

# Admissions Policy

The Old School House



**The Old School House**

Established 1987

**Approved by:** Sharon English

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### 1. Aims, scope and principles

The education provided at The Old School House caters for pupils aged between 7 and 16 years with social, emotional and mental health difficulties (SEMH), as well as other needs or diagnosis, including, ADHD, ADD and other difficulties. Most of our children are referred to us and funded through the local authorities. Some of our children will have an Education Health Care Plan. Pupils enter our school via two routes, Internal which is via our own care home or external which are from Local Authorities.

The residential team and education team consider the referral paperwork understand the needs of the young person, as well as matching to other young people currently in placement or in school. It is imperative to consider the impact of any potential new placement on other young people as well as considering the training needs and capabilities of the staff team.

### 2. Legislation and guidance

In line with the Special Education Needs Code of Practice a multi-disciplinary decision is reached whereby the child with parents and /or carers visits the school. If it is agreed that the school is, in principle, the most appropriate education 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.

### 3. Special Educational Needs

Where a child who has an EHCP 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 the 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 by regulation and best practice. The school will make reasonable adjustments to meet the needs of the pupil.

Further information can be found on our Special Educational Needs Policy

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 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)

## 4. Referrals

Young people may be referred to The Old School House at any time during the academic year in one of two ways:-

Via The Chartwell 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

The information provided will assist the Headteacher in their assessment as to whether a school placement is viable and appropriate. The Headteacher 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.

## 5. Admission

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 the young person's age, aptitude and ability. Initial assessments will be carried out within the first two weeks from admission. First impressions count and the admission of a young person into our school is one of the key elements in determining the success of the school placements. A period of transition will be arranged for students depending on their individual needs, during this transition period the young person will be able to familiarise themselves with the school, our staff and pupils.

## 6. Reintegration to other educational establishments

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 interests. Any relevant documentation will be forwarded to the new establishment.

## 7. Charging and Remissions

It is our policy to not charge parents/carers for transport for any visits that takes place during school hours, breakfast club, uniform or any extracurricular activities nor do we ask for voluntary contributions.

## 13. Links with other policies

This policy links with our policies on:

- Child protection and safeguarding
- Special Educational Needs Policy
- Accessibility Policy
- Equality and Diversity Policy