

Fort Royal



Community Primary School

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ADMISSIONS POLICY

Review Date 31/08/2021			
Revision 0.1	Statutory Policy? Yes	Governors Approval Yes	Date 01/09/2018

HISTORY OF POLICY REVIEW/CHANGES

Date	Page	Details of Change	Amended by	To be Ratified

1. Admitting Authority

Admissions to the school are the responsibility of the LA (Local Authority) in conjunction with the Headteacher acting on behalf of the Governors. All pupils will have an Educational Health Care Plan (EHCP), and the LA's Special Educational Needs and Disabilities (SEND) Services department makes referrals to the school following recommendations of professional advice which has been provided as part of the EHCP process. In exceptional cases, following the approval of SEND Services, the statutory assessment process may be put in process after a place has been agreed in school.

Further information on this process can be found here in the LA's SEND Local Offer website: - http://www.worcestershire.gov.uk/info/20536/education_and_schools_the_local_offer

Impartial information, advice and support for parents with a child with SEND can be found from SENDIASS via their website:

http://www.worcestershire.gov.uk/info/20417/special_educational_needs_and_disabilities_information_advice_and_support_service

2. Admission Process

Parents are welcome to make an appointment to visit the school on an informal basis to see what is on offer and to discuss the suitability of the school and the availability of places. However, applications for placement must be considered formally by SEND Services and full-time placement must be supported by an Education Health Care Plan.

- If a special school, place is considered the SEND services will usually first consider the most local special school which is able to meet the needs of the pupils
- Once the LA has requested consideration for admission, usually by sending pupils papers to the school they believe most appropriate, the Headteacher will make an initial assessment of suitability based on the paperwork.
- The Headteacher will consider all pupil applications from the local authority and the potential availability and suitability of a place for the pupil.
- A member of staff may visit the pupil within their current school to observe the pupil or if necessary conduct a home visit to discuss: current patterns of learning, behaviour and medical needs, alongside current cognitive levels and rates of progress.
- When both the school/home visit if appropriate and the admissions meeting have been completed, the Head of School will notify the LA to inform parents of the admission decision including admission date, process and transition if appropriate.
- Admission to The School will consider the implications for the effective education of the class group, the efficient use of resources and the implications for the school as a whole.

- Any additional requests for resources and support will be considered at this point.
- Following the offer of a place, the Headteacher will arrange the transition process alongside the current provision to ensure all information is shared and the pupil is able to access the new school successfully.
- Visits to the school and meetings with pupils and parents may take place prior to admission to aid this process and will be organised by the phase leader or class teacher.
- Where the Authority requesting admission is not Worcestershire (out of County Looked after Children), the same process will be followed as far as is practical, with the school liaison likely to be via telephone rather than a visit.

3. Admission into the Early Years/Nursery Provision

For some pupils the need for Specialist SEND support is identified very early in life often by health or early years professionals. These pupils will be identified by the pre-school forum and a place may be requested in our assessment nursery. Pupils in the nursery will continue to be assessed by professionals whose reports may contribute to an EHCP plan and also a final recommendation as to whether mainstream or special school is the most suitable educational provision.

4. Pattern of Admissions

Children can be admitted into phase groups in school where vacancies exist, at any time of year although the school prefers the beginning of a school year, or at the beginning of a new term.

5. School Outreach Service

The school runs an outreach service to support mainstream schools who accommodate pupils with SEND who are working below age expected levels. This outreach service may facilitate the continued mainstream placement for the child or support them until a place in a special school becomes available if this is recommended by SEND services.

The school currently caters for a wide range of needs including:

- Profound and Multiple Learning Difficulties
- Global developmental delay
- Severe learning difficulties
- Moderate learning difficulties
- Social and Emotional Needs where a significant learning difficulty is also present
- Sensory Impairment (Hearing, Visual) where a significant learning disability is also present.
- Autistic Spectrum Disorder
- Behaviour difficulties related to cognition
- Physical and Sensory Impairment where a significant learning difficulty is also present
- Medical Needs where a significant learning difficulty is also present

Some pupils experience a combination of these difficulties in addition to their learning needs.

6. Refusal of Admission

The Governors may reserve the right to refuse admission in the following cases:

- The agreed places number is fully subscribed and admitting children over this number would be incompatible with the provision of efficient education or the efficient use of resources.
- Where the school would be unable to meet the needs of the pupils in terms of a lack of an appropriate peer group, specialist resources, and levels of care, therapies and expertise.

- Where the admission of a pupil would compromise the Health and Safety of pupils and/or staff within the school, or, would seriously compromise or disrupt the education of pupils already within the school.
- Pupils with high levels of challenging behaviour, whose behaviour could not be managed from within provided staffing, learning spaces, resources and funding.

Chair of Governors Date