

Admissions

Policy and Procedure

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, Liverpool (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. Following receipt and consideration of referral paperwork, 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 and meet with the Head of School and SENCO. 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. **Our person In Charge of Family Support will 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.
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 Head of School with the relevant ICO.
- 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 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. All inductions to the school and nursery are organised through the relevant ICO.
- 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 Learning and Childcare for 2-year-olds' as stated on the 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, in writing to the Head of School.
- 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 4th birthday occurs. Transition into a school should then take place as placements will already have been reallocated. Any extension is by application only, in writing to the Head of School.
- 11. The waiting list for the nursery will be managed by the PA to the Head of School. Being on the waiting list does not guarantee a place as we always consider needs and risk assess overall group balance.
- 12. Admission to the nursery does not guarantee a place in school reception class.
- 13. 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.

Induction Procedure

At RSB and Teddy's Nursery we recognise the importance of ensuring smooth inductions for children joining our school, moving classes within our school and moving onto alternative provision. We have a good understanding of the importance of ensuring procedures are flexible and meet the unique and individual needs of children and their families. RSB and Teddy's Nursery will make every attempt to ensure that parents/carers and families are involved at every stage of their child's induction to the school and future transitions to other provisions.

Induction into Teddy's Nursery

Responsibility:

Deputy Head of School

The person In Charge of EYFS

Nursery Lead

School Nurse

1. When the Head of School determines if a child is to be given a place in Teddy's Nursery PA to the Head of School will send out a nursery pack to the child's parents/carers. The nursery pack contains different forms including dietary requirements, nursery contract and forms asking lots of information about children's likes/dislikes and a return envelope so that all documents will be returned directly to PA to the Head of School to be disseminated to the appropriate people.
2. When the PA to the Head of School is informed that a child has been allocated a place at the nursery and the nursery pack is returned, parents/carers will be contacted by the ICO for EYFS and they will make arrangements to arrange a suitable time for them to have an ALL ABOUT ME MEETING. The person In Charge of EYFS will invite the appropriate professionals to this meeting and will work to facilitate a start date for the child. They will work closely with our school nurse to determine if further medical meetings are needed or training is required prior to the child starting in Teddy's.
3. If a more in-depth transition into nursery is needed the person In Charge of EYFS will then create an individual plan working closely with the Deputy Head of School, nursery group lead, and school nurse, whilst consistently liaising with parents.

Induction into The Royal School for the Blind, Liverpool

Responsibility:

The Head of School

Deputy Head of School

In Charge of

SENCO

Class teacher

School nurse

1. When the Head of School informs the Deputy Head of School and SENCO that a child/young person has been allocated a place at RSB the SENCO will make contact with the child's parents/carers to invite them into school for a tour of the school and to meet all relevant professionals, this gives the opportunity for parents to ask questions and for future transition visits to be set up.
2. Parents/carers are invited in for an induction meeting by the SENCO, this meeting is for all professionals involved with the child when they start at school to gather information and for parents/carers to share information they deem important. The SENCO will put together and share a plan of how this meeting will be timed and facilitated.
3. A school induction pack will be given out at this meeting for parents to take home and return to RSB in the return pack. The pack includes ALL ABOUT ME information including child/young person's likes or dislikes, dietary requirements, uniform order and consent forms etc. This meeting will also be an

opportunity for parent/carer and child to attend for a medical introduction with our school nurse, where medical information will be shared and forms filled in. Our school nurse will take this opportunity to determine whether further medical meetings need to be arranged or training needs to be in place for staff before the child's start date. The school nurse will distribute the completed forms to class teacher and other relevant professionals. The person Deputy Head of School and SENCO will determine a start date for the child/young person within discussion with the Head of School.

4. Assessments will be conducted as necessary and the Head of School and Deputy Head of School will determine staffing.

Transitions

Policy and Procedure

Transition from The Royal School for the Blind, Liverpool into Further Education.

Responsibility:

Deputy Head of School

The person In Charge of 6th Form

IAG service

SENCO

Here at RSB we understand that transition to adulthood is a time of celebration, change and challenges for all young people. But, for many young people with disabilities and SEN and their families, it can be a frustrating and daunting process.

One of the reasons why transition can be a confusing experience is that the young person and their family will receive support from different external and internal agencies at different stages throughout the transition process.

But there are many things we here at RSB can do to make the transition process a smoother experience for young people and their families.

Professionals working together

1. The person In Charge of 6th Form will work closely with Deputy Head of School throughout the process supporting the families in decision making at annual reviews alongside the support of external agencies allocated to each young person from their Local Authority.
2. Our allocated independent Transition Advice and Guidance IAG service will work closely with the Deputy Head of School and the person In Charge of 6th Form to ensure each young person and their families are given support throughout. IAG services will attend selected annual reviews on invitation from the SLT/MLT member running the review.
3. Relevant Sixth Form staff as directed by the Deputy Head of School will continue to support once Post-19 provisions have been confirmed. They will liaise with the class teacher, the Deputy Head of School, the new provision, and parents to facilitate transition visits. The Deputy Head of School and ICO for 6th Form will arrange appropriate visits for new staff to RSB and then visits by the young person to their chosen provision.

Transition into Residential School Placement

Responsibility:

Head of Care

Residential Manager

Residential Team

Relevant In Charge of
School Nurse

The Head of School and The Head of Care will inform the Residential Manager that a child/young person will be starting as a residential pupil at RSB. The Residential Manager will put together a transition plan to support the transition into Bradbury House smoothly. They will work closely with all responsible professionals to facilitate this. All relevant information will be provided in a bespoke induction process.

Date approved by Governors: Jul-23

Date of Review: Jul-24