

**Outcomes
First
Group.**

**ACORN EDUCATION
AND CARE**

OptionsAutism



Fieldstone
SCHOOL

Admissions

Admissions

- 1) Fieldstone School receives a referral from a Local Authority. The date of the referral is noted, and the referral paperwork is read and discussed to ensure that Fieldstone School can meet the child's / young person's needs and that it is the right environment for that child / young person.
- 2) Information Gathering: If the referral paperwork does not provide current, relevant information, the Fieldstone School SEN Caseworker will liaise with Local Authorities, the child / young person's current or previous setting, Social Care, and other outside agencies to discuss and establish the needs.
- 3) This process can include attending meetings.
- 4) Information Gathering: The Fieldstone School Family Support Worker will meet with parents/carers at their home, to discuss parents'/carers' perspectives regarding their child/young person's needs.
- 5) Information Gathering: A member of the Senior Leadership Team will where possible, visit the child / young person in their current setting and meet with staff to discuss the child / young person's needs.
- 6) Fieldstone School staff will meet to review all the information gathered and to decide which Fieldstone School site is best suited to meet the child / young person's needs.
- 7) The parent/carers are contacted, and an after-school visit is booked for the child / young person and parents/carers.
- 8) If it is helpful to the admissions process, the child / young person is asked to visit Fieldstone School for a second time, independently of the parent/carer.
- 9) Fieldstone School will aim to ensure that all points listed above are actioned and a decision regarding offering a place is given to the Local Authority within the statutory timescales (15 working days). On rare occasions, some of the points listed above may not have been completed within 15 working days. This will be due to circumstances beyond SfIT's control (e.g., parent/carer/young person is unable to engage). Fieldstone School will still give a decision to the Local Authority, but this decision will be based on the information received.
- 10) If it is agreed that Fieldstone School can meet the child / young person's needs and Fieldstone School is the right environment for the child / young person, the SEN Caseworker will formally respond to the LA with a completed Assessment of Need form which details SfIT's offer and how it can be adapted to meet the child / young person's individual needs and a completed E3 form which details the costs associated with delivering this provision.
- 11) The Local Authority will issue a Schedule 2b IPA (contract) to notify Fieldstone School that they are confirming a place at Fieldstone School for the child/young person.
- 12) The Deputy Principal and SENDCo will create a bespoke transition plan for the child/young person who will include visits to SfIT.
- 13) Fieldstone School will request all the necessary paperwork from the child / young person's current/previous settings.
- 14) The SENDCo will produce a SEND chronology and Individual Provision Plan to aid dissemination of all relevant information to all school staff.

- 15) A safeguarding timeline and trauma profile will be produced and shared with school staff to help them prepare the best provision for the child/young person.
- 16) The child/young person starts at SfIT. Fieldstone School will contact parents/carers for a Transition Review (phone call, TEAMS meeting, face to face meeting) four weeks after the child / young person has started. This is repeated at the end of the first term if appropriate.

Parent/Carer

- 1) Ensure that their child goes to school regularly, on time and correctly dressed.
- 2) Notify the School of reasons for absence.
- 3) The parent/carers will be aware of and supportive of achievable targets for their child, including working with relevant professionals.
- 4) The parent/carers will attend regular review meetings about the progress of their child.
- 5) Support the School's policies and guidelines for behaviour and uniform.
- 6) The parent/carers will commit to maintaining good communication with the school regarding changes in their child's behaviour, both positive and negative, and any significant events that may cause a change in the child's behaviour.
- 7) Communicate with the School and its staff in a respectful way.
- 8) Develop a positive working relationship with the school by contacting us directly to share concerns (email or telephone) rather than using social media.
- 9) Talk to their child about their life at school.
- 10) Make the School aware of any concerns or problems that might affect their child's work or behaviour.
- 11) Pay costs for any damage or losses to School property.
- 12) Support and contribute to achievable targets for the child.
- 13) Sign a joint working agreement with the school (appendix).

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world.

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