



Creative Inclusion

LEARNING STUDIO

Creative Inclusion: An Independent Alternative
Specialist Provision

Admissions Policy

Effective Date: August 2025

Approved by: Advisory Board August 2025

Review Date: August 2026

Statement and Vision

This policy is to ensure that Creative Inclusion is able to meet the needs of young people who are admitted to our provision and provide clarity regarding the criteria for admissions for Local Authorities, parents/guardians and carers to ensure that the process and decisions are fair, consistent and that all parties are involved in the assessment and admissions processes.

Work in partnership enabling informed decisions in the best interests of the learner.

To ensure key entry and exit details of each learner is checked and documented at the start and end of placement.

Equality And Diversity Statement

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 has been equality impact assessed, and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant, and it helps to promote equality at this provision

Creative Inclusion representative responsible for monitoring: **Joanne Vance**

In Response To:

- The Education Act 2011
- Provision Admissions Code
- The Provision Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012
- Prevent Duty Guidance
- Keeping Children Safe in Education: Statutory Guidance for Provisions and Colleges
- The Provision Information (England) Regulation 2008
- The Provision Admissions (England) Amendment Regulations 2017
- The Provision Admissions (England) (Coronavirus) (Appeals Arrangements) (Amendment) Regulations 2020
- NBN Referrals and Admissions Protocol
- Section 41 listing
- Part 6, Paragraph 24 (3) (a) of The Education (Independent Provision Standards Compliance Record) (England)
- Paragraph 9.84 of the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years

Aims

Creative Inclusion is registered for learners aged 10 - 19 years with complex needs. It operates as an independent specialist day provision.

The aims of the assessment and admissions policy are to provide clarity regarding the criteria for admissions for Local Authorities, parents/guardians, and carers to ensure that the process and decisions are fair, consistent and that all parties are involved in the assessment and admissions processes, work in partnership enabling informed decisions in the best interests of the learner.

The Policy has been written with reference to the Special Educational Needs Code of Practice (Special educational needs and disability code of practice January 2015) and approved by Creative Inclusion Proprietary Body. The policy is reviewed annually, or when required by changes in legislation or revised provision procedures. It can be viewed on the provision's website, or a copy may be obtained by contacting the provision's reception.

Creative Inclusion Will:

Ensure that we can meet the special educational needs of referred young people at the point of admission.

Ensure that each individual referral is dealt with efficiently and within the required timescales.

Provide a transparent process for referral of prospective young people.

Ensure Creative Inclusion has a structured and supportive admission and induction procedure for new young people.

To ensure the future destination of all learners is verified as correct and inform the local authority in a timely manner.

Admissions Criteria

Creative Inclusion is a co-educational provision for 10 learners with a range of complex needs, including learners that typically may have one or more of the following needs:

- Autism Spectrum Condition
- Social communication needs – difficulties building and sustaining relationships (Secondary need)
- Sensory Processing needs
- Mental health needs
- ADHD/ADD/OCD/PDA/Tourette's syndrome/trans gender/dyslexia/dyspraxia
- Low self-esteem and poor resilience

- School-based anxiety
- Academically able with gaps in prior learning
- Has an EHCP (Education, Health & Care Plan) or is in the process of applying for one and funding is securely in place.

Referrals Pathway

Creative Inclusion Provision welcomes referrals from Local Authorities, schools, parents/carers and other professionals working with the prospective learner.

Parents/carers and professionals are encouraged to make a visit to the provision at the earliest opportunity to enable them to consider whether it may be a suitable provision for the prospective learner. During visits there will be the opportunity to discuss the prospective learner's needs at length with our Head of Provision and SENCO, meet the team and have a tour of the provision.

If, from initial information, all parties believe that CREATIVE INCLUSION Provision may be an appropriate provision that can meet the needs of the prospective learner, the Head of Provision will arrange for an assessment to be carried out.

Assessment Process

An initial screening of all relevant documents (including the EHCP, provision annual review reports, prior academic attainment, previous therapeutic interventions, and any relevant other professional reports) is undertaken by lead practitioners within the provision.

Further assessment is then carried out to gather further detailed information from parents/carers and key professionals involved with the child, this includes contact with their previous or current education placement. Please note, intimate care is not something that we can ordinarily provide and is not part of our Ofsted registration. However, we recognise at times a child may require emergency intimate care needs to be met. Should there be an instance that requires the delivery of this it will be appropriately risk assessed and managed by the pastoral care team which will include staff paired as the same gender as the child in need. The appropriate recording of the event will be captured within our LearnTrek.

Once sufficient information has been gathered to ensure the child's needs fall within the profile of the provision, at the earliest opportunity they will then be invited to attend, where appropriate, an onsite informal assessment which will be undertaken by the provision staff, including the SENCO. The assessment is usually carried out over the course of a morning, an afternoon or on some occasions over the course of a full day. This allows the child to experience the routines of the provision and for the assessing practitioners to observe and engage them with informal assessment activities.

The availability and compatibility of an appropriate age and peer group and the academic/social dynamics of the available group is also taken into consideration.

The findings from the documentation screening, dialogue with previously supporting professionals, feedback from lead practitioners from the in-provision visit will then be reviewed by the provision's senior management team and lead practitioners to determine whether the provision will be able to offer a placement and be able to meet the child's needs.

If all agree that Creative Inclusion Provision can meet the individual needs of the child, the offer of placement is then made in writing to the referring Local Authority.

Parents/carers will also be informed. If the provision believes that it is unable to meet the needs of the child, the Local Authority and parent/carer will be advised as to the reasons for this decision.

Failure to disclose information during the assessment process may affect the validity of the assessment and lead to the process being terminated.

Prior to Admission

Once funding has been formally agreed the provision will arrange a pre-admission planning meeting.

Parents/carers and key professionals will be invited to attend this meeting where a transition plan will be agreed. The support plan will be finalised at this meeting in preparation for admission. Each transition plan will be personalised dependent on the individual needs of the child. The contract will be raised by either the provision or the referring Local Authority for all parties to sign. This will be subject to an early review after the first term where detailed assessment data and observational records will be reviewed and any changes in provision will be discussed.

On Admission

The child's details will be entered into Creative Inclusion's Admissions Register and the accompanying information and communications placed on file. The Local Authority arranges transport in accordance with its own Home to Provision Transport Policy. In some cases, where transport is difficult to arrange, Creative Inclusion may be able to arrange this as a separate contract and in line with the needs of the individual.

During the first three weeks of admission, a detailed programme of assessment will be undertaken, Access to Reading, Access to Mathematics, and Dyslexia core baseline. This data will be shared with parents and carers, students and the Local Authority at the first termly review meeting. At this point there may be changes to provision based on these outcomes.

From this point there will be a termly review of provision with all parties, to ensure value for money, maximum impact and to ensure needs are being met.

Admissions Register

The provision keeps an admission register which contains an index in alphabetical order of all the learners at the provision and the following information about each learner:

- learner number (UPNS)
- name in full
- gender
- the name and address of every person known to the provision to be a parent of the learner and, against the entry on the register of the particulars of any parent with whom the learner normally resides, an indication of that fact and an emergency telephone number
- day, month and year of birth
- day, month and year of admission or re-admission to the provision
- name and address of the provision last attended, if any
- leave date when applicable
- leaving destination
- that when a leaving learner's destination is given as another provision, the provision has verified this new provision as a legally registered provider
- that where the leaving learner's educational destination is unknown, or is not given as a legally registered provision, this has been reported to the local authority in a timely manner

The admission register will be kept on the provision database and updated as required.

Additional information

We will inform the relevant local authority of any learner who is going to be deleted from the admission register where they:

- have been taken out of provision by their parents and are being educated outside the provision system e.g. home education
- have ceased to attend provision
- have been certified by the provision medical personnel as unlikely to be in a fit state of health to attend provision before ceasing to be of compulsory provision age, and neither he/she nor his/her parent has indicated the intention to continue to attend the provision after ceasing to be of compulsory provision age
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the provision at the end of that period

- have been permanently excluded The local authority will be notified when provision is to delete a learner from its register under the above circumstances

This should be done as soon as the grounds for deletion are met, but no later than deleting the learner's name from the register. It is essential that provisions comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory provision age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability, and sexual orientation.

If you, or any other groups, believe that you have been disadvantaged by this policy please contact the Chair of our Proprietary Body who will then actively respond to your enquiry.

Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Head of Provision. The Proprietary Body will undertake a formal review of this policy for the purpose of monitoring by no later than one year from the date of the approval shown below.

Other Relevant Documents

- Suspension and Exclusion Policy
- Attendance Policy
- Special Educational Needs and Disability Act
- Equality and Diversity Statement

Further Reading

Admissions Guidance document Provision Prospectus Education Act Section 41 listing

Admissions Procedure

This is a guide. We work with young people on an individual basis. We will endeavour to ensure that our admissions process is followed and amended with the individual in mind.

1. Creative Inclusion Provision receive an application for a placement. **15-day consultation** period begins.
2. All EHCP documentation, including behaviour and attendance information, is reviewed by the Head of Provision, SENCO and the Proprietary Body.
3. Observation of learner (in current setting if applicable).
4. Meeting with learner and parents (in current setting if applicable).
5. Meeting with teaching staff.
6. **Decision made on 15-day consultation.**
7. Two student visits are arranged to Creative Inclusion Provision with parents/carers.
8. Creative Inclusion provision inform LA if needs can be met. Funding agreed. Start date agreed. Charging will commence from student start date and a full term's payment upfront is required.
9. At this point there may be a delay should the student require 1:1 support of specialist equipment.
10. **Transition period begins** – Graduated approach, where necessary, including visits from 1 hour up to full days depending on the needs of the student. Transition plan developed in agreement with all parties. Transport to be arranged by Local Authority.
11. Assessment period built into transition. Any therapeutic package will be agreed. Risk assessments, PEEPS, ILPS are in place and reviewed by the Head of Provision.
12. Where appropriate from Week 3 onwards student attends full time. Head of Provision review with academic and pastoral staff.
13. **6-week end of term review** with class teacher, parents, student and LA. Analysis of data outcomes and findings. Any adjustment to funding agreed.
14. Placement secure. Any review will be in line with CREATIVE INCLUSION Provision funding review, prices may vary.
15. From this point termly reviews with the LA will take place to review progress and value for money.

If it is deemed necessary to terminate a placement, Creative Inclusion Provision will ensure that:

- Suitable notice is given along with supportive evidence. This may be attendance, behaviour or safeguarding related or where a serious incident has occurred, and a student is unable to return to the provision premises.
- Work will be provided remotely for the student via google classrooms, until a suitable placement can be found.
- Where possible Creative Inclusion will support transition to a new placement.
- Local Authorities will be charged the agreed costing for learner place until said learner is removed from role.

Please note: Failure to disclose all relevant information could result in the termination of a placement at Creative Inclusion Provision.

