



OAKLEA GRANGE

Admissions & Attendance Policy

Authors:	Natasha Moore & Darren Gilmour
School Role:	Headteacher & Assistant Headteacher
Date:	15.06.2022

Reviewer:	Austin Bowers
School Role:	Headteacher
Date:	07.07.2026

Next review date:	07.07.2027
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I agree that I have read and understood this policy, and that I am aware of my responsibilities in meeting the expectations stated within this policy.

Name	Signature
Austin Bowers	Headteacher
Darren Gilmour	Wellbeing Lead
Dawn Small	Business Administrator
Natalie Hughes-Evans	Teacher
Jessica Francis-Burke	Teaching Assistant
Beth Edge	Teacher

Key Contacts and Roles:

Name	Role	Contact
Austin Bowers	Headteacher	Austin.bowers@youngfoundations.com
Lynette Edwards	Chair of Governors / Director	Lynette.edwards@youngfoundations.com
Niall Kelly	CEO Young Foundations Ltd	Niall.kelly@youngfoundation.com

Oaklea Grange School Aim:

Our aim is for every student to have the chance to develop and grow into confident, happy, positive young people, through honesty, opportunity, progression, and empowerment.

Oaklea Grange School Vision:

We believe that all students can achieve success and we encourage our students to recognise that in themselves.

As a small school providing specialist mental health support, we get to know every student as an individual and can both challenge and nurture them. We set high standards for our students and an approach to attitude, work and discipline that will allow them to succeed when they leave the school. We also recognise the importance of pupils' wellbeing, building their character and skills, and developing young people who will have the confidence to flourish.

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Introduction

Young Foundations is a provider of residential step-down services for children and young people with complex needs, including autism, learning disabilities, and mental health issues.

It is Young Foundation's mission to provide in-house comprehensive integrated services that are both theoretically underpinned by an evidential working methodology and delivered by our own highly trained and skilled staff team. Via our approach we are committed to providing the best possible care and education, which enables all young people to live their lives to the optimum potential, and in so doing enable them to realise personal aspirations and abilities in all aspects of their lives.

Part of Young Foundations, Oaklea Grange is a children's residential school for children and young people aged 11 to 18 with a range of acute and enduring mental health issues and associated challenging and complex needs, including mental health issues and associated learning needs. Based on the same site, Oaklea Grange Residential Home can accommodate a maximum of 7 young people in the home and independency coach house, and 7 young people in the school. The school itself educates the pupils from the residential home on site only. All pupils have additional learning needs in such at their individual needs cannot be met in a mainstream educational provision and thus need further support in providing a supporting and inclusive education.

All pupils have a range of mental health needs whereby the school is committed to championing and embedding a mentally healthy school through its ethos, culture, trauma informed teaching practice and curriculum.

Purpose

To ensure that all enquiries, referrals, admissions, discharges, and transfers are handled:

- Efficiently and follow and agreed procedure
- Consider the Welfare, Health, and Well-being of each young person
- Ensure that appropriate arrangements are made to ensure a smooth transition into, out of and between services.

Enquiries

- The preferred route of referral is via the Business Development Manager, however direct referrals can be taken by the Headteacher and Registered Manager.
- Enquiries are logged

- The Business Development Manager discusses the individual case with Headteacher and Registered Manager, and members of the senior leadership team and a decision made to turn enquiry into a formal referral or to close the enquiry if Young Foundations are unable to meet the individuals social, emotional, and academic needs.

Referral

- The decision is made by Oaklea Grange's Registered Manager and Headteacher to turn the enquiry into a formal referral
- Information pertaining to the young person's previous education history is sought by the Headteacher. This information includes contact details of previous education placements, any existing Individual Development Plan, Education Health Care Plan (EHP), details of previous education assessments and educational psychologist reports, school attendance data and unique pupil number. This will inform the planning for the young person's education in the early stages of their placement with Oaklea Grange School
- Detailed information is requested from the referrer in the form of clinical reports, social history, current and past circumstances etc
- Based on the information provided potential suitability is identified and discussed with the referrer
- Information is forwarded to the clinical team for consideration
- If it is an appropriate referral The Headteacher and/or Registered Manager will arrange an assessment

Educational Needs Assessment

- Assessments for placements at Oaklea Grange are undertaken by the Headteacher and Registered Manager
- Assessments will be strengthened by seeking medical view of the consequences and appropriateness of physical intervention for that specific young person prior to admission, this can also include the views of consultant psychiatrist, consultant psychologist, health nurse input
- The purpose of the assessment visit is to identify the needs of the individual through:
 - 1- Review of clinical notes/care file,
 - 2- Discussion with support workers/clinical team in current service
 - 3- Meeting with individual
 - 4- Education information from current placement
 - 5- The medical history of any young person will be shared with the consultant psychologist.

