

Orbis
education & care

Admissions Policy

Updated: January 2023

Reviewed: January 2024

Reviewed: September 2024

Reviewed: December 2024

Reviewed: August 2025

Reviewed August 2026

Our schools are rights respecting schools. Throughout this policy all pupils are to be regarded as 'Rights holders,' and all adults are to be regarded as 'duty bearers'.

This organisation is committed to safeguarding and promoting the welfare of children and young people.



Orbis Education & Care

Subject: Admissions Policy

Orbis Education and Care consists of 5 Independent Special Schools that provide education for children/young people with autistic spectrum condition (ASC) and or Social, emotional, and mental health difficulties (SEMH) aged 5 to 19 years. In some cases, younger children may be considered who would benefit from an earlier move to our specialist environment.

Admission Criteria

- In most cases children and young people will have a statement of special education needs, education health care plan or individual development plan that details the pupil's diagnosis and interventions needed to provide the education package.
- Children/young people have a need for a specialist provision.
- They cannot be catered for within their own local authority.
- Their parents have a preference for a specialist school and/or residential placement.
- All paperwork relevant to the child/young person, including the pen portrait, previous IEP, behavior management plan, risk assessment and any previous therapist reports etc.
- The Orbis Education and Care referral form should be available for review by the Senior Management Team prior to an assessment being considered.

Referral process

Referrals will be accepted from Local Authorities and commissioning bodies.

Our referrals team will receive a request for a school placement, either by a direct referral, commissioning framework or from a child's parents with the consent of the local authority. The referrals team will request information including, the reason for the referral, child's/young person's Statement of Educational Needs/ EHCP/ IDP, recent reports/reviews from current or previous school, residential/respite placement plans and any other reports that give an up-to-date picture of the child/young person e.g. Educational Psychologist, Speech and Language Therapist and Occupational Therapist.

Assessment

Assessments will be booked by the referrals coordinators and undertaken by designated members of the senior leadership team at the school and a member of the therapy team. Assessments can take place over several days and in various locations. Where possible the potential child/young person will be observed in both the school and home environments. During the assessment, information will be gathered with the parents/carers/staff from each environment and the young person if possible.

This document relates to Article 28 (**Every Child has the Right to an Education**) of the UN Convention on the Rights of the Child.

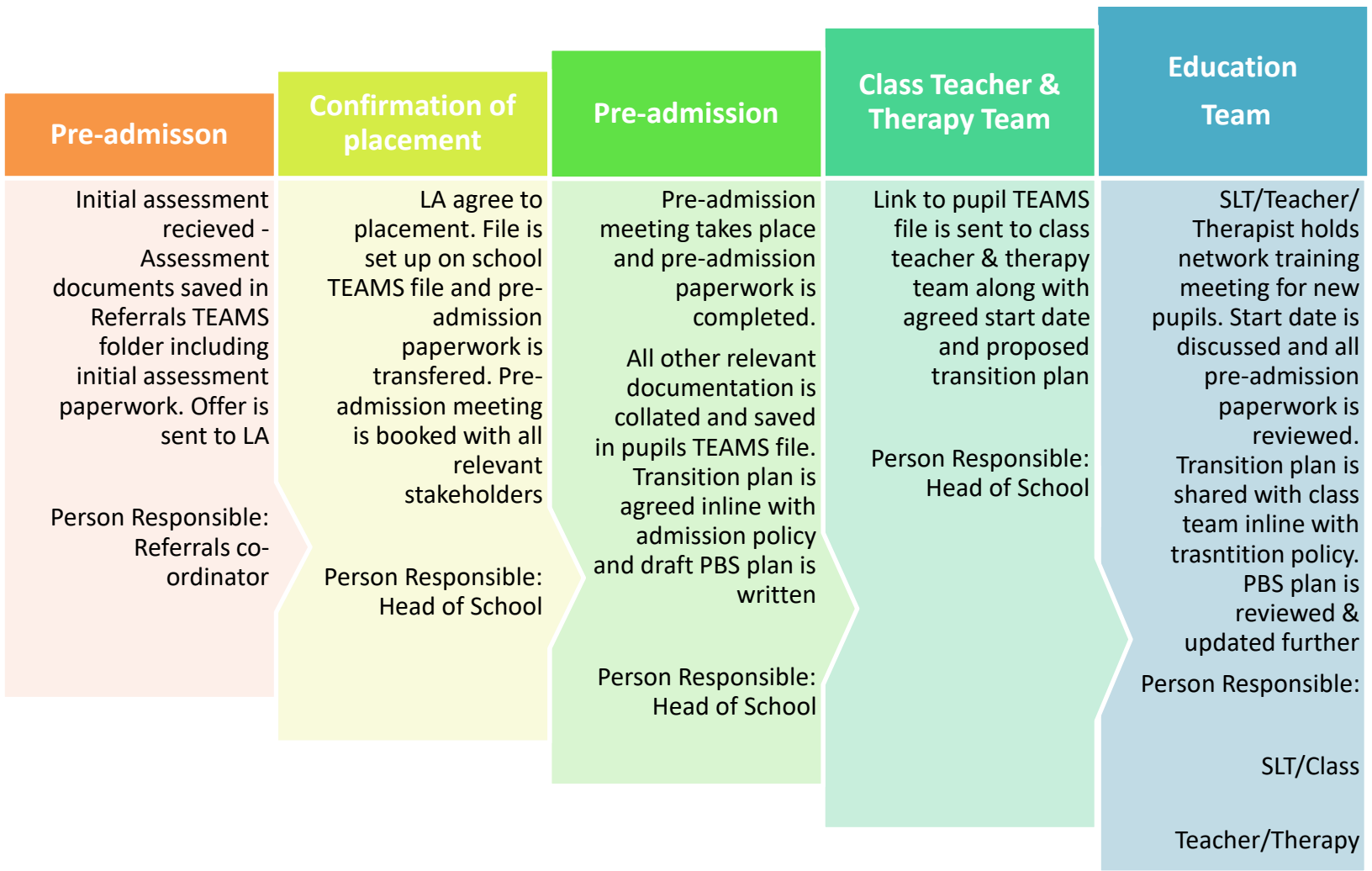
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The assessment team will complete an initial assessment report and, where appropriate, will complete a matching assessment. This information will be used to provide an accurate cost of placement to the local authority. This will include staffing ratios and therapeutic provision. A formal offer is then sent to the placing authority.

