



Salmon's Brook School

Admissions Policy

Name of Policy	Admissions Policy
Policy Level	School
Author	Headteacher
Effective Date	January 2022
Review Date	January 2023

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Salmon's Brook School

Admissions Policy

Salmon's Brook School is a special school, which caters for young people where the primary area of need is social, emotional and mental health (SEMH) difficulties.

Some young people may have co-occurring areas of need in one or more of the follow areas:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyscalculia and moderate learning difficulties
- Sensory and/or physical needs, for example, visual impairments, hearing impairments and sensory-processing difficulties.

Our vision at Salmon's Brook School is to ***CREATE brighter futures by nurturing potential through Community; Relationships; Enrichment; Aspirations; Trust and Education.***

We believe that these values are central to our core purpose and desire to **improve the quality-of-life for our community.**

Our wellbeing principles aim to ensure that our young people:

- Engage and grow together as a part of an inclusive **community**, rooted in **fairness**.
- Develop secure and lasting **relationships**, supported by **kindness**.
- Share experiences that provide **enrichment** achieved through **teamwork**.
- Foster ambitious **aspirations**, through a **commitment** to learning.
- Build a culture of **trust**, by displaying **honesty** in their actions.
- Achieve potential, through a personalised **education** and a **curiosity** for learning.

We will achieve these aims by:

- Delivering an ***innovative, ambitious and highly-specialised*** curriculum, which includes access to enrichment activities that develop personal growth.
- Creating a therapeutic '***student-centred***' ***learning experience*** that focuses on the specific needs of the young person, develops self-esteem and helps build secure relationships.
- Fostering ***community cohesion*** through engagement in local and national provision.

1. Introduction and Aims

Salmon's Brook School is a special school, which caters for young people where the primary area of need is social, emotional and mental health (SEMH) difficulties.

The criteria for admissions to Salmon's Brook School is:

- The young person will have an Education, Health and Care Plan issued by their Local Authority and the Local Authority will assume financial responsibility for the placement
- The **primary** needs of the young person will arise from **Social Emotional Mental Health (SEMH)**
- The school will be suitable for the young person's age, ability and aptitude
- The child's attendance at the school will be compatible with the provision of an efficient education for the young people who already attend the school
- The attendance of the young person at the school will be compatible with the efficient use of school resources

Young people referred and admitted to Salmon's Brook School are likely to present with:

- Significant mental health issues
- Forms of social and emotional difficulties
- Speech, language and communication difficulties

Young people referred and admitted to Salmon's Brook School may also be characterised as follows:

- Functioning significantly below national expectations and may contradict early academic profiling that predicted average rates of progress
- Having significant gaps in their knowledge and understanding across a range of subjects compared to learners in mainstream schools
- Having numeracy and literacy difficulties
- Showing signs of high ability, which may have previously identified them as gifted or talented
- Having other forms of additional and/or special educational needs

The availability of places will also be taken into consideration when considering admission to Salmon's Brook School. Salmon's Brook School has places for 70 young people (10 places per year group, Year 7 – 13). The above factors will be taken into account, as well as the young person's level of functioning.

The aims of the admissions policy are:

- To explain how to apply for a place at Salmon's Brook School
- To set out the school's arrangements for allocating places to the young people who apply
- To explain how to appeal against a decision not to offer your child a place.

2. Legislation

This policy is based on the following advice from the Department for Education (DfE):

- School Admissions Code
- School Admission Appeals Code.

As an academy, the School is required by its funding agreement to comply with these codes, and with the law relating to admissions as set out in the School Standards and Framework Act 1998.

This policy complies with our funding agreement and articles of association.

Salmon's Brook School has 70 places for young people from the ages of 11 – 19, and is co-educational, accepting both male and female young people.

3. Definitions

The **normal admissions round** is the period during which parents can apply for state-funded school places at the school's normal point of entry.

4. Roles and responsibilities

4.1 The Local Governing Body is responsible for:

- Reviewing and approving the admissions policy.

4.2 The headteacher is responsible for:

- Overall admissions process at Salmon's Brook
- Dedicating the day to day responsibilities for admissions, as appropriate.

The Deputy Headteacher for Inclusion and Student Well-being is the allocated member of the senior leadership team who coordinates admission on behalf of Salmon's Brook School.

5. How to apply

We can only accept young people who are in receipt of an Education Health and Care Plan (EHCP).

Enfield Special Educational Needs and Disabilities (ISEND) team are responsible for allocating young people to Salmon's Brook. If you are living outside of Enfield, then you can work with the support of the SEN team within your Local Authority as long as your child is in receipt of an Education, Health and Care Plan (EHCP) or is in the process of receiving a plan.

We only accept consultation paperwork from the Local Authority, which should come via Enfield

You will receive an offer for a school place directly from your Local Authority. They will consult with us as a school to ensure that we are able to meet your child's needs.

