



pupil voice



respect



independence



dignity



entitlement



## ADMISSIONS POLICY

<b>Date Published</b>	<b>1st June 2016</b>
<b>Version</b>	<b>3</b>
<b>Approved Date</b>	<b>24<sup>th</sup> September 2018</b>
<b>Review Cycle</b>	<b>1 Year</b>
<b>Review Date</b>	<b>August 2019</b>

An academy within:



“Learning together; to be the best we can be”



## 1. Context

Kelford School has an agreed admission number of 110 pupils/students and will admit a pupil who has been formally assessed as having a severe or complex learning difficulty and where the school is named in their Education Health and Care Plan (EHCP). The age range of pupils is 2 – 19 years, with places available as follows (please note these numbers are indicative, and may vary slightly each academic year):

Key stage	Number of pupils
EYFS (2-3yrs)	7
Reception (3-4yrs)	7
KS1 (5 -7yrs)	14
KS2 (7-11yrs)	28
KS3 (11-14yrs)	24
KS4 (14 -16yrs)	14
KS5 (post 16)	16

Prior to naming the school in the EHCP, the Local Authority will have fully consulted with the school in line with its statutory obligations.

The school will provide the Local Authority with the school profile, outlining the needs for pupils they are best positioned to meet and details about the organisation of the school and curriculum offered.

## 2. Admission criteria and arrangements

Places will usually be taken up at the start of the school year, though by agreement with the Headteacher, places can be accessed at any time of the year. Admissions are generally only agreed if an EHCP has been completed and the needs of the child have been clearly defined in line with the school's designation.

In exceptional circumstances, and in line with the Special Educational Needs Code of Practice (2015), the school may consider assessment placements in order to support a Statutory Assessment.

Consideration will always need to be given to the numbers in - and profile of each year group.



### 3. Referral routes

Parents who wish to consider a place at the school for their child should contact their Local Authority SEND Assessment Team for guidance on relevant procedures.

All EHC plans should incorporate clear and accurate description of needs together with identified costs and appropriate funding to meet those needs. However, when this does not occur the school will negotiate, with the commissioning Local Authority, for the appropriate level of top up funding for the placement to be viable and sustainable. A formal review of the EHCP will be requested if needed.

### 4. Admission eligibility criteria

- The school is suitable for the child's age, ability, aptitude, disability and assessed special educational needs
- The child has an EHCP indicating severe, or profound and multiple, learning difficulties as a primary special educational need
- Parents and/or the child have expressed a preference for the school or in cases of dispute, the local authority has agreed with the school to name it in the EHCP
- The child's placement in the school is not incompatible with the efficient education of others, or the efficient use of resources
- The placement is funded in line with the assessed needs of the child's educational, behavioural (including any additional supervisory requirements), medical and care needs and is relative to the cost to the school for delivering a support package which enables at least good provision to be in place
- The appropriateness of the resource required for children with extremely challenging behaviour has been considered alongside the needs of the existing year group and within the overall context for the school.

### 5. Admissions criteria/priorities for when placements are limited

- The placement allows for efficient use of school resources;
- Severity of need for a placement in a severe learning difficulties setting;



- An EHCP is in place which fully assesses the child and quantifies required provision;

## 6. Admissions procedure

- Parents, SEND assessment teams or Educational Psychologists from Local Authorities, Heads/Teachers from other schools, or Alternative Provision/Resource Heads may contact the school directly to arrange a visit; however, it is Local Authorities who assess needs and commission places at the school, therefore
- Parents wishing their child to be considered for a place are advised to contact their Local Authority SEND service;
- The commissioning Local Authority will consult with the Headteacher (on behalf of the Multi Academy Trust) regarding each pupil /student they consider potentially suitable to request a place for;
- The Headteacher will consider the suitability of the school's provision in addressing the needs of the child and also give consideration to the needs of existing pupils/students on roll;
- The Local Authority and the Headteacher will come to a decision about placement and any reasonable steps necessary to ensure the admissions criteria can be met.

## 7. Appeal arrangements

The SEND Code of Practice entitles parents to appeal to the SEN and Disability Tribunal if their home LA refuses to name their school of choice in the EHCP or the named school refuses to offer a place.

Kelford School, as part of Nexus Multi Academy Trust, will always ensure that parents and the commissioning Local Authority are kept informed when the school is considering refusing an admission. The school will be clear with both parents and the Local Authority about the reasons underpinning a potential refusal which, by law, must relate directly to the suitability of the placement for the age, ability, aptitude or SEN of the child or young person, or to concerns that the placement would be incompatible with the efficient education of others, or the efficient use of resources.

Where a parent is unhappy that the school is considering refusing admission, the school, Trust and Local Authority will consider any reasonable steps that could be taken to address identified concerns before a final decision is made. Parents must



be informed that if they wish to appeal, the grounds for an appeal must be set out in writing.

## 8. Funding of places

Local Authorities commission and fund places for pupils at the school based upon identified needs established through a Multi-Agency Statutory Assessment that are costed and recorded in an EHCP.

The Education Funding Agency provides some core funding for an agreed number of planned places but it is commissioning Local Authorities that are responsible for ensuring that funding is appropriately matched to needs identified in EHCPs.