



ADMISSIONS POLICY

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Owner- Job Title	Head Teacher

Reddish Hall 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 a primary SEN need of social, emotional and mental health difficulties, sometimes accompanied with a diagnosis of autism, and usually with an education and health care plan which notes the nature of these difficulties, or an education health and care plan may be in the process of being written. 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 a medical condition. 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 be met 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 local authorities. A range of detailed information concerning that pupil should accompany these referrals, including any appendices used to write the EHCP, and any pertinent documents to ensure the school is receiving the most up to date information. The school may also speak to the previous education provider, social worker or other professionals involved. Where up to date information has not been provided, 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 local authority will be advised on timescales at this point as we seek further information.

The Head teacher will assess all written information as to whether or not the school can meet the pupils needs based on paperwork, and if based on paperwork feels that provision outlined in Section E and F can be met, and

attendance would not be incompatible with the efficient education of others already on roll, will 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

Outdoor education is the child is in Key Stage 2 and 2

The prospective pupil's likes and dislikes

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

- A discussion about the school's physical intervention strategy.
- An opportunity for each visitor to ask any questions they may have

The aim is to find out as much as possible about the prospective pupil to see if their curriculum needs can be met, and whether their education on site would be compatible with the needs of existing pupils. This involves discussions with both parents/carers and the child. Both parents/carers and the child have to showing a willingness for them to attend Reddish Hall School.

If, following the visit to school, we believe we can meet need based on stage 2, then a member of school staff either from the SLT or the child's prospective tutor or class teacher **may** arrange a home visit to meet the child and assess how they would fit within the appropriate class group.

Stage 4

If, following these visits, all concerned are agreed that the pupil's needs as outlined in the EHCP or other documentation 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 5 and 18 years, and the school currently operates a curriculum for that age group
- The pupil will have an Education, Health and Care Plan, or be in the process of having one written
- The plan will specify that the pupil has social, emotional and mental health difficulties (SEMH) as a primary need

- 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, but these can be supported within the normal education offer
- The pupil may have one or more specific learning difficulties, such as dyslexia
- 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. **This placement should be stable and secure.** The school cannot be the main residence for any child.
- The admittance of the pupil will not be detrimental to other pupils already on the school role
- There is a space available in the pupil's academic year group so their curriculum need can be met

The LA will:

- Provide the school with all current advice and information concerning the pupil and support the school in seeking further up to date information when requested
- Name the school in Section I of the EHC Plan
- Agree contractual arrangements for transporting the pupil to and from school
- Make or sub-contract to the school any arrangements for transporting the pupil to and from school.
- Ensure that current social care advice is shared with school
- Make clear any previous risk assessments, such as RAMP, have been fully disclosed before the placement commences
- Ensure all information has been shared, such as information pertaining to behaviour, from previous placements **Appendix 1**

Information to be sought before offering a place

Child's Name

To do	Notes	Initialed
Contact previous school for academic, attendance and behavioural records, identity documentation for proof of identity		
Is there a social worker now or in the past – at what level of support?		
Contact social worker for any further details		

What are confirmed diagnoses?		
Any medication or significant medical issues?		
Who lives at home?		
What therapy has been accessed previously or is ongoing?		
Any police involvement?		
Confirm address, phone number, name, DOB from identity documentation (via EHCP/LA)		
Details of at least two emergency contacts.		
To whom do we send academic reports? Are there two addresses?		
Are they attending school at the moment?		
What are they like in crisis?		
What are their triggers?		
What are parents worries about school?		

Any other information sought or notes?		
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