



OFG
Education

ADMISSIONS POLICY



Groveside
School

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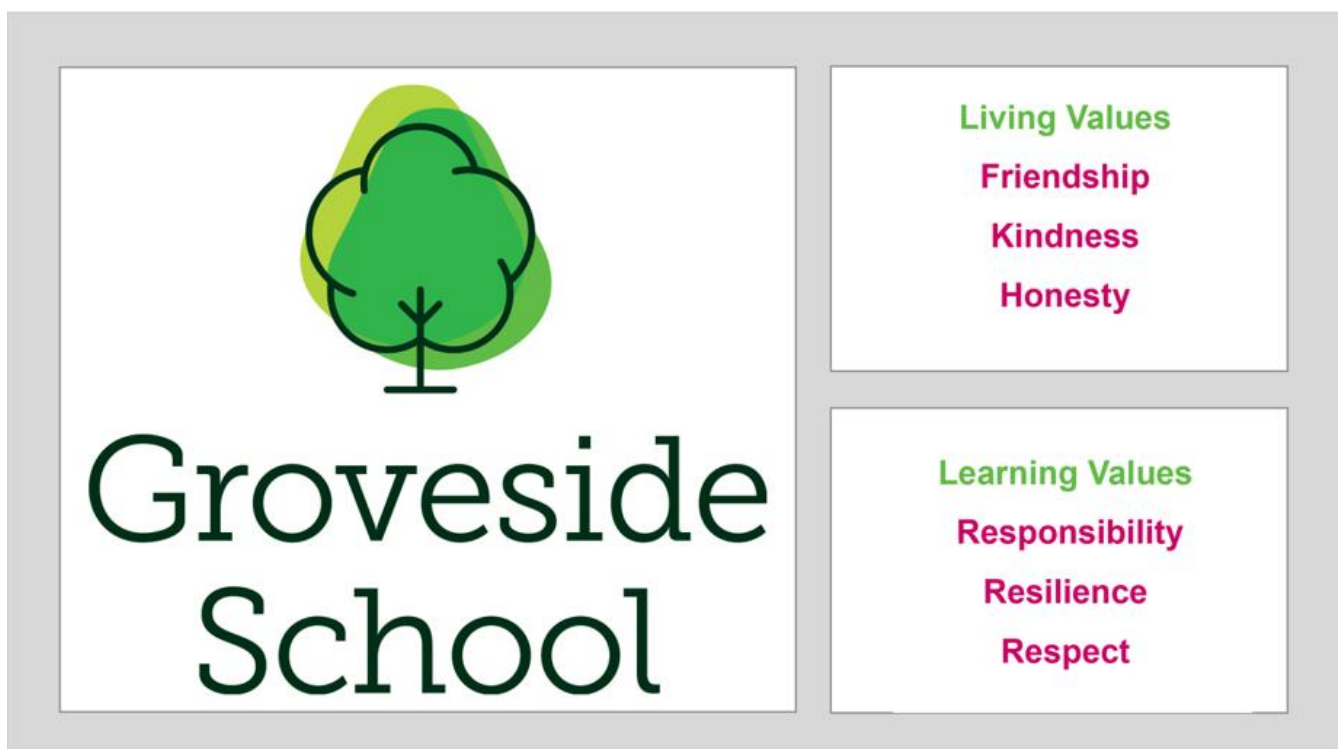


INTRODUCTION

Starting school or moving from one school to another can be a worrying time for both parents/carers and children. We aim to make the school admissions process as painless and trouble free as we can. Our focus is on creating an environment that enables the children and young people in our care to achieve their personal best.

For the authorities and families we work with, our commitment to a high quality of learning and care is a guaranteed. We pride ourselves on providing transparency to all parties including a clear plan for progression so that the value and outcomes of our service is measurable at every stage of the journey.

Our School bases its core values in being a therapeutic community. Communities work best when they work together. We want to keep the children's best interests central to all our decisions, systems, policies and working. Groveside School Living and Learning Values are woven across all aspects of the school;



We are small. The school has small classes supported by a teacher and assistant. This means we get to know our pupils really well, and they get to know us really well too. It also means we are able to ensure that we are much better able to support all the needs of pupils and ensure they get the best help we can offer.



