

<b>Other:</b>	
Policy Name:	<b>Admissions Policy Children</b>
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Owner:	<b>Children Service Manager</b>
Related Documents:	<b>Complaints Procedure Complaints Record – Appendix 1 Inclusion / SEN Policy Invoicing and Fees Policy</b>

## Policy Aim

The Rainbow Centre is open to anyone who may benefit from Conductive Education and has a neurological condition.

We aim to give parents and individuals as much information as possible about the Rainbow Centre and about the Conductive Education we provide. We are aiming to make each person's start a happy and successful one and begin a partnership with parents, families and carers that will be long-lasting.

## Introduction

This policy has developed from and represents best Conductive Education practice and should be read in conjunction with the Inclusion Policy. It meets the need to co-ordinate the following elements:

- Enquiries
- Applications
- Assessments
- Offers of placements

This policy demonstrates how The Rainbow Centre for Conductive Education will:

- provide an effective, efficient, user-friendly enquiry procedure
- provide an assessment service which identifies the appropriateness of Conductive Education to meet each person's needs
- assess children and adults with motor disorders and associated difficulties
- offer the most appropriate placement for each individual and his or her family
- offer opportunities for regular review of placements
- give clear guidelines for financial and other arrangements.

Professionals and public bodies may refer individuals for consideration for a place (with, of course, the relevant family permission), or parents or prime carers may refer direct.

## Eligibility

Conductive Education (CE) is a holistic integrated pedagogical/educational system, which enables people with damage to the central nervous system to learn to overcome the challenges they face.

Conductive Education was developed primarily to teach people with neurological motor disorders. Although the primary problem may be physically based, all of these conditions also impact on all areas of human development, including cognition, social skills, emotional development, perceptual abilities, and speech and language. These conditions therefore cannot be seen as isolated physical disabilities.

Conditions commonly deemed appropriate for conductive education are cerebral palsy, Parkinson's, multiple sclerosis, stroke and head injuries. More recently, children with developmental delay disorders, dyspraxia, neurological conditions and different genetic conditions have benefited from Conductive Education.

## Application/Admission

We give all applications consideration. However, for those individuals with conditions for which Conductive Education cannot meet needs, individuals and families will be signposted to alternative organisations.

### The application process is as follows:

**During the Covid-19 outbreak, alternative arrangements will be made to keep all families and staff safe and reduce the risk of transmission.**

1. All initial enquiries made on behalf of any child aged 0-16 years are taken by the Service Secretary and recorded on the Children's Service database and on the initial enquiry form.
2. Relevant and supportive information is sent to the enquirer by the Service Secretary.
3. A follow-up telephone call is made within a short period of time by the Children's Service Manager or a Senior Conductor Teacher.
4. After the initial enquiry, the individual and his or her family is invited for an initial visit. The child and his or her family is encouraged to take part in a free session; **during the COVID-19 outbreak this might be a virtual visit, which will be pre-arranged and discussed with each family.**
  - The initial visit is an opportunity for Conductors to advise whether Conductive Education at the Rainbow Centre is likely to be suitable for the individual concerned and to determine what facilities are available at the Rainbow Centre to meet the individual's needs. It is also an opportunity for the family to find out more about the work and to decide whether to proceed further with the application.
5. The family is given a pre-assessment questionnaire which needs to be completed. A consent form must be signed to confirm the child is fit to attend and take part in sessions at the Rainbow Centre

6. The completed application forms/pre-assessment questionnaire is directed to the appropriate conductor-teacher.
7. A suitable assessment date is offered:
  - During the COVID-19 outbreak part of the assessment might be conducted via a ZOOM or TEAMS meeting. This will be arranged with each family, based on their individual needs and circumstances.
8. Assessment is carried out by conductors with feedback material for the family. Further medical advice may be sought.
9. A written report, including recommendations, is sent out. Where appropriate, a placement is offered. The individual may be offered :
  - a sessional placement (this is the type of placement offered to a child for whom a full-time place may not be suitable or who may already attend a nursery or school placement e.g. a child with dyspraxia)
  - full-time continuous placement or an individual session

These options will be discussed with parents and individuals at the assessment.
10. After the assessment a confirmation letter will be sent to the family or individual to agree and sign. The family will be notified of their key person.
11. For every placement, a 'probationary' period of a term (3 months) becomes a condition.
12. If Conductive Education is not considered appropriate to meet an individual's needs, we try to suggest alternative provision which may be more suitable.
13. If an individual or their family is not satisfied with either the process or the result of the Admissions Procedure they can approach the Operations Director, in the first instance, for an explanation or further consideration. If this does not satisfy the applicant or their family then they have recourse via the formal Complaints Procedure.

This policy will act in conjunction with other related and relevant policies mentioned above.