



# Admissions Policy

**Approved by School Representative: Diane Taylor**

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## **INTRODUCTION**

As a special school admissions are controlled by the LA. Places cannot be offered directly by the school. The Head Teacher can refuse a request if the pupil is outside of the operational brief, if the school cannot meet the child's stated needs or if all places are taken.

## **PRE-SCHOOL PUPILS**

Pre-school children are offered places at The Milestone School following a recommendation from the Early Years placement panel to SEN Casework. Occasionally an EHCP has been started or in exceptional circumstances is already in place, but usually the request is made for further assessment in order to determine the child's future educational needs. The purpose of this policy is to ensure that these young children have a positive introduction to the Early Years Department. It is recognised that all staff involved in the education and assessment of the pupils at this stage need to have access to available information and to meet with the child and their parents in order that the subsequent work can be approached in a spirit of partnership. In order to capitalise on the professional expertise of the whole interdisciplinary team their involvement is seen as integral to the work of the school from the earliest stages. Every effort is made to provide an integrated service to the children and their families while acknowledging the different professional protocols in place.

The following procedure is intended to provide guidance for normal practice. It may be necessary to deviate from this in order to accommodate the needs of an individual family. This is most likely if a pupil is transferring from another placement and needs to be placed quickly.

### **Stage 1 – Information Visit**

Any parent who makes contact with the school is invited to visit. It is explained to parents/guardians that the school cannot state if we can meet the child's needs and we are not able to offer a placement, only the Local Authority can do this. This visit is arranged and managed by the relevant Head of Department, who is responsible for maintaining a record of any such contact with families. If a request is received from the LA to place a child who has not yet visited the school, this visit will be offered as soon as possible. Parents may or may not wish to bring their child with them to this meeting. They are given basic information about the work of the school and in particular the Foundation Department. They are taken to the Foundation Department and to see the school's specialist facilities. A school prospectus and leaflet are provided for the parents to take away, or is available on the school website.

### **Stage 2 – Placement Request**

When a placement request is received from the LA an individual file is established with all available information about the child. This is then circulated

to relevant Foundation Department staff and interdisciplinary team members such as therapists. Parents are contacted to arrange either an information visit or an admission as appropriate. The request form is returned to the LA.

### **Stage 3 – First Attendance**

A parent is encouraged to attend with their child to enable the smooth transition into the EY Department. The length of time for this to continue is likely to be different for each family and should be led by the parents wishes but there is an expectation that a parents or carer will attend for the first few sessions.

### **SCHOOL AGE PUPILS**

Pupils of school age are placed at The Milestone School through a statement of special educational need EHCP. In order to capitalise on the professional expertise of the whole interdisciplinary team their involvement is seen as integral to the work of the school from the earliest stages. Every effort is made to provide an integrated service to the children and their families while acknowledging the different professional protocols in place.

The following procedure is intended to provide guidance for normal practice. It may be necessary to deviate from this in order to accommodate the needs of an individual family. This is most likely if a pupil is transferring from another placement and needs to be placed quickly.

### **Stage 1 – Information Visit**

Any parent who makes contact with the school is invited to visit. This visit is arranged and managed by the relevant Head of Department, who is responsible for maintaining a record of any such contact with families. If a request is received from the LA to place a child who has not yet visited the school, then this visit will be offered as soon as possible. Parents may or may not wish to bring their child with them to this meeting. They are given basic information about the work of the school and the curriculum offered. They are also taken to visit classes in the appropriate age range and the school's specialist facilities. A school prospectus is provided for the parents to take away. The Milestone School staff are always happy to attend EHCP meetings of pupils who may be referred to the school. It is explained to parents/guardians that the school cannot state if we can meet the child's needs and we are not able to offer a placement, only the Local Authority can do this.

### **Stage 2 – Placement Request**

When a placement request is received from the LA an individual file is established with all available information about the child. This is then circulated to all appropriate staff and interdisciplinary team members. Parents are contacted to arrange either an information visit or to discuss an admission date as appropriate. The request form is returned to the LA. As much information as

possible is collected through contact with the current placement, or other professionals who know the child.

### **Stage 3 – Transition Visits**

Where possible a series of transition visits are arranged for the child to familiarise them with the school and staff. Staff from previous settings are encouraged to attend with the child in order to transfer information. Photographs of key people and activities may be taken to go home with the child so that they can be further prepared for any change. Where children move into the area and need to start school quickly it may not be possible to arrange transition visits.

### **Stage 4 – First Attendance**

Parents may be encouraged to stay initially with younger children. All staff are made aware that a new pupil is starting at the school and class staff take responsibility for settling the child into school routines in an appropriate way. Class staff will discuss the needs of the pupil at the earliest possible class meeting. The teacher will liaise with interdisciplinary staff to ensure that an all round picture of the child's needs can be established as quickly as possible. The therapy staff will arrange to see the pupil and parents at the earliest opportunity. Teaching staff are responsible for ensuring close liaison with parents is maintained over this period and any issues addressed as soon as possible.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.