

Policies and Guidance - Admissions

Policy Title:	Admissions Policy
Why we write policies:	<i>The Thriving Small Business</i> wrote <i>7 Reasons to Writing Business Policies and Procedures</i> , identifying these as, <i>Articulation of Required Steps, Performance Measures, Process Consistency, Serve as a Training Tool, Incorporates Worker Experience, Training Refresher, Foundation for Process Improvement</i> . Whilst we agree with the points they identify, we also see them as so much more. Our policies are the reflection of who we are as an organisation, what we are collectively striving for and how we aim to achieve those goals. None of our policies are written in isolation and should be read in conjunction with one another. If you see any areas where our policies could better represent who we are, or could be developed to support achieving our objectives please let us know.
Why we wrote this one:	We aim to support those young people whom are struggling to find an educational environment and approach that suits their learning needs. This policy provides the guidance on who we are most effective in supporting and the route to establishing a placement at The View School.
Who wrote this? :	Julian Roberts, Director
Who reviewed this? :	Every policy is reviewed by the Senior Leadership Team and a professional from the advisory group.
How do we know this stuff? :	https://thethrivingsmallbusiness.com/7-advantages-to-writing-business-policies-and-procedures/ ,Children and Families Act 2014, SEND Code of Practice 2015, West Heath School, Five Acre Wood School, Heath Farm School, KELSI
When did we write this? :	October 2019 (Version 2)
When are we checking it? :	October 2020
Where else can I read this? :	theviewschool.org , The school office
Our approach:	A student diagnosis is just an indication of the possible needs of a young person and the challenges they face in accessing their education. It is not a description of the individual or a representation of the opportunities they have for development in their future. Although we use a diagnosis for general

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guidance, it is a small part of the considerations we make when reviewing the suitability of our provision for an individual. By the same token we review any information provided about a potential student as a representation of their past journey and not as an indication of their forward one. The two common factors for all our students will be the desire to learn and develop themselves both academically and personally. All students will have an Education Health and Care plan (EHCP).

What is an EHCP?:

An EHCP is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.

[https://contact.org.uk/advice-and-support/education-learning/ehc-needs-assessments-\(england\)/education-health-and-care-\(ehc\)-plans/](https://contact.org.uk/advice-and-support/education-learning/ehc-needs-assessments-(england)/education-health-and-care-(ehc)-plans/)

What's our age range?:

We are able to support young people between the ages of 11-19. Providing a broad curriculum through Key Stages 3, 4 and Post 16, we deliver an individual curriculum appropriate for all academic levels. If a significant period of academic learning has been missed; we provide the support to enable young people to re-engage and take control of their development at an appropriate pace.

If therapy is needed:

We are able to support those students requiring identified therapeutic services within Section F of their EHCP; our team of professionals are able to offer Counseling, Cognitive Behavioral Therapy and Speech and Language interventions (fees apply, see Fees Policy). We work with Local Authority professionals working proactively in implementing strategies and assessing progress. Our own therapy team support the whole school approach, ensuring best practices in meeting the needs of the young people we support. All therapy works in conjunction with school support. Interventions identified by professionals are embedded into the provision plan, and therefore inform on all areas of development.

Diagnosis:

The following diagnosis act as a guide to the students we are most able to support. However, this is a guide and we do consider placement for students with a diagnosis not listed.



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Autism Spectrum Condition

Attention Deficit Hyperactivity Disorder

Oppositional Defiance Disorder

Pathological Demand Avoidance

Post Traumatic Stress Disorder

Challenges and behavior:

We work with young people whom have faced or face one or more of the following challenges and may have exhibited the following behaviours:

Social Communication difficulties leading to conflict with peers and adults.

High levels of anxiety, resulting in school refusal / social isolation / self-harm and suicidal ideation.

High Levels of anxiety resulting in support from mental health professionals either at home or in hospital.

Barriers to social inclusion resulting from negative education experiences including bullying and isolation from the main school.

Learning difficulties leading to a disengagement from education resulting in disruptive behavior impacting upon the learning of others.

Difficulties in operating successfully in large or busy environments.

Finding it difficult to find a rationale to make academic progress in some subjects.

Refusing participation and disengagement from all areas of education.

Focusing on a task, leading to conflict with educational expectations of a teacher or school approach.

Difficulties in expressing emotions, with resulting frustrations causing possible verbal or physical outbursts.



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History of actions:

We understand that many reports capture the negative elements of a young persons' behaviours rather than the factors influencing these actions. As such we carefully review any information provided about a potential student. Students whom has the following history will need to provide evidence of development within these areas:

Continually puts themselves or others at risk

Violent and criminal behaviour

Supplying and/or dealing in drugs

Arson

Physical Impairments:

If you have complex needs we are unlikely to be the right provision. However, our physical environment does allow wheelchair users to access the school facilities. If you feel our provision is right for you and you'd like to see if we can offer the appropriate support, we would like to hear from you and consider any application accordingly. We will make reasonable adjustments in order to facilitate the learning for young people with specific needs.

Applying for a placement:

The first stage of any application is for papers, including a young person's EHCp, to be sent to the school. We then review papers within 10 working days and provide feedback accordingly.

If we believe we are able to meet need, then we will offer a tour of the school and an interview. If you are a parent / carer or student, you will need to inform your Local Authority that you are consulting with us.

Following a successful interview we will make a placement offer, confirm fees and a start date. A copy of the offer letter will be sent to the parent Local Authority.

If applying as a parent/carers or student, you will need to confirm with us that you would like the placement. You will also have to inform your Local Authority that you are naming us as your preferred school. The Local Authority has a statutory obligation to consult with us.



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The parent Local Authority will confirm placement (following the necessary consultation to ensure appropriate provision and best use of public funds).

Tribunals:

We believe in appropriate and cost effective educational solutions for young people whom are unable to access mainstream education. We support parents and Local Authorities during the tribunal process in finding a route to providing the right educational provision for a young person. We will work in a positive and proactive manner to find solutions and remove barriers to agreement. We do not advocate for parents or carers. We will support young people applying for a place at our school, in communicating effectively with Local Authorities, and providing the evidence required for an informed decision.

We are always learning:

Our policies are ever evolving and are reviewed and developed accordingly. If you have any suggestions, complaints or complements please let us know.

Appendix:

There are no appendices relating to this document. Appendices can be found online theviewschool.org and in the school office