RATIONALE

Groveside school admits pupils who have a range of complex needs that may include a diagnosis of social, emotional and mental health needs and also pupils with autism or demonstrate behaviours associated with autism. All pupils will have an EHC Plan which notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arise out of difficult life experiences or be the result of a medical condition. Some of the pupils have a long history of difficult or challenging behaviours that may on occasion include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils' exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

AIM

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils whose special educational needs can meet effectively and in doing so ensure progress in all aspects of their development.

OBJECTIVES

The objectives of the policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at the school;
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement;
- Parents/carers, each pupil and representatives of LA's, social service departments and other interested professionals have clear understanding of the opportunities on offer at the school;
- Parents/Carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at the school and are prepared to play their part in ensuring the success of any placement.

CRITERIA FOR ADMISSION

Groveside School offers placements for children and young people aged 7-16 with complex social, emotional and mental health needs. Prospective pupils will have social, emotional mental health needs stated on their EHCP and are likely to have one or more of the following needs identified within their Education, Health and

Care Plan:

- High anxiety
- School phobia/emotionally-based school avoidance (EBSA)
- Low self-esteem, confidence and resilience
- A history of self-harm and suicide ideation
- Other identified mental health need
- Selective or situational mutism
- Social vulnerability
- Speech, language and communication needs
- Social communication needs
- Sensory processing needs
- Specific learning difficulties, such as dyslexia or moderate learning difficulties
- Trauma and attachment disorders

Groveside School does not offer placements to more than one family member (i.e. no siblings) although this decision is at the discretion of the Headteacher. This is because, due to our small number of learners, it is important that each learner can feel that Groveside School is their space.

For the same reason, Groveside School does not offer placements to its members of staff.

Admission will not be detrimental to the needs of other children – no pupil should compromise the opportunities of others within the school. It is essential that admissions are properly planned and allow for smooth transition. The school must also be satisfied that the parents / carers of the child are supportive of the placement.

LGBTQ+ YOUNG PEOPLE

At Groveside School we celebrate our LGBTQ+ young people and strive to create a community in which LGBTQ+ feel safe and supported to be themselves in partnership with their families; this may include using their chosen pronouns and name. We do this as part of our support of the mental health of our young people. If as a parent/carer, you have concerns about this matter in advance of a placement please feel free to contact the Headteacher to discuss this further.

ADMISSION PROCESS

STAGE 1

Referrals made to the school will normally be made by LAs. A range of detailed information concerning that pupil should accompany these referrals. Where this is not the case, the school will seek access to such information as possible including information regarding the individual's education, health and social background. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school. The Headteacher will assess whether or not the school can meet the pupil's needs and



if so, either complete an assessment visit or arrange for parents/carers to visit the school.

STAGE 2

The visit will include:

- a tour of the school
- an introduction to key staff
- a discussion with senior staff concerning such issues as:
 - Context to the EHCP;
 - Current educational information;
 - Attitudes towards education and why previous provisions may have broken down
 - The school curriculum;
 - The content of key school policies, including the school expectations for good behaviour and discipline and the physical management of pupils;
 - An opportunity for each visitor to ask any questions they may have.

STAGE 3

A member of the senior team may complete a school visit and/or home visit/contact. The benefits of seeing a pupil at school are that a more honest assessment can take place of how the pupil interacts with a school environment.

The home visit/contact is an opportunity to informally discuss the school with the potential pupil and family. The staff member will also use this as an opportunity to gain further information in relation to the child or young person to be able to make an informed decision as to whether or not offer a placement.

The pupil may be invited to attend taster sessions at the school, to follow the school timetable for a morning, day or number of days. This will enable the pupil to experience the school environment.

STAGE 4

If, following these visits, it is agreed that the school can meet the needs of the pupil, that they can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, the admissions team will write to the LA offering a place.

STAGE 5

An admission will only be undertaken when the approval for funding is granted by the appropriate person who holds this authority, within the funding LA.

Upon successful admission, the school will then work with the pupil, family and local authority to create a transition plan to aid the successful start of a new school placement. Transitions will be bespoke and will be based around the individual needs of the pupil. The school will be completely transparent in this process.



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