**Background**

Howard House School currently has a PAN of 14 students. This means selected students will be offered placements. Selection will only be based on whether Howard House School can meet the needs of the student – students will not discriminated against, their gender, sexuality, race, faith, social-economic background will not be used to judge their suitability. Howard House School is an independent identify, but we driven by our aims:

* Providing the opportunity for young people to build trusting relationships with a wide and varied range of positive role models
* Offer a semi-rural therapeutic, psychologically informed environment where young people feel safe and secure and where emotional, physical, social and spiritual needs can be met.
* Providing high quality care, placement and therapeutic plans for young people throughout their placement. Young people are encouraged and supported to have an active part in the process through consultation and ensuring their voice is heard.
* Supporting young people to enable them to understand their emotions and how these are linked to challenging and risky behaviour. In doing this, we can teach them new coping strategies and ways of behaving that will allow them to engage more fully and successfully in society.
* Promoting positive contact and helping build relationships and attachments between young people, family members and other significant people in their lives in accordance with their needs and wishes as reflected in their care plan.
* Working in partnership with families, professionals and agencies and promote true multi-agency and multi-disciplinary working to ensure a high standard of care.

However, after the student has had a tour of the school the student will be asked “would you like to attend Howard House School?” If a student says “no”, we will investigate their answer and attempt to reassure them. However, unfortunately if we are unable to reassure the student, a placement will not be offered.

**Aims**

This admissions policy outlines the stages to be gone through prior to a student enrolling and starting at Howard House School. This process is designed to support both the school and the student by ensuring the smooth transfer into Howard House School from their previous place of learning. It should help and support the collection of data and information about the student so that personalised learning programmes can be developed as quickly as possible. Wherever possible this process should aim to be completed within two working weeks.

**Practice – Our Process**

**1. Referrals.**

Student referrals can be made at any time of the year. They are usually made through Local Authority officers such as Education Welfare Officers, Social Workers and RELAC teams. Local Authorities may request an education component as part of a residential placement or they may request an educational only placement.

In order for students to be referred and then subsequently admitted they *must* have a Statement of Special Educational Needs which names Howard House or at least be undergoing assessment with a view to a statement definitely being produced within a three month period.

When a referral is made the following factors should be taken into consideration:

* Is there a vacancy for the student?
* Is the placement part of a residential component/day basis/respite basis?
* Does the student fall within the appropriate age range?
* Is recent educational data and information about the student available? (e.g. Attendance/Exclusion data, Level of Achievement)
* Can Howard House School meet the academic/social/emotional and behavioural needs of the student?
* Has a funding agreement been confirmed in writing prior to admission?

**2. School Contact**.

Once a referral has been made staff from Howard House will contact the student’s current/recent school/establishment in order to obtain direct background information. This will take the form of a visit to the school so that all relevant forms can be filled in and student records can be collected. Howard House staff will provide a receipt acknowledging the hand over of information.

**3. Home Contact.**

Staff will then contact the parents/guardians and arrange a home visit at which time the routines and the expectations of the school will be explained. Parents will receive a prospectus and full information about the school and forms required by the school will be issued and signed as necessary. If the student is subject to a Section 31 Care Order contact will be made with any other external agencies involved with the student. Relevant Documents/Forms to be issued/completed include:

* Prospectus
* Admissions form
* Activities – parental Consent Form
* SEN Transport Application Form
* Staff List
* Timetable
* Home/school Agreement
* Photo Usage/Consent Form

**5. Visit to the School (for students on a day placement or respite basis)**

Soon after a visit to the Howard House School will be arranged (for both the parents and the student) and a start date agreed if a placement is to be offered.

**6. Admission** to be made (phased if necessary).

**7.** **Monitoring**

In order to ensure that provision at Howard House School is meeting the needs of the student regular monitoring and evaluation meetings will be held on a half termly basis. This will include evaluations of the personalised curriculum available to the student, progress towards academic and social/behavioural targets and the monitoring of attendance. The views of the student, parents/carers and other stakeholders will also be sought to ensure they are happy with the education provision at Howard House School. If the student is placed on a respite basis discussion will take place about the readiness of the child to move on to an alternative establishment.