

CEDARS ACADEMY

ADMISSIONS POLICY

Reviewed: June 2020

Next review date: July 2021

Mission Statement

*Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially **fit for life**.*

1. Introduction

We are a specialist school for young people aged 3 to 19 years with physical, sensory and medical needs, speech, language and communication disorders, autism, and a wide range of other complex needs often associated with emotional vulnerability.

2. Principles

The admissions authority for the school is Gateshead LA.

The school would expect that all pupils referred to them for admission would have a learning difficulty. In addition to this learning difficulty the child may also have other problems including:

1. Sensory impairment
2. Physical difficulties
3. Behavioural difficulties
4. Autism
5. Medical needs
6. Communication difficulties

Normally admissions to the school is via a statement of special educational needs or IEP in all but exceptional circumstances.

3. Assessment placements

It is not always possible when pupils are very young to determine their level of need.

Where necessary the LA may request the school admit a pupil on an assessment placement in order for the child's needs to be determined. If this is the case the school will produce a report prior to statement at the end of the first term in which the child attends the school. This report will outline the outcome of the assessments undertaken as well as the school's view on the suitability of its provision.

4. Procedures

4.1 Children can be referred to the school from a variety of places but can only be admitted to the school following a decision made by the LA Provision Panel which studies all the documentation relating to a child prior to determining the type of provision required.

Children may be referred to the school through:

- The LEA

- Pre School
- Other schools
- Educational Psychologists
- Sensory Support Service

4.2 The school is currently funded for 138 pupils although this is calculated as an average over a financial year. Where the school is requested to take a pupil, the appropriate class group is full but there are places available within the school, the school will enter into discussion with the LA about the admission arrangements in the individual case.

4.3 No child will be admitted to the school without the parents having visited. Parents will be encouraged to bring their child with them on the visit. No child will be admitted to the school until the child has made a visit.

The visit will ensure that:

1. Parents are happy that the provision at the school meets their child's needs.
2. The School has met the child and the parents and feels that they are able on initial assessment to meet the child's needs.

During the visit the parents will be provided with an up to date Prospectus, which outlines the range of provision available at the school.

Even where following a visit the school and parents are happy that the school can meet the needs of the child no offer of a place will be made. It is for the LA Provision Panel to discuss any assessments available in order to determine the provision necessary.

4.4 Where a child is to be admitted to the school the LA will inform the school in writing of its decision. The LA will provide the school with any reports, assessments or documents relating to the child. The school will not be expected to admit a child without receiving any relevant paperwork outlining the child's needs.

4.5 Following the notification of placement the Head Teacher/LA will write to the parents to:

1. notify them that a place has been offered,
2. notify them of the type of placement e.g. (assessment, part time)
3. notify them of the admission date.

4.6 The Headteacher will also write to the LA to notify them of the admission date and to request that transport be provided from that date if the child has special transport needs.

4.7 Prior to admission a member of classroom staff (normally the teacher) will arrange a home visit to meet the parents, complete the admission forms and also introduce the schools 'All about me' document which parents will be asked to complete.

4.8 Other agencies involved with the child will consult their counterparts in order to ensure an efficient hand over.

4.9 Children of statutory school age will start school as soon as arrangements for admission have been completed

5. Children being admitted from other schools

5.1 If there are concerns relating to an individual child the existing school will be expected to consult the Educational Psychologist attached to the school as well as discuss their concerns with the child's parents. Where it is felt that Cedars Academy may be an appropriate alternative provision it is hoped that the Head Teacher from the existing school would contact the school so that a visit to see the child in situ can be arranged. No offer of placement should be made prior to Cedars Academy seeing the child.

5.2 Where a meeting is to be held to discuss the child's needs and their placement, and it is felt that Cedars Academy maybe an option Cedars Academy would expect to be involved in that meeting.

5.3 Parents should visit the school prior to any decision being made about placement. No offer of placement should normally be made prior to the visit taking place.

5.4 Where the school is concerned that they would be unable to meet a child's needs or where they feel that the child should be able to be educated within mainstream provision the school will notify the LA of these concerns.

5.5 The LA Provision Panel will make the final decision relating to the placement of the child having studied the documentation and any relevant assessments available.

5.6 Following notification from the LA that place has been offered the Head Teacher will write to the parents of the child notifying them of the decision and determining an admission date. The Head Teacher will also notify the parents of the transition arrangement made for their child.

5.7 The Head Teacher of Cedars Academy will liaise with the existing school to determine a phased transition for the child. The transition will involve:

1. Visit the child in their existing school / Early Years setting.
2. Child being brought to Cedars Academy for planned introductory visits.
3. LA and existing school to forward any documents and reports relating to the child prior to admission.
4. Multi-disciplinary team to liaise with their counterparts in order to ensure that all information is available once the child begins school.
5. Staff from Cedars Academy to visit parents at home in order to complete admission papers and the complete the 'All about me'.

6. Conclusion

This policy aims to outline the criteria used for admission to Cedars Academy.

Although the LA is the admissions authority, the school is best placed to ensure that children who can be educated within a mainstream setting have that opportunity. Where children admitted to the school for assessment are felt able to be educated within mainstream the school will liaise with the LA to ensure that the child has a phased, supported move from Cedars Academy to appropriate mainstream provision.

UNCRC Reference: Articles 3, 6, 28, 29

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