



## **Admissions & Attendance Policy**

**September 2021**

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## **Introduction**

Amberleigh Care has two small independent schools that are wholly owned by the company, Amberleigh Care Ltd, catering for young males aged between 11 – 18 years.

Amberleigh School, The Oaks, Telford was re-registered as a boys' school in 2015. The first male student was enrolled in the school in September 2015. The maximum number of students which we can admit to this school roll is 14.

All the students have additional needs particularly for emotional, inappropriate sexualised behaviours and behavioural difficulties. All staff at Amberleigh School are committed to developing the student's education through attendance and learning at school, as we believe obtaining a good education can be the key to vastly improving a young person's life chances. Consequently, we make our central focus the young person, a unique individual who requires a unique inclusive response.

Amberleigh Care is a care organisation whose intake is drawn from local authorities from across the United Kingdom specialising in the provision of care, therapy and education. Amberleigh Care operates an integrated approach to care, education, and therapy for its young people. The parallel use of the Good Lives Model (GLM), praise, positive role modelling, behaviour management techniques and intervention strategies, provides and promotes consistency in staff approaches and expectations, whilst enabling students to work towards specific educational targets and objectives to gain a sense of integrated achievement.

## **Admission Protocol**

Admission into a new care placement is one of the most challenging times in a young person's life. At this time, the young person has been separated from the people, places and objects to which they are most closely attached and which provide them with a sense of security in their lives. This separation is compounded by the fact that many of the young people referred to Amberleigh Care have often experienced childhood trauma. These experiences frequently compromise a young person's resilience in coping with separation from the familiarity of their previous care provider. Their ability to form new relationships and feel a sense of acceptance of their new care providers, home, school and social circle is also commonly compromised by their previous traumatic experiences.

Admission into the education provision within Amberleigh Care takes these challenges into account and provides an education provision in the early part of a young person's placement that aims to enable the young person to build rewarding relationships with their care team, teachers and peers at a pace that is appropriate to their needs.

## ***Pre-admission***

Prior to the admission of any young person, information pertaining to the young person's previous education history is sought by the Placements Manager. This information includes contact details of previous education placements, any existing Education, Health and Care Plan (EHP), details of previous education assessments and educational psychologist reports, school attendance data and unique pupil number. This will inform the planning for the young person's education in the early stages of their placement with Amberleigh.

### ***On Admission to the Home***

When the young person is admitted into one of the Amberleigh Care homes, the Registered Care Manager will inform the school of their arrival. This will initiate the addition of the young person to the school roll and inclusion in the admissions register. The young person will then commence their transition into school; liaison with the Head Teacher, Care Manager and Therapy Manager will determine what this transition looks like on an individual student basis, commencing with taster sessions in school. This will be reviewed on a daily basis to ultimately support the young person into full-time education.

### **Education Provision in the Transition Period**

As the young person's in-school timetable builds to a full-time provision there will be close joint working between the education, therapy and the care team in order to address any issues immediately. This will be led by the young person and their anxiety levels, ability to engage and motivation.

### ***Educational Needs Assessment***

Assessment of educational needs will be initiated in the transition period. This assessment will be made by the teachers in consultation with the therapy and care team and will include an assessment and analysis of:

- existing information on the young person's education history provided by the Placements Manager (see above)
- existing ECHP
- Core subject knowledge. Teachers will give consideration to undertaking a formal assessment of academic ability. In considering this the young person's readiness to engage in the process and the impact that such an assessment process is likely to have will be taken into account. Should it be deemed inappropriate for such an assessment to take place, this assessment will be deferred until the young person is enjoying full time education in school and will then be undertaken by the core subject teachers.

A Person Centred Profile (PCP) will be completed once a young person has commenced full-time education in school. This PCP will be informed by previous/current information, the student, teacher led formal assessments and/or the SENCo.

### ***Risk Assessment***

Therapy will compile and disseminate an Impact Risk Assessment; containing pertinent information regarding the young person's previous experiences, convictions, disclosures, licencing requirements and current concerns or needs.

Prior to any planned education sessions in school by the young person, a risk assessment will be sent to the school by the Registered Care Manager. This documentation will be forwarded to the school a minimum of three days in advance of any school visit by the young person to allow dissemination to the teaching staff.

### ***Introductory School Visits and Lessons***

The Head Teacher will offer the young person an introductory visit and a session in their favourite subject lesson (if possible) in school once settled into the care home. The Head Teacher will give consideration to the level of anxiety presented by the young person and will offer the option of visiting the school after hours if necessary. This visit will allow the young person to familiarise themselves with the school environment, curriculum opportunities, teaching team and peers. During this visit the young person's strengths and interests will be established and lessons will be timetabled that are in line with these strengths and interests. This will maximise the possibility of a young person overcoming their understandable initial anxieties and engaging in lessons and activities in which they are most confident. The number of timetabled hours in school will increase to a full timetable, dependent on the individual student's needs, but within a 28-day period. The young person's progress in school will be monitored weekly by the Head Teacher. The assessment of progress in this transitional period will be based upon level of attendance, level of engagement and the success of peer interactions. Amendments to the initial plan will be made as appropriate to these assessments. Any increase in the 28-day plan will be made as a result of:

- profound school anxiety
- a school refusal strategy
- significant risk

Any alteration to the initial plan will be communicated to and agreed with the young person's social worker and Registered Care Manager.

### **Admissions Team**

The Placements Manager can be contacted at Amberleigh Care, Golfa Hall, Welshpool, Powys, SY21 9AF, Tel. No. 01938 554111, [referrals@amberleighcare.co.uk](mailto:referrals@amberleighcare.co.uk)

## **Attendance**

In order to enable each of our students to reach their full potential, we consistently stress the importance to both the students and carers of the need for maximum attendance and punctuality. There is a clear link between poor attendance at school and lower academic achievement, 73% of students who have over 95% attendance achieve five or more GCSEs at grades A\* to C.