Any unsuccessful referrals will be notified, giving a reason for the decision not to proceed and all information held will be deleted.

Once the school has received written confirmation from the LA that the offer of placement has been accepted and signed costings the school will recruit/assign a competent staff team to the child, and the pre-admission process will begin.



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Transition planning to the School.

Once a place has been formally offered and accepted a transition plan will be agreed with all parties concerned. This will be guided by the individual child/young person's needs and will be supported in the most appropriate format. Transition should be seen as a process and not an event. It should be planned for and discussed with children and their parents/carers. Settings should communicate information which will secure continuity of experience for children and young people between settings.

Planning and preparing for transition into a setting may include the following core elements:

- Establishing relationships
- Sharing information
- Arranged visits/ Virtual session with staff team
- Creating continuities
- Preparation in the setting
- Training and support
- Settling in and follow up review

Children with additional needs are likely to require a more detailed level of planning and more time to allow for things to be put in place. It is important to note that for pupils with SEMH difficulties the most important part of the transition process is establishing relationships with trusted adults. Until these have been formed, education achievements may not progress as quickly as we would wish. Relationships with trusted adults may need to be formed with staff in the community and during home visits prior to the pupil attending the school in person. This will be reflected in the transition plan and reviewed regularly.

The transition process may include:

- Information on the class for the child/young person that includes the school/homes expectation of the child/ young person and what he/she can expect of staff.
- Information on the school/home for the child/young person's parents that includes the complaints procedure.
- A program of planned visits, where teaching and learning support staff may complete a number of visits to the child/young person in their current environments, including details of what days staff will visit the pupil at home and in the community.
- A program of virtual sessions where pupils can meet their staff team and begin to build relationships, ask questions, and discuss documentation received.
- A program of visits to the school which may include 1 hour/half day/full days at the school.
- Parents and previous care/school staff to meet with school and care staff to develop specific individual programs for the child/young person prior to admission.
- Where applicable, input from the child/young person will be sought.

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All offers of placement are subject to the child/young person being supported at an agreed staffing ratio throughout the transition process. The levels of support beyond this period will be monitored and if it is felt there is a need for adjustment, a rationale and alternative costing will be shared with the local authority. Where there are high support needs for a child/young person, this ratio will be assessed and agreement reached prior to admission to ensure the child's plan can be implemented.

The speed and flexibility of the transition will be designed in the best interest of the pupil enabling them to successfully integrate into the school community. Transitions into school will be regularly reviewed and adapted as needed to support the pupil and enabling them to achieve a positive experience of education.

Where the support needs of a child/young person increase following admission, Orbis Education and Care will notify the Placing Authority as soon as possible and a review meeting will be arranged to discuss implementation of plans and staffing ratios.

Admission

Each pupil will, where appropriate, receive an admissions pack with details of policies, photographs of the school and consent forms that need to be signed by the parents/carers/those with parental responsibility. This pack will also include easy-to-read policies for the pupil.

Each child/young person will be appointed a 'Class teacher' and draft timetable. The school's admissions register will be updated to include the new pupil, and their annual review will be booked, based on the date of their most recent review.

Part Time Timetables

Often these are used to support learners in improving their attendance and reintegration into education. This is particularly relevant for those pupils who have not engaged in education for a number of years. These should be used as part of a plan moving towards full-time education as a short-term measure only. The guidance from Estyn states that: If a school places a compulsory school age pupil on a part time timetable, for example as part of reintegration, then the school is authorising the pupil's absence from the sessions not in the timetable. That absence should be recorded under Code C. Schools should not place pupils on part-time timetables for an indefinite period and should review the timetable on a regular basis. [Supplementary-guidance-additional-learning-needs.pdf](#)

Transition planning for school leavers.

When a child or young person with ALN will be leaving one of our settings, the school will securely transfer all related documentation for the child or young person to the next setting (this is likely to include assessment and progress data, welfare, attendance, and behavior information. The sharing of this information requires consent from young people aged 16 or over. For children and young people with complex and specialist needs, it is expected that, wherever possible, the setting will liaise with the SENCO/ relevant Learning support staff at the new setting. This may include the child or young person, along with their parents/carers and relevant staff from our schools attending a transition meeting with staff from the new setting.

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Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability Gender reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief, Sex and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Manager for the service.

Policy Review Date: August 2027

Signature: 

Director of Education

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