



**Policy Name: GSPO1 Admissions, Attendance and Referrals**  
**Written by: Jennifer Parry (Edited by Sarah Hale)**

<b>Review date history</b>	<b>Next Review Date</b>	<b>Coordinator</b>	<b>Proprietors Nominated Person</b>
6 <sup>th</sup> December 2022 12 <sup>th</sup> August 2024	September 2025	Sarah Hale	Andrew Sutherland

**Mission Statement:**

Preparing learners for the future by providing a sustainable outstanding educational experience where all learners realise pursue and achieve their full potential, enabling them to thrive as adults.

**Admissions Protocols & Attendance Registers**

We believe we conform with The Education (Learner Registration) Regulations 2006 that govern the admissions and attendances registers that we must keep. We fully understand that an admission register must be kept by law and that learner attendance must be recorded.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views. We are a Rights Respecting School & value our learners views.

As a school community we have a commitment to promote equality. This policy is in line with the Equality Act 2010.

**Aims**

- To comply with The Education (Pu Registration) Regulations 2006.
- To work with other schools to share good practice in order to improve this policy.

**Induction Process - Induction period of 10 WORKING DAYS**

**1<sup>ST</sup> week – on receipt of the admissions form following protocols**

School contact (Teacher, ALNCO, Head-teacher) visit the home to meet with the learner. Carry out assessments to include:

- GLS assessment
- Learner ALN profile
- Discussion of favourite subjects likes/dislikes.
- Literacy/Numeracy assessment
- Run through of school rules and expectations/procedures (bullying etc.)
- Design personalised learning timetable
- Discuss options – outreach/full time/part time timetable taking into consideration previous education history
- Attend activity with learner (educational visit, sporting activity etc.)
- Individual Learning/behaviour plan created

Collate all essential paperwork to include:

- Referral from home/LA
- PEP/Statement/Education records (collated with Admissions document)
- Risk assessments
- Contact the previous school/social worker
- Communicate with the guardian – support plan to be completed with the guardian present and a review date agreed (within 1 month of start date)

- Discuss the learner at staff meeting and appoint form teacher/outreach etc.

### **2<sup>nd</sup> Week**

- Learner to visit the school & have tour
- Introduction to teacher and other school staff
- Introduction to other learners
- Have introduction lessons

**3<sup>rd</sup> Week** - Attend school in line with transition plan to school site or engagement with outreach teacher

### **Admissions Detail**

Greenfields School provides education for young people who reside in the company care homes and we also take day learners from local authorities within the area. A minority of learners, whose learning needs require it, may access offsite provision as part of their educational package at Greenfields. Regular reviews will be carried out with ALL learners to ensure their educational needs are met and transition plans created.

Learners can be referred to the School at any time throughout the school academic year through the Greenfields care home referral process or an expression of interest form for day placements. The school will undergo a consultation and assessment period. The Admissions/ Induction process will then begin upon receipt of a fully completed admissions form.

The School anticipates that all relevant information in relation to the referred learner will be made available during a 10 day working window (with allowances for school holidays) from notification of arrival:-

- Referral for education
- Any relevant risk assessments
- Consent forms for:- medical, activities, photographs

The learner will visit the school site as a preliminary visit to introduce themselves, and a second visit to collect uniform if additional visits are required between school and the learner. We are flexible to ensure a smooth transition and alleviate any anxieties the learner may have.

The school will issue, to the learner's social worker upon admission, the school annual report, learner and school prospectus, stakeholder document and information on the school's website and twitter account.

The school will attend any professionals' meetings that are taking place in order to fill out the Admissions Forms and Medical information relevant to the learner. Any educational details that are available will be collated and examined by teaching staff in detail.

Urgent requests will be made to the appropriate professionals for any missing educational information. Including PEP, Statements, SEN/ALN Information. Also, information that may have had or may have a significant impact on the learners' education and attainment. This may involve information from YOT Workers or any other professional supporting the learner.

The learner will be encouraged to attend school; however, it must be noted this may be a process of building the number of hours each day depending on the learner's individual needs and education plan leading to 25 hours full time attendance in school. A plan will be issued by the school on how this process will take place and shared with all concerned. Identified barriers to this process will be discussed with learner, guardians and related professionals from placing authorities. Once the issues have been identified strategies to enable the learner to move forward will be detailed in a learner support plan to be reviewed every ten working days to evaluate the impact of the agreed plan.

A baseline assessment will be undertaken by an appropriate member of staff, this is also a process of building a positive relationship with learners. This information will then be collated along with other educational information we have received. This information will be shared with other teaching staff, ALNCo Head teacher.

A Learner Profile, IEP and Risk Assessments will be created.

The learner will be integrated into school life with careful consideration to advice and guidance from placing authorities and other professionals who have previous experience of the learner.

### **Responsibility for the Policy and Procedure**

#### **Role of the Proprietor**

- appointed an Administrative Officer and a First Day Contact person who will be responsible for the day to day management of the attendance systems
- delegated powers and responsibilities to the Head teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities Committee member to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in the development, approval, implementation and review of this policy;
- Proprietor/Head of Service to visit the school regularly, to liaise with the Headteacher and the Administrative Officer/Head
- responsibility for the effective implementation, monitoring and evaluation of this policy

#### **Role of the Head teacher**

The Head teacher will:

- ensure that the Admissions Register and Attendance Registers are kept up to date and comply with all regulations;
- ensure all school personnel, learners and parents are aware of and comply with this policy;
- work closely with the link committee member:
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;

#### **Role of the Administrator**

The Administrator and First Day Contact will:

- work closely with the Head teacher Proprietor and Head of Service;
- ensure that all admissions are recorded and that the attendance system is kept up to date;
- provide guidance and support to all staff;
- provide training for all staff on induction and when the need arises;
- keep up to date with new developments and resources;
- review and monitor;

### **Admission Register**

- The admission register contains an alphabetical index of all the learners in the school.
- All entries are kept and never overwritten, changes to details are highlighted and dated.
- All entries are accessible to administrator and leadership via the shared drive and labelled clearly to show the date of the most recent amendment. Most recent changes are highlighted in yellow.
- The following will be recorded for each learner:
  - Learner's full name
  - Verified D.O.B
  - Sex
  - Parent's name and address
  - The name of the person who has custody of the child
  - Emergency contact numbers of the parent/carer
  - Admission date
  - Name and address of the last school attended
  - Details of learners virtual school (if applicable)
  - Forwarding placement details

Learners will be entered on the admission and attendance register on the first day that we expect them to attend. **If a young person is moving on to another provision, they will be kept on roll until the forwarding details for their new provision have been provided and confirmed.**

### **Attendance Registers**

- Attendance registers are important for:
  - effective attendance management
  - providing evidence in the event of prosecution of parents under the Education Act 1996
- We have in place a manual/computerized (BehaviourWatch) attendance register system.
- Entries will be taken twice a day.
- All absences will be recorded as either authorised or unauthorized.
- If we have given approval for a learner to be away then the absence will be recorded as authorised.
- The only time when a register will not be taken is when the school has had to close due to:
  - in-service training
  - severe weather conditions
  - structural damage
  - fire

### **Inspection of Admission and Attendance Registers**

- The admission register and all attendance registers are available at all times for inspection by:
  - Estyn Inspectors
  - Education Welfare Officers

### **Publication of Admission and Attendance Information**

- Every year we publish in the school prospectus and the Annual Report to guardians & stakeholders the following information about attendance:
  - the total number of learners on the roll for at least one session
  - the percentage of sessions missed through authorized absence
  - the percentage of sessions missed through unauthorized absences

### **Role of School Personnel**

School personnel will:

- comply with all aspects of this policy;
- ensure that the attendance register will be taken at the beginning of the morning and afternoon sessions;
- bring to the attention of the guardian any irregularities in learner attendance;
- establish good relationships with school transport providers in the event of a missed pick up/refusal/confirmation of collection.
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community.
- Ensure attendance is on the weekly grid.
- Ensure Placing Authority Welfare Personnel are given information daily.
- Ensure that both the blue register and electronic data capture on behaviour watch are kept up to date.