Assessment of educational needs will be initiated in the transition period. This assessment will be made by the teachers in consultation with the therapy and care team and will include an assessment and analysis of:

- Existing information on the young person's education history provided by the Business Development Manager
- Existing IPD/ECHP
- Core subject teachers will also consider undertaking a formal assessment of academic ability. In considering this the young person's readiness to engage in the process and the impact that such an assessment process is likely to have will be considered. Should it be deemed inappropriate for such an assessment to take place, this assessment will be deferred until the young person is enjoying full time education in school and will then be undertaken by the core subject teachers.

A Person-Centred Profile (PCP) will be completed once a young person has commenced full-time education in school. This PCP will be informed by teacher led formal assessment by the core subject teachers and or the Additional Learning Needs Coordinator (ALNCo).

Decision Making/Placement Offer

- In considering admissions the home's Registered Manager and school's Headteacher will make the final decision on the suitability of the placement for their service
- In some cases, the clinical psychologist or clinical Psychiatrist may be involved in this process
- The Registered Managers for care and education make the final decision on the suitability of the placement for their service
- Decision on the suitability for placement within a service is made within one working day of assessment
- The decision is passed to the placing authority together with a placement proposal, this will also be shared with the Business Development Manager, Director of Education & Operations
- If the individual is not considered suitable for the home the Business Development Manager will consider other options within the organisation
- If the offer is accepted and funding agreed the process will continue to admission. If the offer is declined the referral is closed

Admission

- Funding should be agreed **in writing** before any admission can take place. When this is received it is passed directly Young Foundation's finance department.
- The time scale for the transition from the current service to the home should be agreed
- An admission plan should be identified and agreed by all parties; capacity, best interest issues are to be considered as part of this process
- As part of the transition process the young person should be offered visits to the school to allow familiarisation of the environment and the development of relationships between staff and other pupils.
- Registered Manager and Headteacher will inform Business Development Manager once the individual has been admitted to their home and school and liaise with Young Foundation's finance department and update the customer tracking data base

- Local Authority will be informed that a child from out of county, is being placed in county (if appropriate)

Education Provision in the Transition Period

As the young person's in-school timetable builds to a full-time provision there will be close joint working between the education, therapy, and the care team to address any issues immediately. This will be led by the young person and their anxiety levels, ability to engage and motivation.

Discharge

- Young Foundations Education and Operations Director should be informed in advance of any planned discharges
- The notice period is 4 weeks
- Notice should be served in writing to placing authority, by the Registered Manager and Headteacher.
- Local Authority will be informed that a child from the home has been discharged, and information provided to local authority will include the child's placing authority

Internal transfers between young foundations homes

Should the decision be made to consider transfer to another Young Foundations service, a full transitional assessment should be completed by the receiving home and Oaklea Grange.

Attendance

To enable each of pupils to reach their full potential, we consistently stress the importance to both the pupils and support workers of the need for maximum attendance and punctuality. There is a clear link between poor attendance at school and lower academic achievement, 73% of pupils who have over 95% attendance achieve five or more GCSEs at grades A* to C.

Many of our pupils have already had significant gaps in their education and achievements, one of the most effective ways that schools can improve achievement is by improving attendance. Our teachers cannot begin to raise the standards of children who are not in school regularly.

Rights and Responsibilities

School

- We expect pupils to attend school regularly and to arrive in a fit condition to learn
- We will encourage good attendance and will investigate all absenteeism
- School staff will set a good example in matters of attendance and punctuality and will promptly investigate all absenteeism and lateness

- We will work closely with support workers/care managers should attendance/punctuality give cause for concern
- We will provide an individualised broad and balanced curriculum to meet the needs of each pupil

Pupils

- Pupils will ensure that they attend regularly and on time
- Pupils will have individual records of attendance / punctuality acknowledged by the school

Registered Managers/Support Workers

- Support workers are responsible for ensuring their children attend school regularly, punctually and are properly dressed and in a fit condition to learn
- Support workers are responsible for informing the school as early as possible of the reason for any absence (by email, phone call or personal visit)
- Support workers are required to email the Headteacher to request for Authorised Absence for any reason for planned absent, i.e., hospital appointments and social worker visits etc. Authorisation of absence within term time are the exception and not the rule. Where possible please arrange all appointments at the end of the school day, or within the school holidays
- Support workers can expect the school to keep them fully informed of their child's attendance and ask them to take measures to improve it should it fall to a worrying level

Authorising absence

Only exceptional circumstances warrant leave of authorised absence. Each request will be taken on an individual basis considering the circumstances, such as: the nature of the event for which leave is sought; the frequency of the request; whether advance notice was requested; and the pupil's attainment, attendance, and ability to catch up on missed schooling.

