

Knowle DGE Admissions 2023-24



Our Mission at Knowle DGE Academy

Staff and Academy Councillors believe that young people at Knowle DGE will **DISCOVER** new learning opportunities and experiences at Knowle DGE. We will **GUIDE** each student towards these learning opportunities and in doing this are confident that each student will **ENJOY** their learning experiences at Knowle DGE.

In order to succeed, we aim to encourage every individual at our Academy to develop **BELIEF** in themselves to aim higher, to **REPECT** themselves, others and their Academy and take **RESPONSIBILITY** for their decisions and actions.

We recognise that we are **ALL EQUAL** and deserve the very best. We recognise that we are **ALL DIFFERENT** in the ways we learn and interact. We recognise that we can **ALL ACHIEVE TOGETHER** - as a Community, as a student within the community and as a parent/carer.

Introduction

Knowle DGE is a Special Academy for pupils with an EHCP. We are part of MNSP Academy Trust and work in close partnership with the other academies in the Trust. This admissions procedure should be read in conjunction MNSP Admission Policy. The Admissions Policy is determined by 'The School Admissions Code' and 'The Admissions Appeals Code' written by the Department for Education (DfE).

Both codes are available from

<http://www.education.gov.uk/schools/adminandfinance/schooladmissions/a00195/school-admissions-codes-and-regulations>

Procedures and Protocol

- Knowle DGE is an academy that has students from year 2 to year 13. Therefore Knowle DGE can accept pupils via the consultation process from these year groups.
- Knowle DGE is a school with a wide range and complexity of need. Our main need is students with Speech Language and communication needs, we also have students on the Autistic Spectrum, Moderate Learning difficulties and low level Social, Emotional and Mental Health needs.
- Consults should be sent from Bristol Local authority to other local authorities should send consults here too. These consults are then logged and recorded

with the trust and send to the relevant professionals at Knowle DGE to complete within 15 days of receiving, in line with the SEND Code of Practice (2015). The local authority will then make a decision whether to name Knowle DGE Academy on the pupil's EHCP.

- If a consult is set straight to a member of Knowle DGE staff rather than senadmin@msnpartnership.co.uk Knowle DGE will not complete this consult but will ask for this to be sent to senadmin@msnpartnership.co.uk and then we will respond within 15 days of senadmin@msnpartnership.co.uk receiving this consult.
- The consultation and admission process is overseen by Assistant Head Suzanne Nelson/Jenny Hughes and SENDCo Nick Field. To support with the volume of consults that are received by Knowle DGE, consults are now being completed by all Assistant and Deputy Heads for the area of the school that they oversee. These are as follows
 - Lower School: Jemmy Hughes (Assistant Head)
 - Middle School: Suzanne Nelson (Assistant Head)
 - Upper School: Matt Franzke (Assistant Head)

The above members of the Senior Leadership team will work with the Heads of School (Middle Leaders) in each area to discuss whether or not we can meet needs for the students that we are receiving consults for.

- The Academy Council will receive formal requests for placements from Local Authorities. Knowle DGE Academy will consider each pupil on their individual merits and with reference to relevant legislation to ensure we can meet their needs as defined by the EHCP, and that the Academy has the space, staffing, capacity and resources to accommodate the pupil within its existing operational organisation.
- Whilst we are aware that in the SEND Code of Practice (2015) states that consultations should be based on a student's EHCP, Knowle DGE request the information included in Appendix 1. If this information is not included, Knowle DGE may return a 'cannot meet needs' consult based on needing 'More information'. The reason for this is in line with 'Working together to Safeguard Children (2018)' where it states that *"Practitioners should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children..."* and that in the consultation process there should be a *'a full description of the child or young person's special needs, and ANY health and social care needs'*.
- Local Authorities are expected to provide suitable documentation in order that Knowle DGE has sufficient information to know whether a young person's needs can be met and to be able to plan for and prepare accordingly. This documentation includes an EHCP, an annual review of the EHCP, attendance, academic levels and progress, relevant multi agency reports (eg Educational Psychologist, Speech and Language Therapist), current provision and any social

care information. See Appendix 1.

