmes aim to provide specialisms in a range of areas. Any placement would be subject to designated members of staff receiving the appropriate guidance and training to help them better understand and manage the relevant disorder/s.

Holistic approach - therapy

The school aims to address students' difficulties in a radical way, taking a child-centred approach in terms of starting from the individual's needs and offering accelerated/compensatory academic programmes to define and work on the problems, which are frequently predominantly in Literacy. Therapeutic help from Therapists and referrals to Psychotherapists can be arranged according to need. Meeting with the Educational Psychologist from the placing authority is made accessible to help students come to terms with some of their more difficult life experiences and learn to deal with their difficulties in a more creative way, instead of resorting to acting-out behaviours. Close liaison is maintained with Social Services where applicable, and effort is made to follow up or restore family relationships where possible by staff actively communicating and working with parents and guardians.

Admission of students

Initial process

In the first instance, a referral is made from the placing Education Authority. Relevant paperwork will be forwarded to the school. The parents or guardian/s, if the student has been placed in foster care, will have custody of the student, will be the responsible adult for contact and will attend the initial meeting. Parents and guardians are called upon to support the placement and work with the school to help the placement to be successful.

Initial visit

A preliminary visit is made with all those concerned. In this initial interview, the Head of Centre will explain some key facets of the provision and explain that the success of the placement depends on the student making a realistic commitment to the school and being prepared to work with staff to help him progress. This is a time when any parties can satisfy themselves whether the school is suitable for the student and staff can decide if the needs of the young person can be met.

Offer of placement

After the initial meeting the student and his family/social worker will make a decision about whether he wishes to accept the offer of a placement. The Head of Centre will contact the Education Authority and if the school judges that it is able to meet the needs of the student, the placement will move on and a starting date will be agreed.

Role of the Education Authority

The Head of Centre will liaise with staff from the placing Education Authority. who will attend the Education Health Care (EHC) meetings when required. The Head of Centre makes regular contact with the authority to discuss student progress or to report any significant information.

Extra support

In most cases, it will be possible for the school to assess whether or not it can meet the particular needs of a student after a half term. However, in some cases the needs/conditions which a student brings are more complex, and the true picture does not emerge until later. Although the school attempts to secure any additional support for learning or behaviour in the initial placing process, in some cases it may be necessary to provide this help at a later date, should this be necessary to maintain the success of the placement.

Stages in induction

For some students, going from little or no education at all to a full day can be very challenging and stressful. Whilst most students quickly adapt to new routines, some may benefit from a planned induction, starting with reduced time and building on this. This will be arranged with parents/guardians and placing authorities if required.

Students will meet with their assigned tutor and/or the Head of Centre in the first instance and will be supported by a fellow student as required.

They will be issued with a booklet outlining all the information they need to make the best of their new placement. Parents/guardians will also receive a booklet explaining procedures and requirements.

After a short time, the new student will receive his timetable, based on a balance of criteria taken from their personal needs and the constraints of the timetable.

Students will be assessed as to the appropriateness of their being placed in the centre after an agreed time, usually in the region of six weeks or half a term.

If for any reason a student cannot access the centre's provision, we will set up an Outreach programme. This will be designed to be time-limited in the first instance and reviewed at regular intervals.

History of Policy

Original policy: 2007.

Revised annually until this version November 2020

✓ revised: November 2022

✓ revised: October 2023

To be revised: November 2024