

Acorn Education

Admissions Policy

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Education**



Red Moor
School

Admissions Policy

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Document History

Version	Comments/amendments	Name	Date
V1	2020 Issue	Laura Horne	May 2020
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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. Red Moor School's vision is to provide the best education for every child.

Rationale

Red Moor School admits pupils with a range of special educational needs. Many will have social and emotional difficulties and associated mental health issues. Many of our children have conditions that have made it hard for them to be successful in a mainstream environment including ADHD, autism and attachment difficulties. Pupil will usually have an Education and Health Care Plan that 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 or difficult 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 safely, 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 Red Moor 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 a clear understanding of the opportunities on offer at Red Moor 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 Red Moor School and are prepared to play their part in ensuring the success of any placement



Admissions process

Stage 1

Referrals made to Red Moor School will normally be made by Local Authorities (LA). 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 soon 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 home and school visit.

Stage 2

The visits will include

- A discussion around the successes and challenges experienced by the child to date
- A discussion with parents and carers regarding their hopes and expected outcomes from the proposed school placement.
- A discussion with the young person regarding their hopes and expected outcomes from the proposed school placement.
- 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.
- 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 handbook and/or other relevant information e.g. complaints procedure or school prospectus.

Stage 3

If, following these visits, all concerned are agreed that:

- the pupil's needs can be met at Red Moor School
- the young person can be adequately managed with the planned resources available
- 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 aged between 4 and 16 years of age (KS1 – KS4)
- The pupil will usually have an Education and Health Care Plan (EHCP)



- The EHCP will usually highlight that the pupil has social, emotional and mental health issues (SEMH) and/or Autism Spectrum Disorder (ASD) resulting in difficulties in communicating & socialising and regulating emotions.
- 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 the needs highlighted on their EHCP
- 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 Local Authority will:

- Provide the school with all current advice and information concerning the pupil
- Nominate Red Moor School in Section I of an EHCP
- Agree contractual arrangements for transporting the pupil to and from Red Moor School
- Make any arrangements for transporting the pupil to and from Red Moor School.



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