- Parents, carers, prospective pupils, their teachers and supporting professionals are advised to visit the Academy and are welcome to do so by prior appointment. To book a tour of Knowle DGE school contact school@knowledge.learnmat.uk who will book at tour.
- For some consults Knowle DGE may ask to visit a student in their setting to see if we feel that we can meet needs or not. If this is to happen we will contact the schools SENCO and Local Authority asking for a date to go and visit the student and make an informed decision. We may use our 'Professionals meeting' template to support this decision with professionals that work with the students eg SENCO, Pastoral team, Social care etc.
- If a young person has been named for Knowle DGE, before them attending Knowle DGE for transition days, one of the DSLs will complete a 'Professionals meeting' for that student to ensure that all information has been sent. This meeting invites any professionals that we have been made aware of that are working with this student and requests that all paperwork on the young person has been sent to us to ensure that we are completing an informed transition. See Appendix 2.
- If Knowle DGE has sent a 'yes' response for to a consult, this 'yes' is based on the information that has been sent in the consult and the funding that Knowle DGE has requested. If more information is given to Knowle DGE that we feel puts our students at risk, we will ask the Local Authority to replace this young person. Also if funding is not agreed at the level that we have requested, Knowle DGE will ask the Local Authority to either re take this student to panel to discuss funding, or to re find this young person a place in another setting if they are not willing to honour our provision costing plan.

Appeals

Parents/carers and pupils have a right of appeal to the First Tier Tribunal (Special Needs and Disability) against a decision made by a Local Authority not to make an EHCP, or about the content of an EHCP, including about the type of school or setting or about the school or other setting named in the EHCP.

Parents/carers or pupils wishing to challenge a decision should first contact their local special educational needs mediation service. The LA will be able to provide contact details. If this does not resolve the issue, parents/carers or pupils should submit their appeal to the Tribunal within 2 months of the date on their decision letter or a month from the date of the mediation certificate, whichever is later. The Tribunal will be made up of at least 3 appropriately trained members. Parents/carers or pupils can take someone to represent them, or a friend to the Tribunal. More information is provided here: <https://www.gov.uk/special-educational-needs-disability-tribunal/overview>

Links with other Policies/Procedures:

- Safeguarding Policy
- SEND Policy
- SEND Offer

Appendix 1:

<u>Documents</u>	<u>Received</u>
Consultation letter from Local Authority	
Parental preference for Knowle DGE	
Most up to date EHCP: -Family history -Historical schooling -Social care -Health -SEND -Provision required	
Most up to date AR: -Parent view -Pupil view	
School Information: -Attendance data -Performance data -Safeguarding concerns -Agencies working with CYP -Behaviour/engagement report	
Any additional previous EHCPs available	
Any additional previous ARs available	
Health: -GP letters -Paediatrician letters -Diagnosis -Concerns -CAMHS -School nurse -Medication	
Social care: -Family History -Current involvement -Historical involvement -FIF -CIN -CP -Concerns -Safeguarding chronology	
Bespoke/ALP information:	

-Reports	
-Timetable	
-Attendance data	
-Contextual safeguarding	
-Qualifications	
-Careers	
EP report	
SaLT report	
OT report	
Be Safe Reports	
Intervention reports	
Therapeutic reports	

Appendix 2:

Transition Meeting Script:

- Welcome and introductions.

We are meeting today to ensure that Knowle DGE will then hold all the relevant information to ensure they can provide a good education for PUPIL and to ensure the Pupil, Pupils around them and staff members are kept safe. This meeting will be split into 6 sections.

