



ADMISSIONS POLICY

REVIEWED – 3RD MAY 24
RATIFIED 7TH MAY 24

REGULATIONS

PART 3: Welfare, Health and safety.

PART 6: Provision of Information

TO BE READ IN CONJUNCTION WITH:

Child Protection and Safeguarding Policy, Attendance Policy, Behavior Exclusions Policy

Admissions Policy and Procedure

Complies with Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

We are registered to educate children from the age of 4 to 18 covering EYFS – Key Stage 5. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation.

The school provides education for pupils with ASD, SEMH, Communication and Interaction and/or difficulties with Cognition and Learning. All children are referred to us by Local Education Authorities. The vast majority of our children have an Education, Health and Care Plan, and others may be undergoing assessment.

When Local Education Authorities refer a pupil to us:

A local authority refers pupils that they feel may be a good match to the school. If there is a school place available, the Referrals Manager considers the EHC plan and shares initial thoughts regarding their suitability. The information provided assists the Referrals Manager in their assessment as to whether a school placement is viable and appropriate.

The senior leadership team consider whether the school has sufficient staffing in terms of number and experience to manage such admission, both in terms of the individual child's needs and respect of the potential impact that the admission may have on existing group dynamics.

The Referrals Manager either seeks consent from the local authority to contact parents/carers and current education provision to observe the pupil, or states that we do not feel that the school can meet the pupil's needs at this time.

If agreed, the school observes the pupil in their current education setting (or at home if they are not in education), and invites the parent(s)/Carer(s) and potential pupil to visit school.

A member of the senior team and / or the referrals manager meets with the parent(s)/Carer(s) and pupil ensuring that they will be fully supportive of our ethos and approach. Please see appendix A for check list, to be signed by all parties, which established the agreement going forward.

If agreed by all parties, only at this point is an official place offered and an admission plan set out. This involves full information gathering, documentation completion, contracting and pupil induction. It is essential that individual placement agreements are in place to ensure a placement is confirmed.

School places are filled on a first come, first served basis, and offers of placement may be withdrawn once school has reached capacity, at this point pupils will be placed on a waiting list.

On the day of admission, pupil details are entered into the admissions register and the accompanying information is filed.

All decisions regarding admissions are made in accordance with the Code of Practice for Schools, Disability Discrimination Act 1995 Part 4 and Schedule 10 of the Equality Act 2010.

The school has a policy for children with Special Educational Needs and Disabilities (SEND) in line with the SEN Code of Practice (July 2014).

Our school makes provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3)).

School Name: _____

EVENT PLANNING CHECKLIST

Event: Prospective New starter Tour

Completed by _____

PRE EVENT

Task	Who	<input type="checkbox"/>
Paperwork sent from the LA requesting placement at school	LA	<input type="checkbox"/>
Review of paperwork to see if school can meet the needs of the child	NW	<input type="checkbox"/>
Check class list to check if prospective new child can be accommodate	NW / Head of School	<input type="checkbox"/>
Seek permission to contact Parents / Carers from LA		<input type="checkbox"/>
Book in date / time of tour of school	NW / Head of School	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

DAY OF THE EVENT

Task	Who	<input type="checkbox"/>
Discuss ethos of the school with parents / carers (covering CBT model and consequences)	NW / Head of School	<input type="checkbox"/>
Discuss lunch arrangements with parents / carers	NW / Head of School	<input type="checkbox"/>
Discuss Physical Intervention (why and when we would use Physical Intervention) with parents / carers	NW / Head of School	<input type="checkbox"/>
Discuss uniform (including PE Kit and swimming kit)	NW / Head of School	<input type="checkbox"/>
Discuss timings and running order of school day	NW / Head of School	<input type="checkbox"/>
Discuss reward system with parents / carers	NW / Head of School	<input type="checkbox"/>
Discuss appropriate equipment for children to bring into school with them and what children are not allowed to bring with them	NW / HoS	<input type="checkbox"/>
Discuss any medication / medical concerns that the child may have	NW / Head of School	<input type="checkbox"/>

PRIOR TO STARTING

Task	Who	<input type="checkbox"/>
Check that contact information sheet with emergency contact details / medical information etc is completed and filed before child starts	NW / Head of School	<input type="checkbox"/>
Check that child has collected uniform	NW / HoS	<input type="checkbox"/>
Check that safeguarding file has been transferred within 5 days of students starting school	NW / HoS	<input type="checkbox"/>

		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

Discuss medical care plans with parents / carers (including sunscreen arrangements)	NW / Head of School	<input type="checkbox"/>
Discuss transition arrangements for child to transition from current school	NW / Head of School	<input type="checkbox"/>
Explain to parents / carers that contact information sheet with emergency contact details / medical information etc must be completed and signed before child starts	NW / Head of School	<input type="checkbox"/>
Discuss off-site visits with parents / carers	NW / HoS	<input type="checkbox"/>
Ask parents / carers if there are any other professionals involved with the family E.g. Social Worker / CAMHS	NW / Head of School	<input type="checkbox"/>
Name of previous school or educational setting (inc. Contact name and number)	NW / HoS	<input type="checkbox"/>
Complete tour of the school, focussing on the CBT model	NW / Head of School	

Signature of member of SLT completing the tour: _____

Signature of parents / carers completing the tour: _____

Any additional information: