



# SPAGHETTI BRIDGE

## Admissions Policy

<b>Policy Owner</b>	<i>Chris Lore</i>
<b>Applies to</b>	<i>This applies to all services.</i>
<b>Associated Documents</b>	<i>Relational Support Policy Equality Policy SEN Policy Curriculum Policy Child Protection &amp; Safeguarding Policy Assessment Policy</i>
<b>Review Frequency</b>	<i>This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. This will be reviewed annually</i>
<b>Date of Implementation</b>	<i>December 2022</i>
<b>Review Date</b>	<i>December 2022</i>
<b>New Review Date</b>	<i>December 2023</i>

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### 1. Introduction

#### Purpose

At our School we are registered with the Department of Education to educate children from the age of 6 to 19 years of age. We will ensure no student is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation.

### 2. Scope

All prospective and current students, families and carers.

### 3. Policy Statement

**The admission process will :**

- be clearly outlined to prospective parents / carers which will include making opportunities for parents / carers to visit to help them make an informed decision both informally and formally
- be handled as sensitively as possible taking into account both the needs of the student and their family
- begin to establish the partnership with parents / carers and clarify expectations
- facilitate the exchange of information and ideas between home and school through home visits and induction meetings
- enable parents / carers to become confident partners in their child's education
- be sensitive to the needs of other students in within the school and the resources available include liaison with the external agencies involved with the student as appropriate (e.g. SALT, EP, Social Care, OT) and Outreach/AP if involved.

### Student Profile

Our School is an independent special school (DFE registered) for students aged 6 to 19 years of both sexes, and provides individualised and tailored programmes of studies around each students' interests, passions, and talents. We specialise in working with students with a range of learning needs, including social, emotional, and mental health difficulties (SEMH), Autistic Spectrum Condition (ASC), including Asperger's syndrome, ADHD, attachment disorders and associated challenging behaviours. All of our students have an Educational Health Care Plan (EHCP) and require additional support to that which is provided in a mainstream setting.

Young people may be referred to our school at any time during the academic year by a local authority or direct by parent/carer.

As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the student. Information sought will include if applicable:

- student's name;
- age and date of birth;
- gender;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- educational history, needs, current provision, support received & required including whether there is a statement of special educational needs;
- risk issues, level of supervision required;
- expectations and requirements sought by the placing authority to need the young
- person's needs;
- the name, address and telephone number of the young person's case accountable social worker (if applicable);
- the student's legal status;

The information provided will assist the school in assessment as to whether a school placement is viable and appropriate.

An impact risk assessment will be completed by the team

### Referral/Admissions Process

The school will review the information supplied at the point of referral, including the students EHCP, and conduct visits to home or current//previous education placement if appropriate.

After consideration of the papers in consultation the Headteacher will agree the place is appropriate and confirm place to the Local Authority

Or

Notify pupil services that they feel unable to meet the student's needs with clear reasons for this action

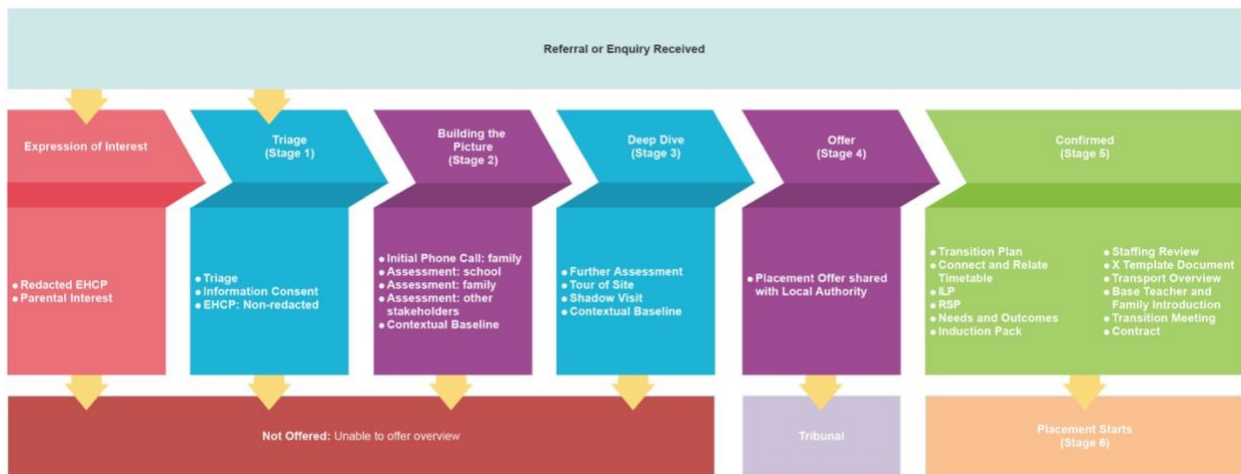
Or

Say yes “in principle” but state that a place is currently unavailable at that time

## Following Confirmation of Placement

The school ensures that arrangements are in place to ensure the effective induction of each student into the school.

The student’s details are entered into the school admissions register and accompanying information filed. The student will be shown around the school and introduced to the staff and other young people. An individual relate and Connect timetable will be discussed, taking into account the student's age, aptitude and ability.



## 4. Roles & Responsibilities

### Implementation

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher and their Senior Leadership Team.

## 5. Support, Advice and Communication

Support, advice and guidance should be provided, in the first instance, from the Senior Leadership Team at our school.