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| Admissions Policy |  |
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| **Date of issue: August 2023** |  |
| **Date of Review: August 2024** **Date of Next Review: August 2025** |  |
| **Person Responsible:** | Head Teacher |
| **Ratified by:** | Chair of Governors  |
| **The purpose of the plan is to:** |    |

* Provide clarity regarding the criteria for admissions for Local Authorities, parents/guardians, and carers to ensure that the process and decisions are fair, consistent and that all parties are involved in the assessment and admissions processes,
* Work in partnership enabling informed decisions in the best interests of the pupil.

**EQUALITY AND DIVERSITY STATEMENT**

*Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school*

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**1. Aims**

Forest Park School is registered for pupils aged 11-16 years with complex needs. It operates as an independent specialist day school.

The aims of the assessment and admissions policy are to provide clarity regarding the criteria for admissions for Local Authorities, parents/guardians, and carers to ensure that the process and decisions are fair, consistent and that all parties are involved in the assessment and admissions processes, work in partnership enabling informed decisions in the best interests of the pupil.

The Policy has been written with reference to the Special Educational Needs Code of Practice (Special educational needs and disability code of practice January 2015) and approved by Forest Park School Board of Governors. The policy is reviewed annually, or when required by changes in legislation or revised school procedures. It can be viewed on the school’s website, or a copy may be obtained by contacting the school’s reception for a copy.

**2. Admissions Criteria**

Forest Park School is a co-educational school for up to 40 pupils with a range of complex needs, including pupils that typically may have one or more of the following needs:

✓ Autism Spectrum Condition

✓ Cognition and Learning

✓ Social communication needs – difficulties building and sustaining relationships (Secondary need)

✓ Sensory Processing needs

✓ Mental health needs

✓ ADHD/ADD/OCD/PDA/Tourette’s syndrome/trans gender/dyslexia/dyspraxia

✓ Low self-esteem and poor resilience

✓ School phobia

✓ Academically able with gaps in prior learning

✓ Has an EHCP (Education, Health & Care Plan) or is in the process of applying for one and funding is securely in place.

**3. Referrals Pathway**

Forest Park School welcomes referrals from Local Authorities, parents/carers and other professionals working with the prospective pupil.

Parents/carers and professionals are encouraged to make a visit to the school at the earliest opportunity to enable them to consider whether it may be a suitable provision for the prospective pupil. During visits there will be the opportunity to discuss the prospective pupil’s needs at length with our Head Teacher and SENCO, meet the team and have a tour of the school.

If, from initial information, all parties believe that Forest Park School may be an appropriate provision that can meet the needs of the prospective pupil, the Head teacher will arrange for an assessment to be carried out.

**4. Assessment Process**

An initial screening of all relevant documents (including the EHCP, school annual review reports, prior academic attainment, previous therapeutic interventions, and any relevant other professional reports) is undertaken by lead practitioners within the school.

 Further assessment is then carried out to gather further detailed information from parents/carers and key professionals involved with the child, this includes contact with their previous or current education placement. Please note, intimate care is not something that we can ordinarily provide and is not part of our DfE registration. However, we recognise at times a child may require emergency intimate care needs to be met. Should there be an instance that requires the delivery of this it will be appropriately risk assessed and managed by the pastoral care team which will include staff paired as the same gender as the child in need. The appropriate recording of the event will be captured within our Safeguarding database (CPOMS).

Once sufficient information has been gathered to ensure the child’s needs fall within the profile of the school, at the earliest opportunity they will then be invited to attend, where appropriate, an onsite informal assessment which will be undertaken by the school staff, including the SENCO. The assessment is usually carried out over the course of a morning, an afternoon or on some occasions over the course of a full day. This allows the child to experience the routines of the school and for the assessing practitioners to observe and engage them with informal assessment activities.

The availability and compatibility of an appropriate age and peer group and the academic/social dynamics of the available group is also taken into consideration.

The findings from the documentation screening, dialogue with previously supporting professionals, feedback from lead practitioners from the in-school visit will then be reviewed by the school’s senior management team and lead practitioners to determine whether the school will be able to offer a placement and be able to meet the child’s needs. If all agree that Forest Park School can meet the individual needs of the child, the offer of placement is then made in writing to the referring Local Authority. Parents/carers will also be informed. If the school believes that it is unable to meet the needs of the child, the Local Authority and parent/carer will be advised as to the reasons for this decision.

Failure to disclose information during the assessment process may affect the validity of the assessment and lead to the process being terminated.

 **1. Prior to Admission**

Once funding has been formally agreed the school will arrange a pre-admission planning meeting.

Parents/carers and key professionals will be invited to attend this meeting where a transition plan will be agreed. The support plan will be finalised at this meeting in preparation for admission. Each transition plan will be personalised dependent on the individual needs of the child. The contract will be raised by either the school or the referring Local Authority for all parties to sign. This will be subject to an early review after the first term where detailed assessment data and observational records will be reviewed and any changes in provision will be discussed.

**2. On Admission**

The child’s details will be entered into the Forest Park School Admissions Register and the accompanying information and communications placed on file. The Local Authority arranges transport in accordance with its own Home to School Transport Policy. In some cases, where transport is difficult to arrange, Forest Park School may be able to arrange this as a separate contract and in line with the needs of the individual.

During the first 3 weeks of admission, a detailed programme of assessment will be undertaken, CATS, NGRT, PASS, Cognition and Learning, Dyslexia and dyscalculia core baseline , Boxall profile. This data will be shared with parents and carers, students and the Local Authority at the first termly review meeting. At this point there may be changes to provision based on these outcomes.

 From this point there will be a termly review of provision with all parties, to ensure value for money, maximum impact and to ensure needs are being met.

**3. Equality Impact Statement**

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability, and sexual orientation.

If you, or any other groups, believe that you have been disadvantaged by this policy please contact our Chair of Board who will then actively respond to your enquiry.

**4. Monitoring and Review**

This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher and Head of Admissions. The Board of Directors will undertake a formal review of this policy for the purpose of monitoring by no later than one year from the date of the approval shown below.

**5. Other Relevant Documents**

✓ Exclusion Policy

✓ Attendance Policy

✓ Special Educational Needs and Disability Act

✓ Equality and Diversity Statement