- *Provision needed for the young person*
- *Safeguarding advice*
- *Any developing issues*
- *Transition Plan to be developed*
- *Any other questions?*

Ensuring ALL necessary paperwork has been received and reviewed

Currently Knowle DGE have received the following documents for this young person:

Information to be sent through to Knowle DGE before the meeting:

Information/ reports needed to be sent through	Received? Date received.
<i>EHCP</i>	
<i>Most recent Annual Review:</i>	
<i>Any previous Annual Reviews:</i>	
<u><i>All professionals paperwork</i></u> <i>eg:</i> <ul style="list-style-type: none">• <i>CAHMS</i>• <i>Be Safe</i>• <i>OT</i>• <i>EP</i>• <i>Paediatrician letters</i><ul style="list-style-type: none">• <i>Any health professionals reports</i>• <i>Attendance report</i><ul style="list-style-type: none">• <i>SALT report</i>• <i>Intervention reports</i>• <i>Therapeutic records?</i>	
<u><i>Safeguarding professionals paperwork:</i></u> <ul style="list-style-type: none">• <i>FIF</i>• <i>CIN</i>	

<ul style="list-style-type: none"> • CP • Family History • Current Involvement • Historical involvement 			
Safeguarding log/ paperwork eg CPOMS printed and sent over.			
Any school Risk Assessments			
Behaviour reports and analysis:			
Top up information:			
Contact details and information for ALL professionals involved:	<u>Professional:</u>	<u>Contact details:</u>	<u>Company/ Agency:</u>

Is there any other paperwork that we should be aware of that will support our knowledge of how to support this young person? Also, Currently what funding is received to support this young person, and who from? If you have completed any 'TOP UP' documents for [PUPIL](#), please can these be shared with us?

Provision needed for the young person:

Please see the **Provision Map** that we have created for the young person based on the paperwork we have already received. From looking at their EHCP we think that this is what needs to be provided for [PUPIL](#). From your experience of [PUPIL](#) is there anything that they need on top of this or no longer require?

(Professionals to work together to create this provision plan).

Does [PUPIL](#) currently have a 'Personal Support Plan', 'Risk Assessment' or 'Behaviour Support Plan'? If so, can/ has this be shared? Does [PUPIL](#) have a 'Pupil Passport'? If so can/ has this been shared. (When Documents shared), Do these plans hold the most up to date information? From now seeing our building, is there any problems that you see that may occur or arise differently for [PUPIL](#) than at your setting? Based on this, is there anything you think we may need to change on these documents to ensure that the young person is kept safe?

[Professionals work together on PSP ideas/ strategies.](#)

Is there anything else we should be aware of for this young person? As professionals is there any more advice you would provide us with surrounding [PUPIL's](#) provision and behavioural strategies

Safeguarding Advice:

Is PUPIL or family currently involved with any professionals in relation to safeguarding? Can I confirm that these are the contact details for this professional?/ Can I have further contact details for the professional (if information has not yet been received).

Any information:

If report has been received:

We currently have received this report. Does this report include all up to date and relevant information? Has there been any previous or historical information for this young person that has not been included on this report?

If no – please can we have this report before PUPIL begins their transition process? What date will we receive this information and from who?

If report has not been received:

Please could we have a report detailing any historical intervention with this family/ young person, current involvement and any information that we should be aware of in order to ensure that we are keeping PUPIL safe.

Any information:

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Have any professionals previously been involved with **PUPIL**/if so what is the date of closure?

