

# CACFO UK EDUCATION CENTRE



## Admissions Policy

<b>Approved by:</b>	Governing Body	<b>Date:</b>	October 2021
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<b>Signature:</b>	<i>Debra Douglas</i>
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<b>Last reviewed on:</b>	October 2021
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<b>Next review due by:</b>	October 2022
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## **Introduction**

The CACFO UK Education Centre is an educational facility which currently provides full time education for pupils at Key Stages 3 and 4 between the ages of 11 and 16.

It is run as a partnership between the Croydon African Caribbean Family Organisation UK (CACFO UK), a registered charity and Croydon LEA. The centre's educational provision is not intended as a replacement to mainstream education. The centre's focus is to work with pupils to ensure their rapid reintegration into mainstream education in the shortest possible time.

We would typically aim to be able to provide an assessment of a pupil's readiness to reintegrate into mainstream education after a period of 8-12 weeks of continuous attendance 5 days a week. We are a nurturing school; because we are small we can deal with pupils individually. We believe that every pupil, given the right support, can operate and work in a mainstream setting.

## **Admissions numbers**

The school can accommodate twenty (20) pupils.

## **Admissions Process**

Admissions to the CACFO UK Education centre are based on the terms of the Service Level Agreement between the placing school and / or the Local Education Authority. We can receive pupils at any time during the course of the term or the academic year.

Consent of parents/guardians/carers must be sought by the placing body before a placement is agreed. Pupils and their parents will be expected to attend an interview before placement can commence.

We make initial contact with the out-going school to request the pupil's files. An induction meeting is arranged with parents within the first five school days after an LEA referral is made.

Parents of all potential pupils are required to complete an admission form (Appendix 1) at the induction meeting as well as other documents.

## **Induction Process**

Once a pupil is placed with us, both pupil and parents are invited for an induction meeting at the school. An admissions form is completed and information provided about the expectations from the pupil, parents and the school. Parents are also provided with documents to be read, signed and returned and securely stored by the school.

Once a pupil is given the placement and registered, baseline assessments are completed.

Pupils will then begin regular classes after a Nurture Group Reintegration Readiness Scale form (NGRRS), pupil passport document, learning style questionnaire, a reading and spelling test are all completed. After six weeks a review meeting is held to discuss the results of the baseline assessments and the findings on the (NGRRS) form. This information will determine the next steps for the pupil.

When the school and parents agree that a pupil is ready for reintegration then the application form is completed and the pupil is presented to the Fair Access Panel (FAP) for a placement in a mainstream school.

### **Reintegration Process**

In the event that a year 7 or 8 pupil is presented to FAP and they have not been offered a placement in a mainstream school, we will continue to work with the pupil until he/she is re-presented to FAP for a second time.

In the event that a year 9 pupil has come to the end of the academic year and they have not been offered a placement in a mainstream school, they may stay with us until reintegration occurs.

In the event that a year 10 or 11 student has been placed with us, they will continue to work with us until another placement has been found for the year 10 or the time comes for the year 11 to take their GCSEs which they will sit at an agreed exam centre.

### **The different groups of pupils:**

#### **Pupils who have been permanently excluded**

Pupils in this category would be referred by their respective LEA. The school would then serve as the PRU equivalent in order that the pupil's educational entitlement continues to be delivered. Pupils in this category would have had their placement reviewed on the basis of the policy of the placing LEA.

Typically, a review would be held after an initial placement of eight weeks duration to determine readiness for mainstream reintegration. It is the policy of the school that pupils in this category should, where possible, return to a mainstream school as soon as practicable through the FAP process.

#### **Respite Pupils**

This group comprises of pupils who are either on a fixed termed exclusion within LB Croydon, an out of borough permanent exclusion or are in need of more pastoral

support to avoid permanent exclusion from any borough. The purpose of their stay is to ensure they understand the issues that are creating their behavioural concerns.

The length of stay will be determined by the length of the fixed term exclusion or how long it takes the providing school to finalise a managed move.

### **Intervention Pupils**

This group comprises pupils who are increasingly becoming disaffected with school and either at risk of getting into trouble in several lessons or are in trouble and have been placed in a learning support unit.

Pupils are placed with us initially for a six week period by the school wishing to use our intervention service.

The placing school should contact CACFO UK Education Centre to arrange for a meeting along with the pupil and parent to decide if this is the correct placement. On the acceptance of the placement pupils will begin to attend with the understanding that they follow the academic course of study at CACFO or they receive work from their school.

After six weeks, a review meeting is held to ascertain whether or not the pupil is ready to be reintegrated into school or there is a need to have an extended period of stay.