### **Role of Learners**

Learners/Carers will:

- maintain good attendance throughout the year;
- ensure their parents/Carers report their absence to school;
- support the school Code of Conduct and guidance necessary to ensure the smooth running of the school;
- liaise with the school council;
- take part in questionnaires and surveys

### **Role of Parents/carers**

Parents/Carers will:

- be made aware of this policy;
- be asked to take part periodic surveys conducted by the school;
- ensure regular and punctual attendance;
- notify school on the first day of learner absence;
- have holidays in term time and authorised by school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

### **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the Staff Handbook
- meetings with parents/carers such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- School website
- meetings with school personnel
- communications with home such as weekly reporting system and of end term newsletters
- reports such annual report to parents and Head teacher reports to the Proprietor and Head of Service
- information displays in the main school entrance

### **Equality Impact Assessment**

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any learner and it helps to promote equality at this school.

**Monitoring the Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinators the Head teacher.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Co-Ordinators, Proprietors and Head of Service.

Head teacher:	Sarah Hale	Date:	12 <sup>th</sup> August 2024
Head of Education:	Andrew Sutherland	Date:	

## APPENDIX A



### Admissions Form

Please complete this form to the best of your knowledge.

All information will be treated in the strictest confidence.

Learners full name \_\_\_\_\_

Any preferred name? \_\_\_\_\_

Date of Birth DD/MM/YYYY UPN NUMBER \_\_\_\_\_

#### Placing Authority & Contact Details

Social Worker \_\_\_\_\_ Local Authority \_\_\_\_\_

Social Worker Address \_\_\_\_\_

Postcode \_\_\_\_\_

Contact number \_\_\_\_\_ Email \_\_\_\_\_

How is the learner accommodated? (E.g. section 20/FCO)

Care Home please select \_\_\_\_\_

Family contact details (TO BE COMPLETED IN **ALL** CASES AS AN ESTYN REQUIREMENT FOR OUR SCHOOL ADMISSIONS REGISTER)

Photograph to be attached by school on admission

Please indicate where any school reports/correspondence should be sent (care home manager/family member/social worker etc.) \_\_\_\_\_

Are there any considerations we need to take as a school regarding religion or ethnicity? YES ☐ NO ☐

If yes, please give details \_\_\_\_\_

Educational History – Please include all known pre-school, primary and secondary information. Start with the most recent first, thank-you.

SCHOOL NAME & CONTACT INFORMATION (address/email/phone number)	DATES ATTENDED FROM/TO

#### SEN Information

Please indicate whether the learner has any medical diagnosis which impacts on their education.

ADHD ☐ Dyslexia ☐ Autism ☐ other ☐ (If other please specify) \_\_\_\_\_

Please advise on any interventions or treatments relating to the above if applicable. (More detailed information may be required under the health and wellbeing section of this application.)

Please indicate which supporting documents relating to education are attached to this application

Statements ☐ IEP ☐ IBP ☐  
Reviews ☐ PEP ☐ Support Plans/Interventions ☐  
Other ☐ please specify \_\_\_\_\_

Please detail any examinations/SATS, writing, reading, comprehension/spelling tests the learner has completed, also include key stage information, current N/C levels or level indicators (with descriptors) for English, Maths and Science.

EXAMINATION/TEST TYPE	LEVEL	DATE

Please indicate any external agencies involved (e.g. – YOT supervision order) and why? Please also provide dates even if the agency is no longer involved.

Please indicate any interests and hobbies. We have enhanced learning days and work experience packages that can fit around the interests/hobbies of a learner.

### Health and Wellbeing

Doctors Name \_\_\_\_\_

Telephone Number \_\_\_\_\_

Surgery Address \_\_\_\_\_

Does the child wear glasses/lenses? YES ☐ NO ☐

Does the child have any hearing impairments? YES ☐ NO ☐

Is there any physical impairment to which special attention should be given? Please provide details (if any) \_\_\_\_\_

Is there any reason why the child **should not** participate in any sports/physical activity? YES ☐ NO ☐

If yes please tell us why? \_\_\_\_\_

Has the child ever suffered from depression? YES ☐ NO ☐

Has the child ever been prescribed any antidepressant medication? YES ☐ NO ☐

If yes, when? \_\_\_\_\_

Has the child ever been admitted to hospital or been seen in a hospital outpatients with a mental Health problem? YES ☐ NO ☐

Does the child suffer from any of the following?

