

Admissions Policy



Policy Number:	SU02	Originator:	Lukasz Miecznikowski
Issue Number:	3	Authoriser:	Jason Goddard
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1. Aim of the policy

This policy outlines the process for admissions to the School.

2. Background

The Greater Horseshoe School is registered with the Department of Education and Employment to support the educational needs of 8-18 year olds who are experiencing social, emotional and behavior and as learning difficulties that others may find challenging or inappropriate in community settings.

3. Policy

3.1. Admissions criteria

The Admission criteria must be met before a student can be formally accepted for a place at the school. The following may apply:

- The student has a Statement of Special Educational Needs or specific need associated with Education Health Care Plan
- The student is aged 8-18 years
- The Student has moderate learning difficulties with associated behaviours that others might find challenging (this may include Autism, a variety of syndromes as well as those children affected by Emotional and Behavioural Difficulties)
- The student is in the care of Enhanced Childrens Services, coming from out of the local area with a history of non-engagement in education.
- Funding must be agreed by the relevant authorities before a placement may commence

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3.2. Referral Pathway

Students are usually referred through their Local Education Authority, Social Services or Health Authority.

It is not uncommon for parents, carers or interested parties to make the first contact for information regarding a place at the school. Staff must signpost parents/carers or interested parties to the correct department if they wish to register a child at the school.

3.3. Visits to the School

Interested parties are encouraged to arrange a visit to the school and meet with the Head Teacher and other senior staff to discuss their particular child's needs. The visit will include the opportunity to look around the school and assess the suitability for their child. If all agree that the Greater Horseshoe School would be the correct placement for the child an arrangement will be made for a suitable time for senior staff to conduct an observation and assessment.

3.4. Observation and assessment

If the child requires a residential placement then senior residential team members will also conduct an observation and assessment of the prospective student.

The Head Teacher will request all relevant information relating to the child. This will include an up-to-date Statement of Special Educational Needs, Educational Health Care plan and reports from Educational Psychologists. Any information from the child's previous school, behaviour support team or previous risk assessments and documentation could also be useful if available.

3.5. The Greater Horseshoe School Admissions Policy

The resulting report and supporting documentation is then considered and if all agree that attendance at the Greater Horseshoe School will meet the student's individual needs, the offer of a placement is made in writing to the refereeing authority. A copy of a draft contract will also be sent to the child's Local Education Authority.

3.6. Referral Process

Local Authority staff are always welcome to visit the school prior to any referral being made, during the referral process or at any time during the student's placement.

The Student Centred Planning process will commence with a meeting, which will be called by the Head Teacher, to which all people involved in the Student's life are invited. Additional information will be gathered at this forum to include details of the child's routines, likes, dislikes and links with their family. At this time an Initial Risk Assessment will commence and views about the placement exchanged.

It may be appropriate that designated support staff members will begin to establish links with the student in their current educational and residential placement to support the transition

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process to the Greater Horseshoe School. Where it is deemed appropriate the prospective student may visit the school and his/her new residential home to become familiar with the new environments.

4. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Group Director for Education and Learning. Enhanced Children's Services will then actively respond to the enquiry.

This policy is written by Lukasz Miecznikowski

Date: 1st of May 2020

Signed 

This policy is quality assured by Jason Goddard, Group Director for Education and Learning.

Signed: 

Date: 1st of June 2020

The policy is quality assured by Governor: