



**The Holden
School**

ADMISSIONS POLICY

Version	Date	Updated by
Created 1.1	September 2019	Debbie Proctor
Updated: 1.2	September 2020	Mark Fletcher
Updated: 1.3	September 2021	Mark Fletcher
Updated: 1.4	September 2022	Mark Fletcher
Updated: 1.5	September 2023	Mark Fletcher
Review date:	September 2024	

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 who have a range of social, emotional and mental health needs and also pupils who have been diagnosed with autism or demonstrate behaviours associated with autism. These pupils will have an EHC Plan 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 mainly the Education Health Care Plan, concerning that pupil should accompany these referrals. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school.

The 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:
 - o The school curriculum;
 - o The content of key school policies, including the school expectations for good behaviour and discipline and the physical management of pupils;
 - o A demonstration of the preferred forms of physical intervention with pupils, were this to prove necessary;
 - o An opportunity for each visitor to ask any questions they may have.

Stage 3

Home Visit -

- After a successful visit to school, a home visit will be arranged with Parents/Carers, in order to gain further information about the potential pupil, in their own environment. This visit gives the pupil and Parents/Carers, the opportunity to ask any questions, and the Senior member of staff undertaking the visit, the opportunity to gain more information about the pupil, in a more relaxed fashion.

Stage 4

If, following these visit, 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 admit students aged between 04 and 19 years of age;
- The pupil will have an Education, Health and Care Plan (EHCP);
- The EHCP will specify that the pupil has social, emotional and mental health needs (SEMH) or a diagnosis of autism or demonstrate behaviours associated with autism (ASC);
- 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 SEMH/ASC needs;
- 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;
- Nominate The School in Section IV of the statement

Admissions Process

The Holden School is an Independent school for pupils from ages 4 – 19 with special educational needs. All pupils admitted to The Holden School will have been initially referred by their Local Authority.

The Holden School welcomes enquiries and visits from parents.

A significant aspect of the referral process is to ascertain that the school can address the *Outcomes* as described in Section E of the EHCP. This may relate to all four areas of need:

- Social, Emotional and Mental Health;
- Communication and Interaction;
- Cognition and Learning;
- Sensory and/or Physical.

In doing so, this should be without negatively impacting upon the efficient education for others.

The school has a dedicated member of staff who is responsible for overseeing the referral process. It is through this staff member that visits are coordinated, information is gathered and arrangements for admission are undertaken.

An admission will only be undertaken when the approval for funding is granted by the appropriate person who holds this authority, within the funding LA.

The Holden School applies the statutory reviewing process (for EHCPs, as set out within the SEND code of practice) and will use this to inform the funding authority of any changes to provision. These changes can relate to the provision provided by The Holden School and/or identify the type of provision that would better meet need.

The Headteacher is responsible for ensuring that the school only admits pupils who's Special Educational Needs can be met. To summarise, in all cases, pupils will only be considered for admission if:

- They have a current EHCP;
- Funding has been formally agreed with the respective Local Authority and an Individual Placement Agreement has been completed and signed by relevant parties;
- The special needs of the pupil, can be met by the school;
- The provision, described in Section F of the EHCP, is such as can be met by the school;
- All up to date information concerning the pupil, including the most recent reviews, reports and the EHCP will be provided by the funding authority;

- There is a place available in the appropriate class / year group;
- It is compatible with the provision of efficient education for others;
- The child / young person's attendance does not jeopardise the safety of others.

Next review: September 2023

Next review: September 2024