Absence from school will be authorised if it is for the following reasons

- Sickness
- Unavoidable medical appointments
- Days of religious observance
- Exceptional circumstances, such as bereavement

Absence from school will not be authorised for

- For any type of shopping
- Resting after a late night
- Relatives visiting or visiting relatives
- Holidays

Start and Close of Registration

Oaklea Grange School complete accurate registers at the beginning of each morning and afternoon session within 30 minutes of the start of the session.

Registration begins at 8.55 a.m. and 1.05 p.m. each school day and registers will be closed 10 minutes after these times.

If a pupil arrives after the register has closed, they should report to the Headteacher. Pupils arriving after the register has closed, without an acceptable reason, will be marked as having an unauthorised absence for that session.

Use of Symbols

The following symbols are used in our registers:

/ = Present a.m. Present

\ = Present p.m. Present

B = Educated off site (NOT dual Approved education Registration) activity

C = Other Authorised Circumstances Authorised absence (not covered by another appropriate code/description)

D = Dual registration (i.e., pupil Approved education attending other establishment activity

E = Excluded (no alternative Authorised absence provision made)

G = Family holiday (NOT agreed or Unauthorised absence days more than agreement) 5

H = Family holiday (agreed) Authorised absence

I = Illness (NOT medical or dental Authorised absence etc. appointments)

J = Interview Approved education Activity

L = Late (before registers closed) Present

M = Medical/Dental appointments Authorised Absence

N = No reason yet provided for Unauthorised Absence

O = Unauthorised absence (not Unauthorised absence covered by any other code/description)

P = Approved sporting activity Approved education Activity

R = Religious observance Authorised absence

S = Study leave Authorised absence

T = Traveller absence Authorised absence

U = Late (after registers closed) Unauthorised absence

V = Educational visit or trip Approved education activity

W = Work experience

X = Non-compulsory school age Not counted in Absence possible attendances

Y = Unable to attend due to Not counted in exceptional circumstances possible attendances

Z = Pupil not yet on roll Not counted in possible attendances

= School closed to pupils Not counted in possible attendances

The Legal Status of Registers

The register is a legal document and must be marked accurately, recording pupils' attendance or absence and in the latter case if authorised or unauthorised. A certified extract of the register can be used as evidence in legal proceedings against parents for failing to ensure their child's regular attendance or in seeking an Education Supervision Order in respect of a pupil.

Registers must be kept for a minimum of 3 years following completion at the end of the academic school year.

Staff Responsible for Processes

The Headteacher is responsible for attendance issues and will check the registers on a regular basis to identify any attendance/punctuality concerns. The School Proprietor, Registered Care Manager and governors will review the reported attendance via the termly governance meetings and board meetings. The school administrator has responsibility for ensuring that registers are kept safely and are available for inspection to relevant professionals. The school administrator is responsible for logging attendance information onto the computerised system, including the correct absence code. The school administrator is responsible for taking the register daily, once for the AM session and once for the PM session.

Procedures for Following Up Absence/Lateness

It is the responsibility of the care manager/support worker to contact the school on the first morning of the child's absence. If this contact is not made, then the school will ask within the morning handover meeting the reason for any pupils' lateness or absence.

Pupil attendance is scrutinised by the Governing Body in the termly management meetings where the headteacher will present the information in termly governance reports. All reasons for absence deemed a cause for concern will be explored and monitored.

Admissions Team

The Business Development Manager who oversees referrals can be contacted at Young Foundations, Alexander House, Highfield Park, Llandyrnog, Denbigh, Wales, LL16 4LU, Telephone: 01824 572200
Email: info@youngfoundations.com

	<u>Signature</u>	<u>Date</u>
Policy Reviewed By: R Bhageerutty		
Next Review Date: 15 th September 2026	<i>R Bhageerutty</i>	<u>15/09/25</u>
Policy Reviewed By: Austin Bowers		<u>07/09/2026</u>
Staffing update / registration times		
Next Review Date:07/09/2027		
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