Many of our students have already had significant gaps in their education and achievements, one of the most effective ways that schools can improve achievement is by improving attendance. Our teachers cannot begin to raise the standards of young people who are not in school regularly.

### ***Rights and Responsibilities***

#### ***School:***

- We expect students to attend school regularly and to arrive in a fit condition to learn.
- We will encourage good attendance and will investigate all absenteeism.
- School staff will set a good example in matters of attendance and punctuality and will promptly investigate all absenteeism and lateness.
- We will work closely with carers/care managers should attendance/punctuality give cause for concern.
- We will provide an individualised broad and balanced curriculum in order to meet the needs of each students.

#### ***Students:***

- Students will ensure that they attend regularly and on time.
- Students will have individual records of attendance / punctuality acknowledged by the school.

#### ***Care Managers/Carers:***

- Carers are responsible for ensuring their young people attend school regularly, punctually and are properly dressed and in a fit condition to learn.
- Carers are responsible for informing the school as early as possible of the reason for any absence (by email, phone call or personal visit).
- Carers are required to email the Head Teacher to request an Authorised Absence for any reason for a planned absent, i.e. hospital appointments and social worker visits etc. *Authorisation of absence within term time are the exception and not the rule. Where possible please arrange all appointments at the end of the school day, or within the school holidays.*

- Carers can expect the school to keep them fully informed of their young person's attendance, and ask them to take measures to improve it should it fall to a worrying level.

### ***Authorising absence***

Only exceptional circumstances warrant leave of an authorised absence. Each request will be taken on an individual basis taking into account the circumstances, such as: the nature of the event for which leave is sought; the frequency of the request; whether advance notice was requested; and the student's attainment, attendance and ability to catch up on missed schooling.

### ***Absence from school will be authorised if it is for the following reasons:***

- Sickness
- Unavoidable medical appointments
- Days of religious observance
- Exceptional circumstances, such as bereavement

### ***Absence from school will not be authorised for:***

- For any type of shopping
- Resting after a late night
- Relatives visiting or visiting relatives
- Holidays

### ***Start and Close of Registration***

Amberleigh Therapeutic School will complete accurate registers at the beginning of each morning and afternoon session within 30 minutes of the start of the session. Registration begins at 9.00 am and 1.15 pm each school day and registers will be closed 10 minutes after these times.

If a student arrives after the register has closed, they should report to the Head Teacher.

Students arriving after the register has closed, without an acceptable reason, will be marked as having an unauthorised absence for that session.

### **Use of Symbols**

The following symbols are used in our registers:

/ = Present a.m. Present

\ = Present p.m. Present

B = Educated off site (NOT dual Approved Education Registration) activity

C = Other Authorised Circumstances Authorised absence (not covered by another appropriate code/description)

D = Dual registration (i.e. pupil Approved education attending other establishment activity)

E = Excluded (no alternative Authorised absence provision made)

G = Family holiday (NOT agreed or Unauthorised absence days in excess of agreement) 5

H = Family holiday (agreed) Authorised absence

I = Illness (NOT medical or dental Authorised absence etc. appointments)

J = Interview Approved Education Activity

L = Late (before registers closed) Present

M = Medical/Dental appointments Authorised Absence

N = No reason yet provided for Unauthorised Absence

O = Unauthorised absence (not Unauthorised absence covered by any other code/ description)

P = Approved sporting activity Approved Education Activity

R = Religious observance Authorised absence

S = Study leave Authorised absence

T = Traveller absence Authorised absence

U = Late (after registers closed) Unauthorised absence

V = Educational visit or trip Approved education activity

W = Work experience

X = Non-compulsory school age Not counted in Absence possible attendances

Y = Unable to attend due to Not counted in exceptional circumstances possible attendances

Z = Pupil not yet on roll Not counted in possible attendances

# = School closed to pupils Not counted in possible attendances

These symbols are those introduced in September 2006 as a result of a direction from the DfE.

### **The Legal Status of Registers**

The register is a legal document and must be marked accurately, recording student's attendance or absence and in the latter case if authorised or unauthorised. A certified extract of the register can be used as evidence in legal proceedings against parents/carers for failing to ensure their young person's regular attendance or in seeking an Education Supervision Order in respect of a student.

Registers must be kept for a minimum of 3 years following completion at the end of the academic school year.

### **Staff Responsible for Processes**

The Head Teacher is responsible for attendance issues and will check the registers on a regular basis to identify any attendance/punctuality concerns.

The School Proprietor and Head Teacher will review the reported monthly attendance via the monthly management meeting and board meetings.

The school administrator has responsibility for ensuring that registers are kept safely and are available for inspection to relevant professionals.



The school administrator is responsible for logging attendance information onto the computerised system, including the correct absence code.

The school administrator is responsible for taking the register daily, once for the AM session and once for the PM session.

**Procedures for Following Up Absence/Lateness**

It is the responsibility of the care manager/carer to contact the school on the first morning of the young person's absence. If this contact is not made, then the Head Teacher will ask within the morning handover meeting the reason for any student's lateness or absence.

Student attendance is scrutinised by the management team in the monthly management meeting which consists of the Head Teacher who will present the information to, Director of Care and Therapy, School Proprietor and Care Manager. All reasons for absence deemed a cause for concern will be explored and monitored.

<b>Policy Reviewed By:</b>	<u>Signature</u>	<u>Date</u>
<b>Next Review Date:</b>		
<b>Interim Review Comments:</b>		
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