

# Admissions Policy

<b>Approved by:</b>	Anna Daly	<b>Date:</b> September 2022
---------------------	-----------	-----------------------------

<b>Last reviewed on:</b>	September 2024
--------------------------	----------------

<b>Next review due by:</b>	September 2025
----------------------------	----------------

CONTENTS	Page
1.0 INTRODUCTION.....	2
2.0 REFERRALS .....	ERROR! BOOKMARK NOT DEFINED.
3.0 ASSESSMENT PROCESS .....	2
4.0 CRITERIA FOR ADMISSION .....	3
5.0 APPENDIX 1 – HOME / SCHOOL CONTRACT .....	4

## 1.0 INTRODUCTION

---

**Implementation:** It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

**Compliance:** This policy complies with all relevant regulations and other legislation as detailed in the *Compliance with Regulations & Legislation Statement*.

## 2.0 CONSULTATIONS

---

1. We accept consultations from Local Authorities (LAs)
2. We are able to give parents/carers information regarding our assessment and admission process; however, we encourage parents/carers to engage in dialogue with their local authority and make a joint application for a place.

## 3.0 ASSESSMENT PROCESS

---

1. Once a consultation has been received from a Local Authority, the documentation is passed on to the Senior Leadership Team (SLT). If the student does not meet the Admission Criteria (Section 4.0) or there are no places available in the age-appropriate class, a formal response (email) will be sent to the Local Authority to inform them that the consultation is not going to be followed up/considered.
2. The consultation Paperwork will be shared with other relevant staff (SENCo, Therapy Lead and SaLT) for their consideration and comment/feedback as to the suitability of the student in having their needs met by the school.
3. The Headteacher (or Deputy), after reading the paperwork, will either ask that an initial visit is booked to assess suitability for a place or give a reason as to why they believe the school would not be able to meet a child's needs

In the case of the former decision, the assessment will typically consist of:

- An initial visit with parent/carers to meet a relevant Senior Leader (Therapy team may need to accompany)
  - A separate meeting with parents/carers to discuss the child's educational needs and school history
  - Taster sessions may be offered to the child (where appropriate)
  - Observations (at current setting where possible) in class and during unstructured times in the school day
4. If the school feels able to meet the needs of the student, the Local Authority is told in writing confirming the offer of a placement.

5. The school will offer a placement when confident that the student's needs can be met. During the initial weeks of placement the student's engagement in lessons, attendance and behaviour will be closely monitored by their teaching team.

The school is able to end assessment periods at any point if unable to fully meet the needs of the student.

6. This assessment will be evaluated and a final decision on suitability of placement made by the Headteacher.  
The decision will be made in line with the Code of Practice:
  - Special Educational Needs – can the school meet the child's needs?
  - Resources – would the placement be an efficient use of resources?
  - Current students – would the placement be incompatible with the efficient education of the other children with whom the child will be educated?
6. Depending on the source of the referral, the LA and/or parents/carers will be notified in writing of the outcome of the assessment within 10 working days of completion of the assessment process. Please note: the process is deemed to be completed when all information is gathered.
7. If Newingate School is able to meet the child's special educational needs, an offer of a place and a start date will be given to the LA. When the LA confirms that the offer of a place is going to be taken up, Newingate School will send a letter confirming this to the LA and to the parents/carers.
8. The parents are responsible for making transport arrangements with the SEN transport teams relevant to their boroughs. Please inform the school accordingly.
9. If the decision is that a placement cannot be offered, the reasons will be passed on directly to the LA / Parents.

#### **4.0 CRITERIA FOR ADMISSION**

---

##### **For consideration for admission to the School:**

- The child's primary need must be stated as being diagnosed with Autism Spectrum/ as Autistic.
- The child will have an Education and Health Care Plan issued by their Local Authority (LA)
- The Local Authority (LA) will accept financial responsibility for the student's education at Newingate School
- The child will have the commitment and support of their parents/carers to the educational approaches used at Newingate School through parents/carers agreeing to the Home-School Contract (Appendix 1)
- The school is suitable for the child's age, ability and aptitude
- The child's attendance at school would be compatible with the provision of efficient education for the children with whom the child would be educated
- The attendance of the child at the school would be compatible with the efficient use of school resources
- Admissions are made on the basis of availability of placements, taking into account the above factors, plus a child's level of functioning, learning difficulties and age.

