



SHAPWICK SCHOOL

'The same road by different steps'

ADMISSIONS POLICY

Review: 31 August 2019

SHAPWICK SCHOOL

ADMISSIONS POLICY

CONTENTS

- 1. Statement and Vision**
- 2. Admissions at Shapwick School**
- 3. Pre-Admission**
- 3a. International Students**
- 4. Post-Admission**

ADMISSIONS POLICY

This policy is in line with the Independent School Standards (Revised January 2015)

1. Statement and Vision

The purpose of this policy is to ensure that all settings, within Shapwick School, are able to meet the individual needs of the children and young people who are admitted.

The Senior Leadership Team will:

- Ensure that Shapwick School can meet the special educational and social, emotional and behavioural needs of referred children and young people at the point of admission.
- Ensure that each individual referral is dealt with efficiently and within the required timescales.
- Provide a transparent process for the referral of prospective children and young people.
- Ensure that the school has a structured and supportive admission and induction procedure for new children and young people.

2. Admissions at Shapwick School

At Shapwick School, we will:

- Have in place written guidance on admissions, that clearly identifies the admission criteria for our particular setting
- Publish a Prospectus/Statement of Purpose that fulfils the requirements of specific regulations and includes:
 - ✓ our setting's name, postal address, telephone number and website address;
 - ✓ a named contact person;
 - ✓ school roll, age range, primary or secondary, mixed or single sex, day or boarding;
 - ✓ the classification of the school;
 - ✓ any specialism catered for;
 - ✓ a description of our admissions procedure

3. Pre-Admission

We will publish a copy of our latest Prospectus/Statement of Purpose on our website for reference by parents/carers and other stakeholders; and make paper copies of the information available on request without charge to parents/carers.

Shapwick School works in partnership with local authority personnel and requires that all necessary documentation is provided in a timely manner, in order to ensure an informed decision can be made about meeting the needs of a child/young person. The documents required are:

- (a) Current Education, Health and Care Plan (EHCP)
- (b) Most recent annual review/key educational progress data
- (c) A chronology of the child's life to date
- (d) Current/most recent care plan/ Personal Education Plan (PEP)
- (e) Current/most recent behaviour management plan(s) and risk assessment(s)
- (f) Any additional assessments
- (g) Any additional professional reports (e.g. psychology, psychiatry, pediatrics, occupational therapy, YOS, CAMHS etc.)
- (h) Parental/ guardian submissions.

We will ensure that the special educational needs outlined in the child/young person's

Education, Health and Care Plan (EHCP) or other records can be met within the setting.

If we feel that a child/young person may need additional resources we will ensure that these resources and the possible involvement of any external agencies will be discussed prior to offer of a placement by the setting for a child/young person. This will include those prospective students with Chronic Illness. The school does not have a medically trained member of staff on the team, only First Aiders.

Chronic Illness includes students with allergic reactions, anaphylaxis, asthma, diabetes, HIV, epilepsy, hepatitis....

<http://www.anaphylaxisireland.ie/downloads/ManagingChronicHealthConditionsatSchool.pdf>
http://www.nat.org.uk/sites/default/files/teachers-resources/HIV_in_Schools.pdf

We will ensure that an individual risk assessment and behaviour management plan is generated prior to admission. Where appropriate, an initial care plan will be expected from the local authority. All of these documents would be reviewed regularly once the child/young person arrives.

Shapwick School has established a systematic approach for maintaining admission records, in line with current legislation. We will ensure that all relevant documentation (contracts, permissions, medical information and consent etc.) have been signed by the appropriate parent/carer/local authority representative prior to admission of the child or young person.

It is expected that contractual arrangements between the setting and the placing authority including National Schools' Contracts and funding agreement letter are approved before the admission of any child/young person.

3a – International Students

At Shapwick School we recognise that a percentage of our students come from overseas and whilst we retain the same criteria for admission, we understand that this is always not possible for parents/carers.

Therefore, upon an initial 3-5 day assessment and stay at the school, all international students are enrolled on an initial 3 month period and are considered as 'trailing students', this enables the school to establish their true individual needs.

All international students must have a named UK residency and a named responsible adult based in the UK with proof of address supplied to the school.

All students must also have a valid Passport and Visa and a BRC card which is normally completed with the school.

If the trial is successful and the school is reassured that it can fully meet the students' needs, confirmation will be given to parents.

If the trial is proving unsuccessful, we would be contacting parents during the trial period with updates, providing an honest reflection and sharing any concerns regarding the viability of the placement from the earliest stage.

4. Post-Admission

We will ensure that an Initial Review Meeting takes place usually within 12 weeks of the placement commencing. This meeting will endorse the placement and agree the details of individual support plans. This admission review will ensure that all parents/carers and professionals are informed by up to date detailed baseline assessment and information related to both the child's education and care.

Shapwick School will ensure when admitting a child/young person that prior to the end of the

post-admission period they have identified and completed:

- The identification of any additional special educational needs that the school is equipped to cater for
- Baseline information and assessment details to be presented in the post-admission review
- Information stating what needs to be in place to support a child/young person in the placement
- A completed induction process for a new child/young person and extended induction plans if applicable
- A system that identifies the resources and expertise required to meet the changing/developing needs of the child/young person's individual needs (IEPs, ICPs, (HCPs & RAs -where appropriate)