

Admissions Policy - Whole School



Embleton View

For the purpose of this document, '*students*' refers to all children at Embleton View. However, we refer to primary age children as '*pupils*', and secondary age children as '*students*'.

Introduction

Embleton View offer person-centred packages of education and support for students who find themselves marginalised from conventional schools because of their behaviour or other challenges. They may be permanently excluded or simply disengaged. Many have special educational needs (SEN), including social, emotional and mental health needs (SEMH) and Autistic Spectrum Disorder (ASD). Often, they have challenging home circumstances which can affect their capacity to engage and develop within conventional learning environments.

Embleton View work in partnership with local authorities, therapeutic partners and other schools to contribute to achieving the best possible outcomes for students.

Embleton View want to ensure we provide the best possible service for students we educate. We have a robust admissions, induction and assessment processes to establish meaningful relationships with students and establish their individual needs.

Purpose of Policy

This policy aims to ensure that all services which Embleton View provide meet the needs of students for whom we provide an educational service. We aim to ensure transition in and out of our services is smooth for the student, and adopt a systematic approach for keeping admission records, in line with current legislation and guidance.

In Response to:

- SEND Code of Practice
- The Education Act 2002
- School Admissions Code of Practice
- The School Admissions (Admission Arrangements and Co-ordination of Admission Arrangements) (England) Regulations 2012
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges
- Prevent Duty Guidance

Embleton View will:

- Ensure that all educational settings within Embleton View will meet the SEN of the proposed student at the point of admission.
- Provide a transparent and smooth process for referral for proposed students and their support network.
- Ensure that the SEN outlined in the students Education, Health and Care Plan (EHCP) or other relevant supporting information can be met within the resources of the educational setting.
- Ensure a personalised timetable and risk assessment is produced pre-admission for each student.
- Ensure that all relevant documentation (contracts, permissions etc.) have been signed by the LA.

When a referral is received from the Local Authority (LA):

In line with the Special Education Needs Code of Practice (CoP), a multi-disciplinary decision is reached whereby the proposed student with their parents/carers visits the proposed provision. If it is agreed that the provision is the most appropriate educational setting then a transition plan is implemented. Parents/carers will also be asked to provide Embleton View with further information which they feel will enable us to provide their child with the best possible support and education. If agreed, a place will be offered based on availability.

Admission

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:

- Proposed student's name
- Gender

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- Age and date of birth
- EHCP
- Young person's and their family's social history
- Ethnic background, cultural needs, religious needs/persuasion;
- Health needs/
- History of challenging and aggressive behaviour, child protection issues, risks presented
- Expectations and requirements sought by the placing LA to meet the needs of the proposed student
- Name, address and telephone number of the proposed student's case accountable social worker and other relevant professional stakeholders
- Young person's legal status
- Criminal history

The student's details will be entered into the admissions register and accompanying information filed. Embleton View will then proceed to complete our 6-week baseline assessment at the end of this stage if amendments are needed in relation to student support and intervention. Embleton View will inform the LA of changes needed with supporting documentation.

Legal Status:

- Complies with Part 3, paragraph 17. Education (pupil Registration) (England) Regulations 2006 as amended 2013.

Applies to:

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours;
- All staff (teaching, support and admin staff), students on placement, the proprietors, Board of Directors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

Availability




- This policy is made available to parents, staff and students as a hardcopy upon request from the school office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Related Documents:

- Admissions Procedure
- Child Protection and Safeguarding Policy
- Children Missing From Education Policy
- Communications Policy

		
Graeme Turner (Proprietor)	Anna Turner (Proprietor)	Craig Bell (Proprietor)
Date Published: 02/08/2017	Date Published: 02/08/2017	Date Published: 02/08/2017
Reviewed: 02/09/2018 Reviewed: 01/09/2019 Reviewed: 10/07/2020 Reviewed: 01/08/2021 Reviewed: 11/05/2022 Reviewed: 09/08/2023	Reviewed:	Reviewed:

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Reviewed: 01/08/2024		
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Admissions Process

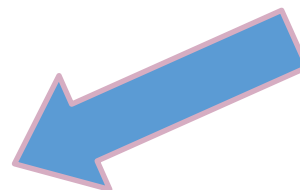
Stage 1

- Receive referral for LA and relevant supporting information provided.
- After reviewing information provided, decide whether to move to Stage 2.
- If Yes move to Stage 2
- If No inform LA and provide rationale as to why



Stage 2

- Meeting with all relevant professional stakeholders involved in potential student's life and collate additional information
- Develop proposed educational programme from all information provided
- Move to Stage 3



Stage 3

- Send proposed programme overview to all relevant professionals and discuss if necessary
- This will include next steps to be taken
- Move to Stage 4



Stage 4

- Meet with potential student and their parents/carers to discuss what we deliver and the next steps.
- If they agree, move to Stage 5
- If they don't agree, inform LA

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Stage 5

Student Induction/Familiarisation- 2-4 visits more if required

Week one - visits within home (discuss likes/dislikes, what's important to them and how they like to be supported to meet their needs)

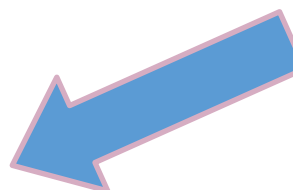
Week two and three - community enrichment opportunities (develop relationship/build trust)

Week four – Student/Parent/Carer visit Learning Bases and meet staff team, community enrichment opportunities, identify student aspirations, and what they would like to learn



Stage 6

- Potential student to complete Embleton View application form if they would like to move to Stage 7
- Parents/carers complete Embleton View application form if they would like to move to Stage 7
- Provide update to all relevant professional stakeholders and confirmation if proceeding to Stage 7



Stage 7

Student assessment (10 day)

Assessment will include:

- Assessment of support needed to support learning
- Assessment of support needs to manage student behaviour
- Assessment of communication needs
- Assessment of academic levels (Literacy and Numeracy)
- Assessment to establish whether or not therapeutic input is required

If assessment identifies we can meet potential student needs, move to Stage 8

If not, inform LA and provide rationale



Stage 8

- Provide LA with confirmed personalised timetable, level of support needed to meet all needs and cost to deliver programme (this will include cost of therapeutic assessment if it is assessed as being required)
- If funding agreed, confirm student start
- Send letter of confirmation to student with proposed start date
- Move to Stage 9

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Stage 9

- Student starts personalised programme at Embleton View (6-week baseline assessment)
- Start baseline assessment of 6 weeks (the baseline assessment period is used to establish that all levels of support are correct to meet student need and to complete therapeutic assessment if required)
- If it is established that there is no need for any further therapeutic input and that levels of support and academic levels are correct, continue with agreed programme.
- If changes are needed, move to Stage 10



Stage 10

- Submit changes to LA and revised costs if needed

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