Professionals	Date of Closure	Historical report received?	Contact details

Can we just confirm if this young person is experiencing or at risk of the following:
Please provide details of how we know this/ why this is suspected/ actions that have taken place based on this/ professionals that are or have been involved to support the young person and the family with these issues:

<u>Safeguarding Concern:</u>	<u>How we know this?</u>	<u>Is this suspected and if so why?</u>	<u>Actions taken?</u>	<u>Further action that may be required and who should do this?</u>
CCE <ul style="list-style-type: none"> • Drug use • Drug/ Alcohol concerns • Concern that Pupil is being used in drug running or similar behaviours • Use of weapons • Sudden interest in weapons • Extreme behaviours eg PREVENT • Grooming • Risky behaviours • Peer on Peer abuse • Faith abuse 				
CSE <ul style="list-style-type: none"> • Sexualised behaviours towards others • Concern of sexual abuse for young person • Sexualised ESAFETY concerns • Grooming • Child Sexual Exploitation 				

<ul style="list-style-type: none"> • <i>FGM</i> • <i>Forced Marriage</i> • <i>Risky or sexualised behaviours</i> • <i>Peer on Peer abuse</i> 				
Mental Health Concern: <ul style="list-style-type: none"> • <i>Change in Mood</i> • <i>Extended period of Low Mood</i> • <i>Increase in anxiety</i> • <i>Change in appearance</i> • <i>Self Harm</i> • <i>Thoughts of Suicide</i> • <i>Risky Behaviours</i> 				
Prejudicial Incidents: <ul style="list-style-type: none"> • <i>Developing Pattern of Prejudicial behaviour</i> • <i>Disablist incidents</i> • <i>Homophobic incidents</i> • <i>Racism</i> • <i>Sexism</i> 				
Attendance Concern				
Behaviour leading to staff concern				
Fabricated Illness/ Medication Concerns/ Non Mobile babies				
Domestic Violence				
Disguised compliance?				
Neglect/ Emotional Abuse?				

E-Safety				
Any Known Historical abuse?				
Any non-specific developing concerning behaviours or disclosures?				

To your knowledge is this all of the safeguarding information known about **PUPIL** and their family/ home situation?

Are there any TAF/ TAS/ TAC meetings that could be shared with us to see what has already been tried?

Developing Issues:

Are there any further developing issues or concerns about **PUPIL**, family or their home situation that we should be aware of?

If no move on. If yes detail below:

Any information:

Transition Plan:

Now that we have discussed provision, safeguarding, professional involvement and any potential developing issues. What would be the best way to next support the young person. As a school we would usually now have a 'school tour' with the young person, 'an induction meeting' to support PUPIL and family with our school processes and procedures and then provide transition days before starting. Is there anything further that you feel would support this young person further?

Some examples include:

- Engagement timetable
- Transitional objects
- Home visit before coming in/ Door step visit from class team.

Following on from this just to confirm any actions from this meeting are:

Action:	Person responsible?	Completion deadline:
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Now we are at the end of the meeting, can we just review:

- **Information to be sent through to Knowle DGE before the meeting –**
- **Transition Paperwork –**

	Discussed in meeting?
Student Discussing:	
Year Group:	
Knowle DGE Class:	
Attendees at the meeting:	
Excused:	
Date of when Excused will meet/ discuss their work with Knowle DGE:	
Documents that have already been reviewed:	
Following this meeting are there any other documents that Knowle DGE staff need to have access to?	-
Who is responsible for sourcing this information?	-
What level of supervision is required for this student? Be specific, think about: <ul style="list-style-type: none"> • 2:8 ratio • Constant visual supervision • Constant verbal supervision • Access to some independence eg going offsite/ independent jobs around the school/ time alone in blue room etc. 	-
Does this student pose any risks to other Pupils? If so what are they? How do we support this student with this?	
Are there any developing safeguarding concerns that we should be aware of?	
Is there anything we as professionals need to know about the family environment of this young person?	
Has the EHCP Provision plan been reviewed? Did anything need to be added?	

What funding is the current setting receiving currently for this young person?	
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- Provision Plan –
- Transition Plan –
- Action Plan –

Is there anything else we as a school need to know or be aware of?

Thank you for attending this meeting and supporting us with the transition with the young person. Is there anyone that would like to be included in the 'induction meeting' with PUPIL or are you happy for this to be completed with PUPILS 'Head of Hub' who will be:

Notes for this meeting will be send to all attendees.