

<b>Title</b>	Admissions and Assessment Policy
<b>Issue Date</b>	June 2014
<b>Review Date</b>	June 2015
<b>Equality Analysis Date</b>	TBC
<b>Equality Analysis Review Date</b>	TBC
<b>Total Number of Pages</b>	3
<b>Owner</b>	Access, Admissions and Assessments (Bev Mars)
<b>Distribution</b>	Trust Wide

<p><b>Definition(s)</b></p> <p><b>ASC</b> - Autistic Spectrum Condition  <b>MSI</b> – Multi-Sensory Impairment  <b>HI</b> – Hearing Impaired  <b>VI</b> – Visual Impairment  <b>PMLD</b> – Profound &amp; Multiple Learning Disability  <b>SLD</b> – Severe Learning Disability  <b>SEND</b> – Special Education Needs and Disabilities</p>
<p><b>Purpose</b></p> <p><i>Seashell Trust staff have specialist training, skills and expertise in meeting the needs of children and young people with a range of learning difficulties and disabilities including multi-sensory impairment, autism, sensory processing difficulties, challenging behaviour, severe learning difficulties, profound learning difficulties and complex medical needs.</i></p> <p>The purpose of this policy is to describe the referral and assessment process with regard to:</p> <ul style="list-style-type: none"> <li>• Royal School Manchester</li> <li>• Royal College Manchester</li> <li>• Seashell Trust Short-Break Services</li> </ul>
<p><b>Policy</b></p> <p><b>Link to Mission Statement/Statement of Purpose</b></p> <p><i>“A recognised Centre of Excellence, which provides high quality education, care and specialist services to individuals with complex learning and communication difficulties whose needs cannot be met in their local environment and which promotes their development, success and participation in the community”</i></p> <p><b>Policy Statement</b></p> <p>The Seashell Trust has an ‘open’ referral system which allows families/carers, Local Authorities and professionals to refer possible applicants for admission to the Trust in respect of specialist placement or outreach services.</p> <p>The key requirements which the Trust believes are fundamental to providing a service for a child, young person or adult are:</p> <ul style="list-style-type: none"> <li>• <i>To work in partnership with local authorities in providing unique specialist services for low-incidence groups of child and young people.</i></li> <li>• <i>When an enquiry is received directly from a family / carer the Trust will inform the local authority and continue to keep them apprised of how/if the request progresses.</i></li> <li>• The Trust will only ever consider offering a placement or outreach support to a child or young person where it feels it can meet the level, type and severity of need compatible with the knowledge, skills and expertise of its staff.</li> <li>• The Trust’s key indicators for placement will be its ability to meet the communication, learning, behavioural and social needs of the child or young person.</li> </ul>

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## APPLICATION PROCESS

### Preliminary contact

All enquiries are directed to the Trust's Access, Admissions and Assessments (AAA) department. A telephone consultation with the referrer takes place to collect some preliminary information i.e. the service required and needs of the child/young person.

The AAA team meet weekly to discuss initial enquires and, if the referral is appropriate, a visit will be arranged specific to the requested services; Royal School Manchester, Royal College Manchester and /or Seashell Trust short-break Services.

In order to identify the applicant's needs and suitability for admission additional information will be gathered from families / carers and professionals during the visit. ***Specific information is required in respect of the child/young person primary SEND, i.e. ASC, MSI, HI or VI with attendant complex needs, PMLD, SLD***

### Request

All the information collected is then used to populate an Assessment Framework document, which is loaded onto Share Point, along with copies of reports and information from the family / carer and current local provision.

The Assessment Framework document, including supporting information, are reviewed monthly and if supported, the family / carer will be invited to make a formal application and the child/young person will be offered a multi-professional assessment.

Conditional on the services requested a 'virtual' assessment team will undertake the identification of needs process. This may include specialist teaching and support staff, specialist therapist, audiologist, medical, mental health and care staff.

The Head of AAA will liaise with the family / carer *and* local authority colleagues regarding outcomes of the assessment process, admissions, where appropriate and funding for services.

### Assessment process

It is important that families / carers accompany their child at the assessment in order to provide relevant information to the multi-professional team.

We will also liaise with the current school/placement or short-break service to collect any additional information for the assessment process e.g. specialist aids/equipment necessary to facilitate participation in activities planned during the assessment.

Assessments help us evaluate how well the child/young person might adapt to the learning and /or care environments the Trust provides. If it is considered that the child/young person may not be able to cooperate during the assessment process we can arrange for the assessment to be carried out in the existing provision.

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#### Offer decision

Following the assessment, a *multidisciplinary assessment (MDA) report* containing the findings and recommendations will be prepared by the Head of Access, Admissions and Assessments.

The Head of Access, Admissions and Assessments will liaise with staff involved in the assessment to confirm the outcome of the MDA. The MDA report will be sent to the LA and family accompanied by an offer/refusal letter, if appropriate, along with the appropriate funding information.

#### Transition

Once funding has been confirmed, in writing, a series of transition visits will be arranged by the AAA team. The length and nature of the transition period is determined by the AAA team and is based on the needs of the child/young person. Home visits, school visits and attendance at local meetings will support the transition process.

It is essential that meticulous transition planning takes into account the child/young person's communication needs including resources required, e.g. objects of reference, symbols, photos and/or schedules.

#### Responsibilities

It is the responsibility of the Chief Executive / Principal to:

- Ensure the policy is followed throughout Seashell Trust.

It is the responsibility of **all** members of staff to:

- Familiarise themselves with this policy.
- Implement and adhere to this policy.

#### Related Document(s)

Seashell Trust Assessment Framework document

Application process documents:

- ✓ Royal College Manchester
- ✓ Royal School Manchester

Application forms:

- ✓ Royal College Manchester
- ✓ Royal School Manchester
- ✓ Seashell Trust Respite Services

Multi-Disciplinary Assessment report format(s):

- ✓ Royal College Manchester
- ✓ Royal School Manchester
- ✓ Seashell Trust Respite Services

Transition Criteria for Future Provision guidance

Seashell Trust Individual Placement Agreement (Royal School Manchester)

Respite Care booking form

Autism Policy, Transition Policy