



Policy / Procedure / Academy Document

## ADMISSIONS POLICY

<b>POLICY / PROCEDURE / ACADEMY DOCUMENT:</b>	<b>ADMISSIONS POLICY</b>	
<b>POLICY REF:</b>	<b>C/OSD001</b>	
<b>POLICY STATUS:</b>	<b>Recommended</b>	<b>Statutory</b>  ✓
<b>THIS VERSION APPROVED (DATE):</b>	9 <sup>th</sup> October 2017	
<b>SIGNED: (CHAIR OF MEETING)</b>	.....	
<b>MINUTED (DATE):</b>	9 <sup>th</sup> October 2017	
<b>REVIEW DATE:</b>	September 2018	
<b>COMMITTEE:</b>	Pupil Achievement/Full Governing Body	
<b>RESPONSIBLE OFFICER:</b>	Headteacher	

## 1. Introduction

TAS is a Community Special School (Academy Status February 2012) which provides day and residential education for 135 pupils with learning difficulties, many with associated disabilities such as speech and language difficulties, autism, and behaviour difficulties, and an increasing number of pupils with complex needs. All pupils have a statement of special educational needs (EHCP) and come from a wide area of North Suffolk and all are transported to school. Pupils enter the school at any time during Years 3 to 10 with attainment that is well below average, they have often had disrupted education and poor attendance.

TAS includes comprehensive Outreach Services, Residential Provision and Oulton Broad Water Sports Centre.

### Outreach

The school has a small specialist team supporting children and young people in mainstream education. Our aim is to support children and young people to remain successfully within mainstream education wherever possible. Our specialist Outreach Service provides support to meet children's and young people's identified learning and social and emotional needs through teaching new skills and by offering support to children and young people themselves and mainstream school staff, through training. As a result most stay in mainstream provision, a small number after intense support are referred to specialist placements including The Ashley School Academy Trust.

### Residential

Residence provides a Monday-Thursday residential provision for up to 29 pupils in two houses. Over half of the pupils at the school have the opportunity to access the provision. A key aspect of residence is improving educational achievement and learning new skills including SEAL.

## 2. Criteria

- ❖ To be considered for admission, pupils will have an Education, Health and Care Plan (previously a Statement of Special Educational Needs) which identifies all their needs, complex needs, Learning Difficulties and Additional Need.
- ❖ Children will have significantly lower educational development across National Curriculum areas.

- ❖ Children may also have additional barriers to learning within the mainstream school environment such as:
  - SLCN (Speech, Language and Communication Needs)
  - ASD (Autistic Spectrum Disorder)
  - SEMH (Social, Emotional, Mental Health)
  - Medical difficulties
- ❖ Children may present with diagnosed medical conditions/syndromes associated with their health and learning difficulty.

### 3. **Referral for Admission**

- ❖ Referrals for admission will primarily come from the pupils' current school, an Annual Review of their EHCP (statement), following Statutory Assessment or a pupil experiencing significant difficulties accessing the curriculum in a mainstream school supported by an Educational Psychologist report.
- ❖ All referrals must have parental agreement.
- ❖ Recommendations agreed by the multi-agency placement panel and LA which names The Ashley School Academy Trust in Part 4 of a pupil's statement.
- ❖ Decisions regarding naming a school on an EHCP (statement) will be considered within a time scale by the Governors and responded to.
- ❖ Referrals will be coordinated by the Local Authority who, each term, will meet as a multi-agency panel to consider the referrals to the school.
- ❖ Parents will be consulted throughout the process and will be notified of the outcome following the placement panel by the LA.
- ❖ Parents have the right to appeal to the SEND tribunal if they disagree with the proposals made by the LA.
- ❖ The majority of pupils will be admitted in September at the start of the academic year.
- ❖ Some pupils will be admitted during the academic where circumstances warrant (ie moving into the area from a specialist provision in another authority) depending on availability of a place in their year group

#### 4. **School Admission Procedures**

- ❖ Once offered a place which is confirmed by the LA, parents/carers will be invited to visit with their child and the admission procedure will begin.
- ❖ The Pupil and Family Support (PFS) Team will co-ordinate the transition period to TASAT. This will involve a visit to TASAT from the parents/carers and pupil, a home visit by a member of the PFS Team and the Teacher/LSA of the class (where Admission paperwork will be completed), a visit to the pupils' current school to observe and gather background information to inform a smooth transition period.
- ❖ The Outreach Service will support the transition by working with families and pupils whom they have supported in mainstream.
- ❖ Parents will receive an Induction Pack detailing information about the school/staff/uniform etc.
- ❖ As part of the transition period, pupils will be invited to spend time in their new classrooms before the Academic Year starts. This is usually during the first week in July.

#### 5. **Procedures for Informing Third Parties**

- ❖ After agreeing admission procedures, the Clerk to the Governing Body will inform Third Parties (Local Authority, website etc) of the procedures for the forthcoming year.