

Policy

1. All admissions to the School are to be planned and agreed by parents, carers, the school and placing local authorities (LAs) ensuring the needs of the child will be met. Placements are made by local authorities for parents who wish for their child to attend the Royal School for the Blind (RSB). We work in partnership with LAs to help this process. A parental/child preference if agreed is then stated on the Education, Health and Care Plan.

Children and Families Act 2014

**Section 39: Finalising EHC plans: request for particular school or other institution**

*226. This section applies where the child's parent or the young person has received a draft EHC plan and requested that a particular institution is named in the EHC plan.*

*227. The local authority is required to consult any institution that it is considering naming in the EHC plan and, where that institution is maintained by another local authority, the other authority. The local authority must comply with the parent or young person's request unless the child or young person's attendance at the school would not meet their special educational needs, or would be incompatible with the efficient education of others or the efficient use of resources. If it believes that these circumstances apply, the local authority must name the school or other institution, or type of institution, that the local authority considers to be most appropriate for the child or young person (having consulted that institution before naming it in the EHC plan). A copy of the final EHC plan must then be sent to the child's parent or the young person and to the school, college or other institution that has been named in the EHC plan.*

2. Prior to admission parents, carers, local authorities and, if appropriate, social workers, along with the child, are given a prospectus and invited to visit RSB. This is an opportunity to be introduced to the staff team and find out about our offer. Each prospective admission is treated on an individual basis and several visits may be necessary prior to a decision being made.
3. We support parents through the application process and help to provide advice to ensure that parental choice is given sufficient weight. We also have a Family Support Officer and a Parent Led Support Service to help parents (contact details available from school and through the Family Support pamphlet). This can help with any questions that parents/carers might have. Further support is available from the Independent Parental Support Education Advice website- [www.ipsea.org.uk](http://www.ipsea.org.uk).
4. Once a decision has been reached by the Head of School/Admissions Team permission needs to be granted by the local authority. If agreement is reached that the child is to attend the school either as a residential or day pupil, the following information is to be obtained:-
  - Placement plan agreement.
  - Contact details of Parents/Carers in an emergency.
  - Current medical, educational and personal care needs of the child and consent for medication, activities etc.
  - Legal status of child and the name of a contact in Placing Authority.
  - Any behaviour patterns and support information (any behaviour support plans if needed).
  - Details of child's preferred method of communication.
  - 'Transition/All About Me' document explaining the child's likes and dislikes regarding food, allergies, leisure activities and any other relevant information pertaining to that child i.e. Mobility, Physio, SALT etc.

Upon a start date being agreed a relevant transition plan is made ready by the Family Support Officer.

5. Local authorities and parents can request a placement through naming the school as a preferred choice during the EHCP process. The process involves close cooperation with local authorities and decisions are made based upon need, the ability for us to accommodate appropriately, an impact risk assessment, relevant SEND guidance and the Children's and Families Act 2014.
6. Once a child's placement is secured to the School, an induction programme in our Support Hub will follow to ensure a smooth transition. An individualised programme will be created to ensure a full picture of a child's needs. This will also include introductions to staff and children. The full range of multi-disciplinary teams within the school will begin the process of benchmark assessments. The information will then be shared within our Team around the Child meetings and a group placement is then established. Individualised programmes of study and relevant care plans are facilitated using the induction period using prior information from fellow professionals and parental/carer advice.
7. If the school is oversubscribed students interested in joining, and who have been accepted as suitable following assessment, can be placed on a waiting list.

### Nursery

8. The school follows the advice and guidance as set up in Liverpool City Council's 'Local Offer'. We are able to offer free child places for 3-4 year olds and for 2 year olds (subject to terms and conditions). We adhere to Liverpool's conditions as set out in the 'FREE EARLY EDUCATION/CHILDCARE FOR SOME TWO YEAR OLD CHILDREN IN LIVERPOOL' Revised Guidance and Eligibility Criteria Form February 2015. This document is available both from school and Liverpool City Council's Local Offer website. This details requirements and specifies birthdates and potential start times. Application forms are available from school following a visit and discussion. The Nursery is inclusive and our specialism includes, visual impairment, multiple disabilities, profound and multiple learning disabilities and multi-sensory impairments. We would prioritise the needs of the child when determining suitability of offer. Any placement request is also subject to an impact risk assessment as relevant. This is to ensure safety for all. We have a highly skilled staff team and a visit is encouraged to help discuss specific needs. Any external support would be encouraged to stay in place to ensure continuity as part of the universal offer. Specialists such as SENIS, SALT, physio, OT and other are applied for within the remit of the local offer (although in some circumstances our own specialists can be involved).
9. Due to high demand we offer up 15 hours maximum with increases above this in exceptional circumstances only. This generally would equal up to five 3 hour sessions per week.
10. It is unlikely that permission will be given for a child to extend their stay at the nursery beyond the end of the academic year in which their 4<sup>th</sup> birthday occurs. Transition into a school should then take place as placements will already have been reallocated. Any extension is by application only.
11. The waiting list for the nursery will be managed by the Family Support Officer. Being on the waiting list does not guarantee a place as we always consider needs and risk assess overall group balance.
12. Applications for extra time within the 15 hour allocation will be based upon need and an impact risk assessment.
13. In exceptional circumstances group size might be increased to accommodate a significant need but this will only be considered relative to staffing and impact risk.
14. Admission to the nursery does not guarantee a place in school reception class.
15. Final decisions regarding all aspects of placements in the school and nursery are made by the Head of School in consultation with relevant staff, professionals and parents.

Date approved by Governors: Mar-18

Date of Review: Mar-20