



ADMISSIONS POLICY

The School Admissions Policy

Introduction

The policy supports the school statement of intent that every pupil should achieve their potential and develop an understanding of and respect for themselves and others

Rationale

The School will be admitting pupils with severe emotional and behavioural difficulties and a statement of special educational needs which notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences or be the result of some medical condition. Some of the pupils have a long history of disturbed, difficult or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils' exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

Aim

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils whose special educational needs can meet effectively and in doing so ensure progress in all aspects of their development.

Objectives

The objectives of the policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at The School
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each pupil and representatives of LA's, social service departments and other interested professionals have clear understanding of the opportunities on offer at The School
- Parents/Carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at The School and are prepared to play their part in ensuring the success of any placement

Admissions Process

Stage 1

Referrals made to The School will normally be made by LA's. A range of detailed information concerning that pupil should accompany these referrals. Where this is not the case, the school will seek access to such information as possible including information regarding the individual's Education, Health and Social background. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school.

The Headteacher/Deputy Headteacher will assess whether or not the school can meet the pupils needs and if so, arrange for a visit to the school.

Stage 2

The visit will include:

- a tour of the school
- an introduction to key staff
- a discussion with senior staff concerning such issues as:

The school curriculum

The content of key school policies, including the school expectations for good behaviour and discipline and the physical management of pupils.

- A demonstration of the preferred forms of physical intervention with pupils, were this to prove necessary.
- An opportunity for each visitor to ask any questions they may have

Visitors will also receive (if they have not already) a copy of the pupil's handbook and/or other relevant information e.g. Complaints Procedure.

Stage 3

If, following these visits, all concerned are agreed that the pupil's needs can be met at the school and that the young person can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, the school will write to the LA offering a place and arrangements will be made for admission.

Admission Criteria

- The pupil will be aged between 7 and 18 years
- The pupil will have a statement of Special Educational Needs
- The statement will specify that the pupil has social, emotional and behavioural difficulties (SEBD)
- The pupil will normally have been assessed as within the average ability range of educational functioning. (In some cases, pupil's levels of ability as measured using psychometric tests may prove difficult. In these cases the school will base its judgements on its ability to meet needs)
- The pupil may have learning difficulties and/or low attainment that are associated with their emotional and behavioural difficulties.
- The pupil may have one or more specific learning difficulties
- The pupil will express a commitment to the placement
- The pupil's parents/carers will express a commitment to the placement.
- For all "Looked After Children", there must be permanently named carers and a permanent home base for the pupil, available at any time throughout the year. The school cannot be the main residence for any child

The LA will:

- Provide the school with all current advice and information concerning the pupil
- Name the school in Section I of the EHC Plan
- Agree contractual arrangements for transporting the pupil to and from school
- Make any arrangements for transporting the pupil to and from school.