



Admissions and reception of children and young people

Reviewed and updated June 2025

Next review: May 2026

Admission

The process of admission into Craig Y Parc commences with an informal meeting between parents/carers, prospective young people, Principal or member of the senior leadership team.

In line with Craig Y Parc's Mission, Vision and Values, and with regards for all relevant legislation and Codes of Practice, Craig y Parc has formulated the following Admissions Policy and Admissions Procedure.

As part of this process of admission, parents/carers and young people will meet with staff from various departments to share information and to start the 'getting to know' process.

Craig y Parc is an independent school which offers education placements for young people ages 3 – 19 years.

Placements are provided to children and young people with complex support needs including:

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- physical impairments
- severe or profound and multiple learning difficulties
- sensory processing impairments.

Craig y Parc School accept children and young people with Statements of Special Educational Need or EHCP on a part or full-time basis.

Admissions Criteria

Craig y Parc offers young people the opportunity to access care, support and education by providing a school facility on the same site. We provide individual bespoke programmes and learning pathways for our young people.

All places are offered on the basis of a pre-placement assessment to identify physical, emotional, health, learning, social needs and our capacity to meet those needs within an appropriate peer group.

Referral Process

An Initial referral is made to Craig y Parc enquiring about a possible placement from a parent or placing authority. Once information is received, a senior manager will be allocated to lead the process

An appointment will be made for a visit to the school to view our facilities. This appointment will include meeting the school Principal and key members of staff involved on the referral process.

Following the visit, contact will be made with parents/ placing authority to receive their feedback on the visit and the suitability of the service.

If the placement is considered appropriate, we will proceed with the referral as requested following the procedure below.

Assessment ○ Pre-Assessment

Before the Pre-Placement Assessment takes place, a questionnaire will be sent to parents, and requests will be made for following documents as required:

- LA Statement / EHCP
- CLA Plans
- Medical reports
- Therapy reports
- School reports

All reports and documents are then circulated to the site multi-disciplinary assessment team prior to the pre-assessment meeting.

Following the pre-assessment meeting, arrangements will be made for the young person to attend an assessment at Craig y Parc. The assessment will take place according to the placement needs of the young person.

These might include:

- Educational needs
- Curriculum access requirements (Assistive Technology)
- Care and wellbeing needs
- Communication needs
- Health needs
- Posture management needs
- Sensory needs
- Emotional needs
- Social

○ Post Assessment

The Multi-disciplinary team will meet and feedback assessment conclusions which will include:

- Suitability of young person
- Ability to meet his/her needs
- Placement requirements
- Structure for assessment report.
- Date for completion of report.

The assessment report will then be written to include recommendations for parent / placing officer.

If the young person's placement requires a Tribunal Report and Tribunal assistance, an additional meeting and assessment will be undertaken.

Transition to the School

Upon agreement that the young person's needs can be met, a place will be formally offered. Placement funding costs are then agreed with the funding authority / placing commissioner

Transition Planning

A transition plan will be agreed with all parties.

This will be guided by the needs and support required for the young person and would include:

- Handover between schools, home, health professionals and social workers.
- Consider phased transition gradually increasing length of visits.
- Consider advocacy for the young person
- Parents receive parent handbook and welcome letter
- Completion of Person Centred Plans.
- Completion of health care plans.

New Starter Assessments

On commencing their transition, education and therapy staff assigned to the new student will begin a period of baseline assessment of their needs. Such activities will include:

- Education level baselining activities in numeracy, literacy and PSHE using P levels and Routes for learning.
- Relevant therapeutic baseline assessments in physiotherapy, Speech and Language Therapy, Occupational Therapy and Assistive Technology.

- Assessments to create relevant health and wellbeing protocols, such as eating and drinking plans, moving and handling protocols, toileting protocols, medication protocols etc
- Creation of personalised Daily Physical Programme by assigned Physiotherapist
- Creation of first Individual Education Plan – My Next Steps (MNS) documentation to specify individual targets as they relate to the child’s statement / EHCP and developmental level of learning.
- Specialist sensory teachers (TOD, QTVI, QTMSI) will be externally sourced if stated in initial plan.

The class teacher will coordinate assessments with the multidisciplinary team to carry out assessments to inform the pupil profiles. These will be completed within 6 weeks of the child starting school.

Review

Formal review will be arranged between all parties no longer than 2 months after placement at Craig Y Parc. MNS targets will be agreed by all parties.

Craig y Parc works closely with families and will endeavour to work and maintain support links and communication between the young person, the school, and family.

Home-school books are completed on behalf of each young person after each day/visit to inform parents of social activities, general health and well-being issues and to discuss any other relevant issues.

Class teachers will attend CLA meetings with the appointed person for coordination of our CLA population.

Appendix 1 flowchart

Reviewed by Wendy Maclaren Date: June 2018

Next Review date: June 2019

Reviewed by Clair Spring Date: February 2020

Next review date: Feb 2021

Reviewed by Clair Spring Date: February 2022
Next review date: Feb 2023

Reviewed: January 2023 by Clair Spring (Principal)
Next review date: Feb 2024

Reviewed by Katie Pingree (QAM) Date: June 2025
Next review date: May 2026