Asthma ☐ Anaphylaxis/Allergy ☐ Diabetes ☐ Epilepsy ☐

**If YES to any of the above, please ensure that a MED1 and MED2 form are completed**

Date of last incident (if any) \_\_\_\_\_

Does the child have any other medical conditions? YES ☐ NO ☐

If yes please provide details \_\_\_\_\_

Does the child take any medication, either on a regular basis or as required? YES ☐ NO ☐

If yes please give details in the box below

Name of medication	Reason for medication	Dosage	Frequency

Will any of the medication be needed at school? YES ☐ NO ☐

**If yes you will need to complete a MED1 form**

Signed \_\_\_\_\_ Date \_\_\_\_\_

Please return this form and any additional requirements (e.g. MED1/ALLERGY form, statements, reviews PEP's) either electronically or by post to the following:

Admissions, Greenfields School [jenni.parry@greenfields.uk.com](mailto:jenni.parry@greenfields.uk.com)

Graig Y Saeson

Forge Road

NP10 8AT

If you need any help completing this form or need to contact us, please do so on **(01633) 259019**

### **Medication on school premises (MED1 FORM)**

PLEASE NOTE THAT FOR BOTH HEALTH AND SAFETY & SAFEGUARDING REQUIREMENTS, GREENFIELDS SCHOOL NEED TO KNOW OF ANY MEDICATIONS THAT ARE ON SCHOOL PREMISES AT ANYTIME. MEDICATIONS ARE TO BE IN THE HANDS OF ACCOMPANYING CARE STAFF ONLY. IF STORAGE OF MEDICINES IS NEEDED PLEASE SPEAK TO SLT AS THEY WOULD NEED TO AUTHORISE THIS.

SH/GREENFIELDS/V7/2024

(It is the responsibility of learners accompanying staff to administer any prescribed medicine to the learner, unless in the event of a medical emergency. Greenfields School **will not** consider administration/storage of medicines unless you complete and sign this form. **Please note that this form relates to any medical conditions that require medication as well as any prescribed meds for a minor illness i.e. antibiotics)**

Name of learner

Date of birth

Medical condition or illness


**NB: Medicines must be in the original container as dispensed by the pharmacy**

### Medicine

Name/type of medicine  
(as described on the container)

Expiry date

Dosage and method

Timing

Special precautions/other instructions

Are there any side effects that the school/setting needs to know about?

Procedures to take in an emergency


### Consent

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/care staff storing/administering medicine in accordance with the school/setting policy. I will inform the school/setting immediately, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature(s)

Date

### Allergy/Asthma/Epilepsy/Diabetes Form (MED2 FORM)

In order to help the school ensure a safe environment, please provide the following information if you have indicated that the child suffers from one of the above conditions. If more than one condition applies to the child, please provide details for each one.

An individual health care plan will be devised for **any** learner that suffers with the above medical conditions. Therefore, please provide us with as much information as possible. Thankyou.

Name of learner \_\_\_\_\_ Date of Birth \_\_\_\_\_

Please tick and provide information to all that apply:

Asthma ☐ Anaphylaxis/Allergy ☐ Diabetes ☐ Epilepsy ☐

**If YES to any of the above, please ensure that a MED1 form is also completed**

Please give approximate date of diagnosis \_\_\_\_\_

Has anaphylactic/life threatening condition ever occurred? YES ☐ NO ☐

Are any alert bracelets/necklaces or tags worn in relation to the condition? YES ☐ NO ☐

If yes please provide details \_\_\_\_\_

Please indicate any of the following that have been prescribed in relation to their condition/conditions:

Adrenaline ☐ Antihistamines ☐ Inhaler/asthma pump ☐ other ☐

Please provide specific details of the above if applicable (e.g., epi pen, Piriton, glucose etc.)

PLEASE NOTE THAT IT IS SCHOOL POLICY FOR ACCOMPANYING CARE STAFF TO ASSUME RESPONSIBILITY OF ANY MEDICATIONS AS WITH ADMINISTERING ANY MEDICATIONS ON SCHOOL SITE. IN THE CASE OF A MEDICAL EMERGENCY, WE WOULD OF COURSE PROVIDE SUPPORT AND ASSISTANCE TO ANY LEARNER/MEMBER OF STAFF.

Please ensure that the **MED1** is completed if any learner has to have access to any medication indicated on this form.

