



## ADMISSIONS POLICY

**Version Number:**

- 3

**Applies To:**

- APTCOO Independent Special School

**Associated Documents:**

- SEND Policy
- Curriculum Policy
- EAL Policy

**Related Regulations:**

- [SEND Code of Practice](#)
- [Independent School Standards](#)

**Review Frequency:**

- Annually

**Date of Implementation:**

- Autumn 2024

**Review Date:**

- Autumn 2025

**Chief Executive Officer (CEO)**

Date 5/12/24

**Chair of Board of Trustees /Governing Board**

Date 5/12/24

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### Appendix 1 Record of Changes

*\*APTCOO is referred to throughout this policy as 'The School'\**

### **1: Aims and Policy Statement**

- APTCOO Independent Special School supports parent/carer to become confident partners in their child's or young person's education
- APTCOO supports children and young people with a variety of needs such as, but not exclusively:
  - Children and young people with such as Autism and ADHD.
  - Speech language and communication needs.
  - Social and emotional, mental health needs.
  - Trauma and attachment needs.
  - Mild/moderate learning difficulties.

This policy statement aims to set out APTCOO's arrangements for admission into the school and is subject to continuous monitoring, refinement and audit by the headteacher and Senior Leadership Team.

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 child or young person and their family
- Work collaboratively with parents/carers to establish process and expectation.
- facilitate the exchange of information and ideas between home and school through home visits and induction meetings  
be sensitive to the needs of other learners within the school and the resources available
- include liaison with the external agencies involved with the child or young person as appropriate (e.g. SALT, EP, Social Care, OT), and/or previous school SENCO.
- Robust and transparent systems in place to support a fair and consistent but flexible multi-disciplinary approach to admissions.
- Procedures that set out the processes that will be followed in managing and responding to referrals in a timely manner.

## **2: Legislation and Guidance**

APTCOO is an independent special school and not approved under section 41.

Section 41 of the Children & Families Act 2014 is a list of schools and colleges that have been approved by the Secretary of State for Education as having special educational needs (SEN) expertise.

If a school is not approved under Section 41, then they do not have the same duties to identify and provide SEN support, and they do not have to offer a child or young person a place if they are named in the child or young person's EHCP. This applies to school sixth forms but not to sixth form colleges or Further Education (FE) colleges.

## **3: Admissions Criteria**

APTCOO (A Place to call Our Own) works in partnership with local authority personnel and requires that all necessary documentation is provided in a timely manner, in order to ensure an informed decision can be made about meeting the needs of a child or young person/young person. The documents required are:

- a) Current Education, Health and Care Plan (EHCP)
- b) Most recent annual review/key educational progress data
- c) An accurate chronology of the child or young person's life to date, to include information on suspensions/permanent exclusions and periods out of education
- d) Current/most recent care plan/ IEP/ Personal Education Plan (PEP)
- e) Current/most recent behaviour management plan(s) and risk assessment(s)
- f) Any additional assessments
- g) Any additional professional reports (e.g. psychology, psychiatry, paediatrics, occupational therapy, YOS, CAMHS etc.)

- h) Parental/ guardian submissions
- i) Information on any previous Pupil Premium spend
- j) The pupil's attendance and achievement at their previous setting.

Once received by the school, the documentation is collated into a consultation folder, which is then reviewed by APTCOO's Senior Leadership.

We will ensure that the special educational needs outlined in the child or young person/young person's Education, Health and Care Plan (EHCP), or other records, can be met within APTCOO.

If there are any aspects of a child or young person's EHCP that cannot be met within APTCOO, or can be met via alternative strategies/support, this will be made clear by APTCOO following referral and prior to admission.

If we feel that a child or young person may need additional resources, we will ensure that these resources can reasonably be provided by APTCOO before a place is offered (or within an agreed timescale).

We will ensure that an individual risk assessment and behaviour management plan is generated within 2 weeks of admission.

Where appropriate, an initial care plan will be expected from the local authority.

All of these documents are reviewed regularly once the child or young person arrives.

APTCOO has implemented a systematic approach for maintaining admission records, in line with current legislation.

We will ensure that all relevant documentation (contracts, permissions, medical information and consent etc.) have been signed by the appropriate parent/carer/local authority representative prior to admission of the child or young person.

It is expected that contractual arrangements between APTCOO and the placing authority and funding agreement letters are approved before the admission of any child or young person.

If APTCOO decide that they cannot meet the needs of the child or young person it will be in line with the Children and Families Act 2014, with a response being sent to the consulting LA, based on the following:

- a. the school requested is unsuitable for the age, ability, aptitude or special educational needs of the child or young person or young person concerned,  
or
- b. the attendance of the child or young person or young person at the requested school or other institution would be incompatible with:

- i. the provision of efficient education for others,  
or
- ii. the efficient use of resources.

#### **4.0: Admissions Process**

APTCOO will inform the local authority that the admissions assessment procedures will now be followed prior to a placement being offered, however this process can still be terminated at any stage if the information gathered, and observations indicate, that APTCOO cannot meet the needs of the child or young person.

The admissions assessment is as follows:

- APTCOO will consult with the existing school SENCO to arrange visits to the school. This will include further information gathering and assessments of the child or young person.
- A meeting with the family and child or young person at APTCOO will be arranged, along with gathering of additional information.
- If the placement is deemed to be suitable APTCOO will agree the transition process including any “taster sessions.”

The LA would be expected to cover the full cost of the pupil fees which will be made available as part of the consultation process. Once this is agreed the LA would finalise the EHCP where APTCOO is named on the plan. A contract between the school and the local authority will be drawn up outlining the contractual agreement for the child or young person to be admitted to the school and for the placement to continue.

#### **5.0: Assessment and transition process**

Depending on the needs of the child or young person, the transition process may, at the school's discretion, take the form of half days or a mixture of half and full days and this will be discussed in advance with the family and the LA.

Prior to any transitions, the school will meet with the family to construct a shared risk assessment, including any medical needs and training as required.

The school also creates a Learner Context (detailed pen portrait) of the child or young person which is circulated to all staff along with the current EHCP prior to admission to ensure that the whole school has a robust awareness of each child or young person's individual needs.

The school also create a bespoke timetable that will be shared with the family.

This transition and assessment requirement is known as our ‘nurture period’ and is flexible to meet the individual needs of the child or young person. During this time, the child or young

person continues to be placed in the most appropriate setting for their needs, wants and choices. We acknowledge that this may change during the period of assessment and where an alternative option may need to be agreed.

Assessment and observations of the child or young person are also conducted during this time.

We need to ensure that there is compatibility between learners. The school will carefully consider the vulnerability that is likely to be felt by any learner within the school.

We always endeavour to arrange the composition of groups to provide the best possible educational, social and emotional experience for all learners and are mindful of the impact, of new additions who are being assessed, on our existing cohort.

We recognise and plan for the known disruption which transitioning learners have upon the school and any particular group by setting levels in terms of numbers that ensure the minimum disruption to all parties concerned.

If a pupil admission is deemed to have a potentially negative impact, for reasons of health and safety, a placement may not be suitable, and an early review maybe discussed with the LA SEND Caseworker and parents/carers informed. This will be because the information the school has gathered over the transition process indicates that the school cannot meet the needs of the learner, as stated on the EHCP.

Policy/ procedure for: Admissions

**RECORD OF CHANGES**

DATE	AUTHOR	DETAILS OF CHANGE
October 23	Compliance Lead	V2 Annual Review and updates
September 2024	M. Ledsham (Head Teacher) A. Pressley (EHCP Lead).	V3 annual review and update to ensure clarity of admission process in line with relevant legislation.