

# **Admissions Policy**

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- **Introduction**

Myles Academy is an independent special school for up to 60 students aged 13 to 19 years, who have special educational needs, specifically Moderate Learning Difficulties and additional needs (which may include students who have been diagnosed as having an autistic spectrum disorder ASD or a Specific Learning Difficulty SpLD).

We will admit children with an Education and Health Care Plan (EHCP) or where the local authority feels we will meet their individual needs.

Referrals are usually made by Local Authorities or Social Services and can be made at any point during the academic year through direct contact with the school.

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. 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.

- **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 Myles Academy.
- 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 Myles Academy.
- Parents/Carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at Myles Academy, and are prepared to play their part in ensuring the success of any placement.

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

progress in all aspects of their development.

- **Admissions process**

### **Preliminary Visit:**

BEFORE a referral is made by the Local Authority there can be a visit by parents/carers and sometimes professionals, such as family support workers, to see the school. Students DO NOT attend this visit as a referral has not yet been made.

### **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.

The documents required are:

- Current Statement of Special Educational Needs (SSEN)/ Education, Health and Care Plan (EHCP) (b) Most recent annual review/key educational progress data
- A chronology of the child's life to date, to include information on exclusions and periods out
- Current/most recent care plan/ Personal Education Plan (PEP)
- Current/most recent behaviour management plan(s) and risk assessment(s)
- Any additional assessments
- Any additional professional reports (e.g., psychology, psychiatry, paediatrics, occupational therapy, YOS, CAMHS etc.)
- Parental/ guardian submissions
- Information on any previous Pupil Premium spend
- The pupil's attendance at their previous setting.

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**

AFTER a referral has been made by the Local Authority, parents/carers visit WITH the student. Other professionals may attend as well. 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.
- The Home Visit pack is shared with the young person and parents/carers. This is a very important part of admissions process.
- 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

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### **Stage 3 (If needed)**

Taster Days - Following this the pupil will be invited to attend taster sessions at the school, to follow the school timetable for a morning, day or number of days. This will enable to pupil to experience the school environment at Myles Academy.

### **Stage 4**

If, following these visits and taster sessions, 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.

We will ensure that an individual risk assessment and behaviour management plan is generated prior to admission. Where appropriate, an initial care plan will be expected from the local authority. All of these documents are reviewed regularly once the child/young person arrives.

Myles Academy has established a systematic approach for maintaining admission records, in line with current legislation. We will ensure that all relevant documentation (contracts, permissions, medical information and consent etc.) have been signed by the appropriate parent/carer/local authority representative prior to admission of the child or young person.

**It is expected that contractual arrangements between the setting and the placing authority including National Schools Contracts and funding agreement letter, are approved before the admission of any child/young person.**

- **Post-Admission**

We will ensure that a post-admission review (initial review) takes place usually within six weeks (no later than 12 weeks). This meeting will endorse the placement and agree the details of individual support plans. This admission review will ensure that all parents/carers and professionals are informed by up-to-date detailed baseline assessment and information related to both the child's education and care.

Myles Academy will ensure when admitting a young person that prior to the end of the postadmission period (6 weeks) they have identified and completed:

- The identification of any additional special educational needs that the school is

equipped to cater for.

- Base line information and assessment details to be presented in the post-admission review
- Information stating what needs to be in place to support a young person in the placement.
- An induction process for a new child/young person.
- Review of behaviour patterns and support.
- All paperwork including risk assessment, strategies for intervention and Behaviour Management Plans will be discussed and signed off.
- Targets for the students will be set.

- **Admission Criteria**

- The pupil will have a statement of Special Educational Needs or Education Health Care Plan.
- The statement will specify that the pupil has MLD, SLD or ASD.
- The pupil will express a commitment to the placement and agree to Myles Academy's Expectations.
- The pupil's parents/carers will express a commitment to the placement and agree to Myles Academy's Expectations.
- 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
- Nominate Myles Academy in Section IV of the statement
- Agree contractual arrangements for transporting the pupil to and from school
- Make any arrangements for transporting the pupil to and from school.

- **Admissions Register**

The school keeps an admission register which contains an index in alphabetical order of all the pupils at the school and the following information about each pupil:

- Pupil number (UPNS)
- Name in full
- Gender
- The name and address of every person known to the school to be a parent of the pupil and, against the entry on the register of the particulars of any parent with whom the pupil normally resides, an indication of that fact and an emergency telephone number
- Day, month and year of birth
- Day, month and year of admission or re-admission to the school

- Name and address of the school last attended, if any
- Leave date when applicable
- Leaving destination
- That when a leaving pupil's destination is given as another school, the school has verified this new school as a legally registered provider
- That where the leaving pupil's educational destination is unknown, or is not given as a legally registered school, this has been reported to the local authority in a timely manner
- The admission register will be kept on the school database and updated as required.

- **Additional**

We will inform the relevant local authority of any pupil who is going to be deleted from the admission register where they:

- Have been taken out of school by their parents and are being educated outside the school system e.g., Home education.
- Have ceased to attend school.
- Have been certified by the school medical personnel as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The local authority will be notified when school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

- **Legislation**

This policy takes account of all relevant legislation including the legislation on sex discrimination, race relations, and disability, together with all relevant regulations and the School Admissions Code.