## 5.0 APPENDIX 1 – HOME / SCHOOL CONTRACT

---

### HOME/SCHOOL CONTRACT

This contract outlines the school's commitment and expectations for effective communication and teamwork between home and school. When you have read it, please sign where indicated and return it to the School Office.

#### Our Mission Statement:

***'At Newingate School we support students in achieving their full potential by putting learning and well-being at the heart of everything that we do.'***

We promote learning by encouraging:

- Enquiring and curious minds that research independently.
- Learning in diverse and contemporary fields of interest.
- The student's special interest areas and strengths.
- A culture of life-long learning.
- A school ethos of safety in being wrong or making mistakes as this is how we all improve.

We promote well-being by encouraging students to:

- Have fun and be happy.
- Be resilient and use their coping strategies when they are anxious.
- Participate in activities that promote self-esteem and self-confidence.

Developing student's skills for the future.

#### **In order to achieve this:**

- We will provide all students with opportunities to learn and achieve, by supporting them with a curriculum which makes explicit connections between areas of learning and concepts so that they can progress to their full potential
- We will teach appropriately to the abilities of the students, using specialised strategies which are communication focused
- We will work with the students in an inclusive, equality-based manner
- We will use positive behaviour support strategies
- We will support our students to take responsibility for improving their behaviour by encouraging them to use identified strategies
- Our school will try to raise the self-esteem of all who attend.
- We will provide a safe environment and will make sure that all students know who to go to if they feel anxious or unsafe.
- We will provide opportunities for spiritual, moral, social and cultural development.
- We promote inclusive, positive and healthy relationships between all members of our community.
- We will keep you informed of your child's progress and the school activities.
- We will set homework in accordance with our school policy and in discussion with you about individual requirements.
- We will monitor and liaise with you about lateness and attendance.
- We will treat you with courtesy and work towards meeting shared ambitions for your child.

In addition, you will receive:

- Regular and transparent communication from your child's teaching team via your preferred method of communication
- Positive praise and good news items
- Invitations to parent workshops covering current key themes
- Annual Reviews
- End of Year reports
- Clinical team reports
- Incident reports upon request

**As a family, you will**

- Give your child every possible support to achieve the highest standards.
- Work with the school towards meeting your ambitions for your child.
- Support the school's policies and guidelines for behaviour.
- If behaviour at home or at school is presenting challenges, then it is essential to work together by sharing information and agreeing strategies. Use emails/ phone calls, etc.
- Support and encourage your child to complete their homework and discuss difficulties in this area with the teacher concerned.
- Ensure regular attendance and good punctuality, telephoning the school on a daily basis to explain any absence (for further information, please see the Attendance Policy).
- Attend school consultations and Annual Reviews and take an active part in monitoring your child's progress by filling in parental contributions for the meetings.
- Communicate changes in home circumstances to the school.
- Provide up to date contact telephone numbers for yourselves and three emergency contacts.
- Follow the Complaints Procedure if you are not satisfied with any aspect of the school.
- Read and sign all forms and return them within the required time.
- If required, pay for specific activities promptly e.g. swimming, trips out, cooking and snacks.
- Provide relevant information on your child's home activities and behaviour, to school, especially after episodes of difficulty, weekends and/long long breaks.
- Agree regular medication administration requests, prior to any medication being sent into school.
- Collect your child from school upon request if they have a temperature, stomach upset, injury causing concern or any contagious/infections condition.
- Liaise directly with transport companies if there are any problems, issues or changes to arrangements.
- Monitor the use of and access to computer and video games, TV, DVDs and magazines which may confuse your child's interpretation of reality.
- Treat members of the school community with courtesy.

If you have difficulties in fulfilling this agreement, please do not hesitate to contact the school and have a discussion with the class teacher/form tutor, or make an appointment with a member of staff.

**I have read and agree to the Home/School Contract**

**Signed:** \_\_\_\_\_  
(Parent signature)

**Date:** \_\_\_\_\_

**Name:** \_\_\_\_\_  
(Print name)