

Admissions Policy

The school admits pupils with statements of Special Educational Needs or, in some cases, those within the assessment process.

Referral is usually through the Local Authorities Special Needs Department, following a statement review. The department will approach us, if in their opinion, we can best meet the needs of a particular pupil. This is often following a decision by their current school that the pupil's needs are not being met within mainstream, or in some cases where a pupil is unable or unwilling to access mainstream education.

If a school feels that they have a pupil that would benefit by being placed within our school, then they should call a statement review, inviting a member of the Authority to discuss the way forward, before approaching us.

Once the Authority has notified us, then parents will be invited to view the school and we will be sent the relevant paperwork to look at. We have an admissions board that will decide if they think the child would fit into the ethos of the school. If the parents are happy with the placement, then the student will be invited along to look around, in some cases, the school may wish to meet the pupil in their current setting first, if this is possible. If the family decide to proceed with the application, then the board will make a decision and a formal offer will be made.

All students are integrated slowly into the school, to enable them to settle into the routine and to cause as little disruption as possible to the current students. This can take up to 6 weeks but is always taken at the child's pace.

The school offers full time education to students with autistic spectrum disorders or social, emotional and behavioural difficulties. However, all of our students are characterised by their vulnerability. Their behavioural problems are secondary, usually caused by their other difficulties, and are not their primary need. It is acknowledged however, that at KS4 and beyond there may be a need for part-time placements for students who meet our admissions criteria but who may, for example, be accessing other education elsewhere. These would have the ability to achieve at a more academic level in some subjects, and have a desire to obtain qualifications in, perhaps, numeracy and literacy.

As it is envisaged that part-time students may make more demands on staffing and resources, these places will require individual packages in terms of educational requirements and funding. Up to 3 full-time equivalent places will be made available for these part-time students.

At the moment, the school offers places to boys only. However, consideration may be given to registering for girls should there be sufficient need, i.e. 2 or more requiring placements.

Agreed: September 2016
Review by: September 2017

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