

Grateley House School
ADMISSIONS POLICY

Legal Status:

- Complies with Part 6, Paragraph 24 (3) (a) of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations

Applies to:

- the whole school inclusive of activities outside of the normal school hours;
- all staff (teaching and support staff), the proprietor and volunteers working in the school.

Other relevant documents:

- Equality and Diversity Policy
- Special Educational Needs and Disability Act (SENDA)
- Attendance Policy
- Inclusion Policy


Availability:

This policy is made available to parents, guardians, carers, staff and students from the school office and website.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Signed:



Mark McQuillan

Principal



Anne Marie Carrie

Proprietor, Cambian Group

Admission Policy

Grateley House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

At Grateley House School we are registered to educate and care for young people from the age of 9 to 19. No young person is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. We will require confirmation of the date of birth of a young person.

Student Profile

All young people in the school have an Education Health Care Plan (EHCP) or a Statement of Special Educational Needs (SEN): all have a diagnosis, or have strong emotional/behavioural traits which put them in the average or upper ability range of the Autistic Spectrum, usually High Functioning Autism (Asperger Syndrome). Other associated difficulties such as ADHD, anxiety, dyslexia and dyspraxia can also be accommodated when such difficulties occur as part of an Autistic Spectrum Condition (ASC), but not in place of it. Emphasis in the school is on the academic achievement, the development of community values, i.e. a caring and considerate attitude to others, good manners, self-discipline, service to the community and the pursuit of excellence. All this, of course, has a direct bearing on our curriculum design.

External – a referral is received from the Local Authority

A prospective student will be referred to the school, usually by a Local Authority and often through our Commissioning Manager. The school will make an initial assessment of the prospective student using all the information available at that time, (usually a Statement of Special Educational Need / Education Health Care Plan, and accompanying reports, referral documentation, pen picture, previous school reports and reason for referral to us.) The basis for this assessment, to see if we feel we can meet the student's needs, is the student's profile as seen above.

If we feel at this point we cannot meet the student's needs we will detail why and our Commissioning Manager will report this back to the placing Local Authority.

If we feel we can or could possibly meet the student's needs then we will arrange for a secondary assessment to take place where we will meet with the young person and parents or careers. (We may also meet with other professionals who have been working with the student at this stage.) On completion of the secondary assessment we will decide if we can or cannot meet the young person's needs, and this will again be fed back to the Local Authority via our Commissioning Manager.

Parental referrals

There are occasions when a parent may wish to seek a place due to dissatisfaction with Local Authority provision. In these cases, parents can find details of contacts through the Cambian website or the school's own. These requests may require a Tribunal process, if the Local Authority do not agree to the parents' request. The Tribunal may reject the appeal or it may rule that the young person must be placed at Grateley House School and be funded by the Local Authority.

Special Educational Needs

Where a young person who has a Statement of Special Educational Needs or *Education, Health and Care Plan* (EHCP), joins our school, we will always consult with parents/guardians/carers and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in either the *Statement* or EHCP. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of young people with a statement of special educational needs.

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English as an Additional Language

Our school will make provision for young people who have English as an additional language, (EAL) in the assessment procedure. We do not regard students as having a 'learning difficulty' solely because the 'language or medium of communication of the home is different from the language in which he or she is or will be taught' (Education Act 1996, Section 312(1), (2) and (3). However, students for whom English is an additional language (EAL) will be provided with appropriate support provided they meet our school Academic criteria. They will be assessed to gauge the support that may be needed in order to ensure equal access to the curriculum along with all other aspects of life at our college. Our school has a policy and procedures for learners requiring *English as an Additional Language* (EAL).

The Proprietor of the school, for correspondence during both term-times and holidays is Anne Marie Carrie **The Waterfront**, 4th floor, Waterfront, Chancellors road, Hammersmith, London, W6 9RU. The telephone number on which the proprietor may be contacted at all times is **01373812556/ 07860752704** and the email address is Annemarie.carrie@cambiangroup.com

Admissions Policy Appendix

It should be recognised that the young person may be ambivalent at best about the school and that because of this they may well not take in all the information given – to this end, further information will need to be offered at a later date. Young people may be referred to Cambian Group at any time during the academic year in one of two ways:-

- Via Cambian Group
- Via a local authority

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 young person. Information sought should include:

- young person'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 proposed educational plan
- risk issues, level of supervision required, establish if any history of self-harm/suicide, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties
- expectations and requirements sought by the placing authority to meet the young person's needs
- the name, address and telephone number of the young person's case accountable social worker (if applicable)
- the young person's legal status
- the young person's and their family's social history
- any special issues e.g., restriction of contact, child protection
- criminal history (if any) and whether any existing criminal proceeding are outstanding

The information provided will assist the Headteacher in making an assessment as to whether a school placement is viable and appropriate. The Headteacher will consider whether the school has sufficient staffing in terms of number and experience to manage such admission both in terms of the individual young person's needs and *Grateley House School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.*

respect of the potential impact that the admission may have on existing group dynamics. Should a referral be accepted for admission, the school will notify the company's finance department as soon as practically possible in order that the appropriate contract arrangements can be administered with the relevant placing authority. School wide issues, including, behaviour management and 'house rules' are made clear to the placing authority, the young person and parents/carer before the admission.

Admission

The young person's details need to be entered into the admissions register and accompanying information filed. The young person will be shown around the school and introduced to the staff and other young people. An individual timetable will be discussed, taking into account of the young person's age, aptitude and ability. Initial assessments will be carried out within the first two weeks from admission and a copy of the results will be sent to the placing authority. First impressions count and the admission of the young person into our school is one of the key elements in determining the success of placements.

Reintegration to other educational establishments

Where possible we intend that our students will transfer to a mainstream school, college, or other educational establishment. The move should, wherever possible, be promoted as positive, progressive and in the young person's best interest. An end of contract/transfer form will be sent out to the Finance Department. Any relevant documentation will be forwarded to the new establishment.

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