### **Consent**

The above information is, to the best of my knowledge, accurate at the time of writing and I give consent to school/care staff storing/administering medicine in accordance with the school/setting policy. I will inform the school/setting immediately, if there is any change in dosage or frequency of the medication or if the medicine is stopped.

Signature(s)

Date

## **ETHNICITY**

Child's name .....

What is *[your child's]* *[your]*<sup>1</sup> ethnic group?

*(A person's ethnic group describes how they see themselves. This may be based on many things, including, for example, their skin colour, language, culture, ancestry or family history. **Ethnic group is not the same as nationality.**)*

Please tick the appropriate box below.

**(a) White**

- ◆ British ☐
- ◆ Irish ☐
- ◆ Any other White background ☐

**(b) Mixed**

- ◆ White and Black Caribbean ☐
- ◆ White and Black African ☐
- ◆ White and Asian ☐
- ◆ Any other mixed background ☐

**(c) Asian or Asian British**

- ◆ Indian ☐
- ◆ Pakistani ☐
- ◆ Bangladeshi ☐
- ◆ Any other Asian background ☐

**(d) Black or Black British**

- ◆ Caribbean ☐
- ◆ African ☐
- ◆ Any other Black background ☐

**(e) Chinese**

☐

**(f) Any other ethnic group**

☐

**(g) I'd rather not say**

☐

### **Off-site school visits, Sporting activities and vocation consent form**

**Your child's name:** \_\_\_\_\_

I hereby agree to my child participating in normal routine visits off the school site. All approved activities have been risk assessed as part of our strict safeguarding policy. These visits might include the following, or similar, activities:

Sporting activities (indoor climbing, badminton etc.)

Other approved outdoor activities (parks/nature reserves etc.)

Enhanced Learning Days (to support individualised learning)

#### **I understand that:**

- such visits for enhanced learning days have been risk assessed and are in place to encourage learners' individualised learning, which will require visits to suitable premises;
- such visits will normally take place within school hours, but that if, occasionally, they are likely to extend beyond this, adequate advance notice will be given so that I may make appropriate arrangements for my child's return home;
- my specific permission will be sought for any visits beyond those listed above or which could involve commitment to extended journeys, times or expense;
- all reasonable care will be taken of my child during the visit;
- my child will be under an obligation to obey all directions given and to observe all rules and regulations governing the visit and will be subject to all normal school discipline procedures during the visit;
- I must inform the school of any medical or psychological condition or physical disabilities that may affect them during the visit;

**Full name of guardian:** \_\_\_\_\_

**Signature of guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### **Photographic consent form**

Name of the child's

Parent or guardian: \_\_\_\_\_

Name of child: \_\_\_\_\_

Occasionally, we may take photographs of the learners' at our school. We may use these images for photographic evidence, gained through educational visits and special events in school.

We understand that the safeguarding of our learners is paramount so only when appropriate, images may also be used for newsletters or the school prospectus.

To comply with the Data Protection Act 1988, we need your permission before we can photograph or make any recordings of your child. Please answer the questions below, then sign and date the form where shown and return the completed form to the school.

*Please circle your answer*

May we use your child's photograph in the school?

Prospectus and other printed publications that we produce for promotional purposes? **Yes / No**

May we use your child's photograph to document evidence of learning? **Yes / No**

### **Conditions of use**

This form is valid for the period of time your child attends this school. The consent will automatically expire after this time, you can withdraw consent at any time by informing the school.

We will not use the personal details or names of any child or adult in a photographic image on video, on our website, in our school prospectus. When images are being used on social media learners' faces are covered/not identifiable for safeguarding

We will not include personal e-mail or postal addresses, or telephone or fax numbers on video, on our website, in our school prospectus or in other printed publications.

If we name a learner in the text, we will not use a photograph of that child to accompany the article

**Full name of guardian:** \_\_\_\_\_

**Signature of guardian:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
		✓		

This policy affects or is likely to affect the following members of the school community (✓)	Learners	School Personnel	Parents/carers	Governors	School Visitors	Wider School Community
	✓	✓	✓			

Question	Equality Groups																					Conclusion				
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓			✓			✓			✓			✓			✓			✓			✓			
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	N/A	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
		✓		✓				✓			✓				✓	✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'	
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓	

