ADMISSIONS & ASSESSMENT POLICY & PROCEDURES

2023-2024

Company Operations

ADO Services C.I.C.

Incorporating ADO River Valley

Version 2.4 ©2023

Current Version Valid from 1st February 2023

To Be Reviewed in February 2024

Reviewed by the ADO management Committee March 2023

1. Policy and Procedure Overview

To ensure a smooth, efficient process when dealing with children and young people (CYP) through the admissions and assessments to confirm places into ADO River Valley, this document addresses the key processes at each stage.

2. Admissions Process

Step One

The first step within this process is the receipt of a referral form, completed by multi agency organisations such as the current School, Local Authority, Fair Access Panel or CAMHS.

Documents must be attached including any EHCP, attendance, relevant therapeutic intervention reports or previous educational provision reports/ assessments that will be relevant for review and planning of the child or young person's (CYP) learning programme and assessments with us.

The information requested within the referral form covers the following areas:

When a potential student is referred to us, we ensure that the relevant professional completes a detailed Referral Form. Within the referral form we request the detailed information which includes previous educational reports, attendance reports, and specific questions relating to the individual students interests and attainment. All of this information combined enables us to form our own baseline assessments on the individual students, and provides us with more information to determine if we can offer an assessment, and if so which (if any) access arrangements will we need to have in place to accommodate this.

Step Two

An ADO River Valley representative will make contact with the referrer to discuss the requirements. If ADO staff require a short call after reviewing the paperwork, they will organise this directly with the individual caregiver, or referrer.

Step Three

An initial site assessment visit will be arranged for the applicant, parents - carers and/or stakeholders as deemed appropriate. This is known as the Practical Assessment. The practical assessment is a two-day process, and it is a fact-finding experience for all stakeholders. It also allows ADO to conduct our risk assessments with the individual in mind. Within the first two hours of the first practical assessment day, ADO staff will ask questions relating to the potential student and what their likes and interests are. They will talk about what is included within the two practical assessment days, especially relating to exposure of the wide range of lessons we teach. We try to expose the potential student to our robust curriculum because we are so bespoke it is important to determine the right pathway for that individual if they were to start with us.

In addition, within the first two hours of the first day ADO staff will talk to all stakeholders about the first two weeks of the students' time with us (if assessment was successful) in relation to assessments and baselining.

Step Four

The Senior Leadership team will discuss and review the existing assessment information.

Step Five

Dependent on the presentation of the individual, we reserve the right to request more assessment days to ensure our setting is right. Applicants must have the cognitive ability to keep themselves and those around them safe.

Step Six

If ADO River Valley feel they can meet the applicant's needs, a place will be offered subject to availability. If ADO River Valley do not feel that they can meet the applicants needs, the option of discussing options within our separate therapy company which can be a suitable setting for students who are unable to manage a full-time education setting.

3. Our Model and Ethos

We are student centred and the views and wishes of each student play a central role in the admissions process.

Through our referral and assessment process, the school can obtain information to understand the needs of the CYP. In conjunction with the family and professionals that have worked with the CYP to date, we would then prepare their individual programme applicable to the school's curriculum. This information enables our staff team to prepare a baseline in order to effectively track and measure achievement, progress and development.

Regular Formative and Holistic Assessments are conducted with students work in order to establish levels of attainment and also for future planning. Summative assessments are conducted at the end of each term and or school year dependent on the course layout. Due to the nature of our students, we do not benchmark against mainstream provisions as otherwise progress would always be limited and not show the 'True Progress' a student is making. We provide bespoke tracking for each individual student, setting 'Next Steps' in line with SMART Targets.

We set our students targets and then carefully monitor the progress of each individual throughout the school year, intervening if we observe a potential difficulty.

Staff have regular meetings and discussions about student progress/updates and difficulties.

Student reports are sent out at a minimum of twice within the school year, for parents/ caregivers and professionals to read and review. We focus heavily on what students have achieved, with developmental advisories throughout. This approach promotes positive self-

worth for our students, helping them to have a sense of pride when reviewing their reports and motivating them to try harder when required.

Regular twice-yearly meetings are held for parents to discuss their students' progress, although parents are welcome to make an appointment to see relevant ADO staff if and when required.

4. Admissions Policy

We have specialist staff including therapists to support the needs of students with a range of special educational needs and complex learning difficulties or disabilities. We have extensive experience working with CYP that may have been diagnosed with ASD, ADHD, mental health difficulties or a complex profile with conditions that co-exist with one or more special educational need.

Following assessment, the school will review and offer a place to a student where it believes it has the capability to meet that student's needs and support the young person to learn and thrive.

If there are concerns as to whether the school can meet the needs of the student, these will be discussed with the family and existing professionals as to whether any adaptations can be made on the school part to support the CYP. The school would unlikely be able to offer a place where the school believes that the students' needs cannot be catered for by the available facilities or whose condition or behaviour would pose an unacceptable risk to the welfare, health and safety of the school's students or staff.

5. Reference Documents and Guidelines

The Education (Independent School Standards) Regulations, 2014)

6. Review

All ADO policies and procedures follow ITIL guidelines to ensure version control, change control and release management of any documents. As a matter of policy, documents can be updated at any time to reflect changes to ADO procedures, legal changes, OFSTED directives or any other reason to ensure the policies and procedures are accurate and correct. This involves consultation with stakeholders, management Committee and approval from the directors. All policies and procedures are reviewed at the very least on an annual basis. Regular communication through newsletters, social media, text systems and through our website within the ADO Library is part of our Release Management.

7. Contact

This document was produced by the ADO Operations Consultancy Team. This version supersedes any previous versions and will be reviewed annually.

All correspondence with regard to this policy, or any other operational policy and procedure should be directed to the ADO Business Operations and Support Executive by e-mailing gmp@adoservices.co.uk or calling 0208 855 6778, requesting to speak to Gary McHolland-Pilcher or in writing, ADO Services CIC, Head Office, 126 Upper Wickham Lane, Welling, Kent, DA16 3DP.