

## 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:**

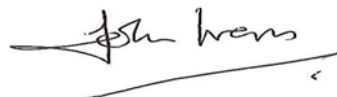
This policy is made available to parents, guardians, carers, staff and students from the school office and website

**Monitoring and Review:**

- This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher.
- 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:

Date: June 2020



Proprietor, Cambian Group

**Admission Policy**

At Grateley House School we are registered to care for and educate children from the age of 9 to 19 covering Key Stages 3 – 5. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation. We require confirmation of the date of birth of a child.

**Student Profile**

*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.*

All young people in the school have an Education Health Care Plan (EHCP) or a Statement of Special Educational Needs (SEN (Wales): 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**

In line with the Special Education Needs Code of Practice a multi-disciplinary decision is reached whereby the child with parents and/or guardians and/or carers visits the school. If it is agreed that the school is, in principle, the most appropriate educational setting for the child then a transition plan is implemented. Parents or guardians/carers will also be asked to provide the school with any further information which they feel will enable us to provide their child with the best possible education. If agreed a place will be offered based on availability and in accordance with the Code of Practice for Schools, Disability Discrimination Act 1995 Part 4 and Schedule 10 of the Equality Act 2010. For more details please see the Prospectus, website and the following Registration form, Acceptance form and Parent-School Contract - Standard Terms and Conditions.

### **Special Educational Needs**

Where a child who has an Educational Health Care Plan or a Statement of Special Educational Needs (Wales) 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 the *Education, Health and Care Plan* (EHCP) including the full National Curriculum if this is specified. 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 children with a statement of special educational needs. Any additional services that are needed to meet the requirements of the Statement or additional services such as dyslexic tuition will be subject to charge. This will be either directly to the parents/guardians/carers, or the Local Authority if they are responsible for the fees and our school is named in Part 4 of The Statement or the relevant section of the EHCP. Our school has a policy and procedures for children with Special Educational Needs and Disabilities (SEND) in line with the SEN Code of Practice (July 2014).

### **English as an Additional Language**

Our school will make provision for children who have English as an additional language, (EAL) in the assessment procedure. We do not regard children 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, pupils 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 school. Our school has a policy and procedures for students requiring English as an Additional Language (EAL).

The Proprietor of the school The Cambian Group is whose address for correspondence during both term-times and holidays is Mr John Ivers, Metropolitan House, 3 Darkes Lane, Potters Bar, Hertfordshire, EN6 1AG. The telephone number on which the proprietor may be contacted at all times is 0208 7356150 and the email address is john.ivers@cambianguroup.com

### **Admissions Policy Appendix**

*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.*

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 and
- criminal history (if any) and whether any existing criminal proceeding are outstanding.

The information provided will assist the Head Teacher in his/her assessment as to whether a school placement is viable and appropriate. The Head Teacher 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 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. Measures of control, discipline & restraint and the requirement to search used by the school 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 the school placements.

### **Reintegration to other educational establishments**

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Where possible we intend for young people to be discharged in a planned and purposeful way. This may be 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. A discharge/transfer form will be sent out to the Finance Department. Any relevant documentation will be forwarded to the new establishment.

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