Appendix 1

<b>PUPIL ADMISSION FORM</b>
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	<b>Date of Interview:</b>
	<b>CACFO Start Date:</b>
	<b>UPN:</b>

**PUPIL DETAILS**

Surname:		Given Name(s):			Sex:		
D.O.B:		Age:		School Year:			
Ethnic Group:			Religious Affiliation:				
First Language:				Telephone (Mobile):			
Medical Condition(s):							
<b>Allergies:</b>							
<b>High risk allergy foods include but are not restricted to the following:</b>							
<b>Cow's milk</b>	<b>eggs</b>	<b>Soy beans</b>	<b>peanuts</b>	<b>wheat</b>	<b>Tree nuts</b>	<b>fish</b>	<b>Shell fish</b>
Medication:							
GP Contact Details:							
Surgery Telephone Number:							

**DETAILS OF ADULT(S) LIVING AT HOME WITH THE PUPIL**

**ADULT 1**

Surname:		First Name:			Sex:		
Relationship:		Ethnic Group:		First Language:			
Address:							

Post Code:	
Telephone (Home):	Telephone (Mobile):
Email Address:	Telephone (Work):

### DETAILS OF ADULT(S) LIVING AT HOME WITH THE PUPIL

#### ADULT 2

Surname:	First Name:	Sex:
Relationship:	Ethnic Group:	First Language:
Address:		
Post Code:		
Telephone (Home):	Telephone (Mobile):	
Email Address:	Telephone (Work):	

### EMERGENCY CONTACT OTHER THAN ADULT 1 & 2

Surname:	First Name:	Sex:
Relationship:	Ethnic Group:	First Language:
Address:		
Post Code:		
Telephone (Home):	Telephone (Mobile):	
Email Address:	Telephone (Work):	

Surname:	First Name:	Sex:
Relationship:	Ethnic Group:	First Language:
Address:		
Post Code:		
Telephone (Home):	Telephone (Mobile):	
Email Address:	Telephone (Work):	

### FAMILY STRUCTURE

Mother	<input type="checkbox"/>	Father	<input type="checkbox"/>	Sibling	<input type="checkbox"/>	Step-parent	<input type="checkbox"/>
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Grandparents	<input type="checkbox"/>	Foster-family	<input type="checkbox"/>	Other Carer	<input type="checkbox"/>	Other	<input type="checkbox"/>
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**OTHER CHILDREN IN THE FAMILY**

1. Name		2. Name		3. Name	
Age:		Age:		Age:	
Relationship		Relationship		Relationship	
Address		Address		Address	
School		School		School	

<b>Is the pupil entitled to free school meals? (Daily amount is £2.60)</b>	
Yes <input type="checkbox"/>	No <input type="checkbox"/>
Parent D.O.B.	NI Number:

**SCHOOL DETAILS**

Last School Attended:	
Address:	
Post Code:	
First day at school:	Last day at school:
Head of Year:	Tutor Group:
Reason for exclusion/Leaving:	
Previous schools attended:	Approximate Dates:
1.	
2.	
3.	

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### **EDUCATIONAL NEEDS, SUPPORT & AGENCIES**

Special Educational Needs: Yes/No	Statemented: Yes/No
PSP: Yes/No	
PSP Targets:	
BEST support in last school: Yes/No	
BEST support contact details:	
Education Welfare Service: Yes/No	
EWS contact details:	
Educational Psychology Service: Yes/No	
EPS contact details:	
CAHMS: Yes/No	
CAMHS contact details:	
Social Services: Yes/No	
Social Services contact details:	
Voluntary agreement with parents (s20 Children Act 1989): Yes / No	
Subject to a Care Order (s31 Children Act 1989): Yes / No	
Name has been placed on the Child Protection register: Yes / No	
Youth Offending Team: Yes / No	
YOT contact details:	

### **OVERVIEW**

Pupil's views of problems:
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Parent/Guardian's view of problems:
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Preference for progression:
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Any other relevant information:
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## NATIONAL CURRICULUM INFORMATION

### Key Stage 1

Subject	Teacher Assessed Level	National Curriculum Grade	
		Predicted	Actual
English			
Mathematics			

### Key Stage 2

Subject	Teacher Assessed Level	National Curriculum Grade	
		Predicted	Actual
English			
Mathematics			

### Key Stage 3

Subject	Teacher Assessed Level	National Curriculum Grade	
		Predicted	Actual
English			
Mathematics			

**6-WEEK DEBRIEF**

**Date:**

NC English	NC Maths:	CAT VR	Mean CAT

Learning Difficulties: Yes  No   
(Record reason)

Behaviour Difficulties: (summary to include cause of most recent exclusion, history of exclusions, and types of support and interventions provided)

Initial Targets:

- 1)
- 2)
- 3)

Record any voluntary supporting role home/family is willing to provide