



## Admissions and Placement Completion Policy

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Referrals to St Edward's School are made by Local Authorities (LAs) seeking to fulfil their obligation to provide statutory education. It is important to dovetail the requirements of the pupil's Education, Health and Care Plan (EHCP) and the School's provision in order to ascertain whether we are able to meet need.

### Procedures

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#### 1. Pre-Admission

##### a) Referral Process

Local Authorities refer pupils whose needs they are seeking to meet, as directed by the young person's Education, Health and Care Plan.

Upon receipt, the papers are recorded as received and all subsequent action is monitored by the Admissions and Referrals Manager.

In the first instance, the Admissions and Referrals Manager makes enquiries of relevant agencies involved – previous schools, assessment centres, Pupil Referral Units (PRUs), social care services etc to investigate the pupil's background and compile information to supplement the EHCP. The information is shared with SLT for their consideration after which arrangements may be made for the young person's first visit.

##### b) Possible home / current School visit

On rare occasions, it may be necessary to visit a prospective pupil either at home or at his current school in order to further assess our ability to meet need.

##### c) Visit to St Edward's School

This will include:

- A tour of the school with the Admissions and Referrals Officer
- An educational attainment assessment carried out with the pupil.
- A meeting with the Assistant Head (SEND) for the parents/carers.
- Interview for both parents/carers with the Headmaster.

A tour of the School should provide visitors with opportunities to gain insight into school life; the academic programme, the range of subjects and activities on offer and any other matters of interest.

**d) Pre-admission Report**

Composed by Assistant Head (SEND)  
(See *pre-admission report*).

**e) SLT consult to consider pre-admission report to determine whether an admission offer will be made.**

Placements are offered in an open and fair way. Our admissions process is delivered in-line with the Equality Act 2010.

St Edward's will consult with relevant agencies and within SLT to offer or decline a place. Any offer of admission, information gained, and observations made during the process are recorded, enabling an informed decision relating to any offer or other conclusion.

The school may in its absolute discretion refuse placement on the following grounds for example;

- the school is unsuitable for the age, ability, aptitude or special educational needs of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others.

**In the event an offer is made, an appropriate attendance plan and any additional support will be proposed to the referring authority.**

If a local authority agree to fund a placement, the school will generate a Pupil Passport. This is made available to all professional staff to study ahead of the pupil's admission and will detail specific learning difficulties, additional support that the pupil will receive upon admission and any information pertinent to meeting the pupil's needs.

**f) Admission letter issued to local authority including start date and all, actual and potential costs. Parents/carers notified by Admissions and Referrals Officer.**

If an admission is offered, a letter is sent to the local authority outlining, admission date, attendance programme and fees.

A parental admission pack is sent to the parent/carer including consent forms to be completed and returned prior to the admission date.

Requisite admission criteria;

- a pupil must have both a secure home base away from St Edward's for scheduled or unscheduled absences from school;
- an Emergency Placement address and telephone should we be unable to contact their home base, before we can confirm a place.

## **2. Admission and Initial Assessment period (typically 12 weeks but extendable by SLT)**

The parents/carers or an appropriate adult associated with the pupil attends for admission. The pupil and accompanying adult(s) will be received by the Bridge staff and the pupil's Keyworker (from the Pastoral Care Team). Any outstanding paperwork is completed and the new pupil is issued with a school uniform. Initially, the pupil will spend time in The Bridge (usually two days) as part of a Transition programme to enable the pupil to become familiar with the school, complete assessments, be fitted for a uniform and re-establish the pre-admission relationship where he will be guided through his timetable for the day, in preparation for joining his class group.

The pupil's Keyworker will accompany the pupil to lessons and engage them during less structured time, to ensure that they feel safe and supported.

### **a) Induction by Keyworker**

A member of the Pastoral Care Team, usually the new pupil's Keyworker, is responsible for his induction into the life of the school, ensuring he is familiar with routines, key people, procedure and expected behaviours (see *Pupil Induction form*). The Keyworker will ensure that the pupil is made aware that he is able to contact any member of staff with personal, academic or welfare concerns.

### **b) Initial Assessment Period**

New pupils will have an Individual Pupil Risk Assessment (IPRA) (including Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)), Individual Behaviour Support Plan, Education Plan, Service Summary, Health Care Plan (if applicable). These then become live documents subject to review.

The pupil will pass his initial assessment period based on positive engagement in school life, indicated by a lack of incidents, attendance to lessons and evidence that they are able to keep themselves and others safe. If not achieved within the first 12 weeks and if safe to do so, the Senior Leadership Team may, at their discretion, extend the assessment period or they may decide to close placement with immediate effect.

## **3. Placement Completion - Policy and Procedure**

### **a) Procedure in the event of placement closure**

In all cases, every effort will be made, in consultation with the Local Authority, parents/carers and Social and / or Health Care, where appropriate, to ensure the needs of the pupil are best met.

In liaison with the placing local authority, the Senior Leadership Team are at liberty to close placement prior to a pupil's transition to a Post-16 provision. This may be due to failing an initial assessment, a pupil no longer meeting the admission criteria, or an inability on the school's part to meet need based on presenting behaviour. See Exclusion Policy for more detail.

The closure of a placement will always be the last resort. Assessment, additional support, attendance plans, strategic periods of suspension and our in-school-programmes are examples of interventions employed by the school to maintain placement.

All information pertaining to the needs of the pupil can be forwarded to the local authority to inform and assist the planning of the pupil's admission to alternative provision. Where appropriate, the school will offer direct support to transition a pupil.

**b) Successful completion of placement**

Throughout a pupil's placement, he is encouraged to participate in all reviews where appropriate. Consultations during Key Stage 4 will help to determine the most appropriate path for the pupil to pursue for Post-16, and what level of support is to be provided to him through continuing Local Authority support.

Upon successful completion of a placement, a school leaver's portfolio will be issued, which will include examination certificates, a record of all his significant achievements and any evidence of his participation in school life. An electronic version of the portfolio is also sent to the pupil's Local Authority.