

CACFO UK EDUCATION CENTRE



Admissions Policy

Approved by:	TBA by Governing Body	Date:
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Signature:

Last reviewed on:	October 2018
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Next review due by:	October 2019
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Introduction

The CACFO UK Education Centre is an educational facility which currently provides full time education for pupils at Key Stage 3 between the ages of 11 and 14.

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 a detailed assessment of a pupil's readiness to reintegrate into mainstream education after a period of 6-8 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. Currently the local authority is contracted to take twelve (12) places. The remaining eight (8) places are available for respite pupils from other schools and boroughs.

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 the referral is made.

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

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 over a period of five days from 9:30 am -12:15 pm.

Pupils will then begin regular classes during which a Nurture Group Reintegration Readiness Scale form (NGRRS) is 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.

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

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 will be placed in a statutory PRU to begin their year 10 course of study.

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 six 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 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 respite 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

PUPIL ADMISSION FORM	
	Date of EPP Decision:
	Date of Interview:
	CACFO Start Date:
	UPN:



PUPIL DETAILS

Surname:		Given Name(s):		Sex:
D.O.B:		Age:		School Year:
Ethnic Group:		Religious Affiliation:		
First Language:			Telephone (Mobile):	
Medical Condition(s):				
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):	

FAMILY STRUCTURE

Mother	<input type="checkbox"/>	Father	<input type="checkbox"/>	Sibling	<input type="checkbox"/>	Step-parent	<input type="checkbox"/>
Grandparents	<input type="checkbox"/>	Foster-family	<input type="checkbox"/>	Other Carer	<input type="checkbox"/>	Other	<input type="checkbox"/>

OTHER CHILDREN IN THE FAMILY

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

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.	

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:

Parent/Guardian's view of problems:

Preference for progression:

Any other relevant information:

NATIONAL CURRICULUM INFORMATION

Key Stage 1

Subject	Teacher Assessed Grade	National Curriculum Grade	
		Predicted	Actual
English			
Mathematics			
Science			

Key Stage 2

Subject	Teacher Assessed Grade	National Curriculum Grade	
		Predicted	Actual
English			
Mathematics			

Key Stage 3

Subject	Teacher Assessed Grade	National Curriculum Grade	
		Predicted	Actual
English			
Mathematics			

6 -WEEK DEBRIEF

Date:

RA:	NC English	NC Maths:	Reading age	Spelling age	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