



ADMISSIONS POLICY

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1. Introduction

Whoopsadaisy provides Conductive Education for children from 0 – 12 years, with a wide range of diagnosed and undiagnosed physical disabilities, to help them develop independent mobility and functional living skills.

Conductive Education is a system of learning first developed at the Peto Institute in Hungary, which helps children with physical disabilities build upon their existing skills and abilities and tackle the challenges of everyday life more independently.

Central to the Conductive Education approach is the belief that everyone can learn. In the right environment, with the right support, and with tasks broken down into small, achievable steps, our capacity to learn is unbound. We aim to provide a holistic, active and motivating learning environment in a fun and social setting.

2. Admission Criteria

We provide Conductive Education for children whose needs range from very complex learning challenges relating to motor difficulties, to mild-moderate physical difficulties and related learning needs.

We may be able to help a child if they have a diagnosis such as:

- Acquired Brain Injury
- Cerebral Palsy
- Down Syndrome
- Dyspraxia
- Genetic syndromes causing motor difficulties
- Global Development Delay
- Hydrocephalus
- Muscular Dystrophy

Children do not need to have a diagnosis in order to attend. Early intervention can be a significant factor in enabling us to help, so children are invited to attend assessments from around 10 months.

Some children with communication, visual and or hearing difficulties in addition to motor disorders can benefit from Conductive Education. However, the methods we use to aid learning rely on adequate visual and auditory skills, as determined by our specialist Conductors.

The services we provide are group sessions, so we have a regard for the balance of needs within each group. We will only agree to admit a child if we are confident their needs can be accommodated without adversely affecting the experience of the other children in the group. Our provision would not be appropriate for children who require specialised educational strategies for Autistic Spectrum Disorder, severe sensory processing needs and disruptive behaviour disorders.

Children with Medical Needs

Whoopsadaisy will reluctantly refuse admission to a child where we don't feel able to make appropriate provision to fulfil our duty of care, or where we feel there may be a risk posed to others or to the health of the child concerned.

If a child has a medical condition which may require emergency attention (including e.g. epilepsy, seizures, anaphylaxis, diabetes and severe asthma) they will be admitted only under the condition that their parent/carer remains onsite (or in the neighbouring Rotunda Café and accessible by phone) **at all times** while the child is attending Whoopsadaisy.

All medication and **all** nutrition via PEG or nasogastric feeding tubes must be administered by parents, as our staff are not qualified to do this. This may include visiting the premises if needed to ensure timely administration (e.g. at lunchtime during Holiday Clubs).

Where children need immediate access to emergency medication which is self-administered (e.g. asthma inhalers), it is the parents' responsibility to ensure they are competent to do so. Children will only be allowed to self-administer emergency medication with the agreement of Whoopsadaisy staff. If staff are under any doubt as to their ability, parents will be required to stay onsite (or in the Rotunda café and accessible by phone) for the

duration of the session.

The primary responsibility for a child's health lies with the parent. Parents are responsible for supplying Whoopsadaisy with all relevant information to ensure proficient care can be provided.

3. Initial Assessment

On application, our specialist Conductor will meet with the child and their parent/carer to carry out an Initial Assessment.

During the assessment, the Conductor will assess the child's gross and fine motor skills and abilities, cognitive functioning, communication skills, and functional daily living skills. We will also identify the child's learning and sensory needs.

Once the Initial Assessment has been carried out the Conductor will inform parents of the outcome as soon as is reasonably possible, usually within one week.

4. Admission Decision

The decision to offer a child a place rests with the Lead Conductor for that service, in consultation with the Manager.

It is important that we balance the needs of children within each group in order to maintain a high quality of provision. We will, therefore, admit a child if:

- there is a vacancy in an appropriate group
- we are confident that we can meet the child's needs and support their development, using the principles of Conductive Education
- we are confident we can meet the child's needs without adversely affecting the experience of the other children in the group

If we are confident we can meet a child's needs but there is not a vacancy in the appropriate group, we will invite the child to join a waiting list.

Please note that the offer of a place in our Under 5s sessions does not mean that a child will gain automatic entry to our services for 5-12s. This will depend on whether Whoopsadaisy believes it can continue to meet the child's needs. Ongoing assessments are carried out to determine this.

5. Before a Child is Admitted

Before a child is admitted to a group, we require parents/carers to complete all necessary documents and a detailed Individual Healthcare Plan to ensure we have the information we need. These documents need to be returned by the first trial session.

It is essential that parents/carers inform the Lead Conductor of ANY changes to the information on their child's Individual Healthcare Plan immediately, as this may affect our ability to meet their needs.

6. Funding

We do not charge parents/carers for the services we provide.

We receive no Local Authority or NHS funding to provide our services, but rely entirely on fundraising from trusts and foundations, individuals and community and corporate support.

We are always grateful for any donations families can make in order to support Whoopsadaisy while their child is attending our services, but this is absolutely not a requirement. Some families choose to use a portion of their child's Direct Payments to support our work.

Please speak to us for more information if you would like to make a donation.

7. After a Child is Admitted

We will usually request a child attends three trial sessions before confirming their place in the group.

Children joining our Under 5s services attend with a parent/carer, usually for one session per week during school term times. It is essential that a parent/carer attends in order that our Conductors can help them to support their child as home.

Children joining our 5-12s services do not need to be accompanied by a parent/carer (unless they have a medical condition as set out in Section 2 above). Children usually attend our Saturday services on a fortnightly basis and are also able to attend our Holiday Clubs.

Our Conductors continuously assess children's progress throughout their time at Whoopsadaisy. From time to time we may request the support of other healthcare professionals (e.g. physiotherapists) in order that we can continue to meet a child's needs.

We aim to work in partnership with parents/carers at all times. Detailed written reports are provided to parents/carers at the end of each academic year. Where possible, our specialist Conductor's will provide contributions to EHCPs and other reports in order to support a child's transition into an appropriate school or educational setting.

8. Leaving Whoopsadaisy

Children can attend Whoopsadaisy's Under 5s services until they start primary school, or until the end of the term during which their 5th birthday falls.

Children can attend Whoopsadaisy's 5-12s services until they start secondary school, or until the end of the term during which their 12th birthday falls.

If our specialist Conductors feel they are no longer able to meet a child's needs safely and within the group environment, or if there is nothing more they can do to support their independent mobility or functional living skills, we will seek to work in partnership with parents/carers to ensure a supported exit from the group.

9. Policy Communication and Review

This policy will be made available on our website and in the office.

It will be reviewed and updated **every three years**, or more frequently if required.

Draft