6. Requests for admission outside the normal age group

Parents/carers are entitled to request a place for their child outside of their normal age group.

Decisions on requests for admission outside the normal age group will be made on the basis of the circumstances of each case and in the best interests of the child concerned. In accordance with the School Admissions Code, this will include taking account of:

- Parents/carers' views
- Information about the child's academic, social and emotional development
- Where relevant, their medical history and the views of a medical professional
- Whether they have previously been educated out of their normal age group
- Whether they may naturally have fallen into a lower age group if it were not for being born prematurely
- The Headteacher's views

Wherever possible, requests for admission outside a child's normal age group will be processed as part of the main admissions round. They will be considered on the basis of the admission arrangements laid out in this policy. Applications will not be treated as a lower priority if parents/carers have made a request for a child to be admitted outside the normal age group.

Parents/carers will always be informed of the reasons for any decision on the year group a child should be admitted to. Parents/carers do not have a right to appeal if they are offered a place at the School but it is not in their preferred age group.

7. Allocation of places

The school has an agreed admission number of young people which is determined by the agreed number on roll. The school will occasionally exceed this number if it is possible to do so whilst maintaining an outstanding level of education and care for all children and staff.

8. In-year admissions

You can apply for a place for your child at any time outside the normal admissions round. As is the case in the normal admissions round, all children whose EHCP names the school will be admitted as long as an appropriate vacancy exists.

Requests for in-year admissions should be sent to the SEND team at Enfield Council.

9. Appeals

If your child's application for a place at Salmon's Brook School is unsuccessful, you will be informed why admission was refused and given information about the process for hearing appeals. If you wish to appeal, you must set out the grounds for your appeal in writing and send it to the SEND team at Enfield Council.

10. Salmon's Brook admissions process

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.

Parents may visit the schools by appointment to find out and discuss whether the school is suitable for their child and whether the child's needs may be met. We would only be able to offer visits for young people who already have an EHCP, or who are currently undergoing statutory assessment. Please contact the school office to make an appointment.

Pre-Admission:

Salmon's Brook 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:

1. Current Statement of Special Educational Needs (SEN)/ Education, Health and Care Plan (EHCP)
2. Most recent annual review/key educational progress data
3. A chronology of the child's life to date, to include information on exclusions and periods out of education
4. Current/most recent care plan/ Personal Education Plan (PEP)
5. Current/most recent behaviour management plan(s) and risk assessment(s)
6. Any additional assessments
7. Any additional professional reports (e.g. psychology, psychiatry, pediatrics, occupational therapy, YOS, CAMHS etc.)
8. Parental/ guardian submissions
9. Information on any previous Young person Premium spend
10. The young person's attendance at their previous setting.

We will ensure that the special educational needs outlined in the child/young person's Education, Health and Care Plan (EHCP)/Statement of Special Educational Needs (SEN) 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 can reasonably be provided by the setting before a place is offered (or within an agreed timescale) for a child/young person.

Where necessary, 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 are reviewed regularly once the child/young person arrives.

We have 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.

Consultation

An administrator from Enfield Local Authority, will send the referral documents to the Head Teacher who will consult with the Senior Leadership Team and other professionals such as therapists, to consider whether the school can meet the child's needs.

A senior leader will raise any queries with the SEND team. In some circumstances there may be a need to arrange a school visit to observe the current context, look at current school strategies and workbooks. A home visit may also be arranged to discuss current concerns regarding behavioural issues and individual needs. This information will contribute to a decision being made.

The decision will be communicated to the caseworker who sent the referral, within the 15 working days of consultation. The caseworker will then inform the parents and will confirm that the Local Authority will be taking financial responsibility for the placement. The parents are welcome to make an appointment to visit the school at any time during this process.

The school will communicate with the parents and the child's current school to arrange a school visit for the child, a start date and a transition plan.

Transition and Induction

The transition and induction plan will be discussed with the parents and the child as relevant and may include:

- A series of school visits, to include assessments of need
- A social story
- Video introductions to the school community
- Face to face introductions to a key member of staff
- An individualised timetable. The school preference is to start the school placement full time but variations to this may be discussed in more complex cases.

When a placement has been confirmed, a representative of Salmon's Brook will contact the parent/carer to arrange a meeting to talk about home/school partnership, risk assessment and mutual expectations. This will include information about term times, the school day, school

meals, transport, uniform, school activities, we will also share relevant policies with families and young people. Parents will be encouraged to accompany their child to school for the first few days of their new placement.

If there is not a vacancy at the school or the school cannot meet the needs of the child, the SEND team will be informed within the 15 days of consultation.

Post-Admission

We will ensure that a post-admission review (initial review) takes place usually within six weeks (no later than 12 weeks). 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.

Salmon's Brook School will ensure when admitting a child/young person that prior to the end of the post-admission period (6 – 12 weeks) 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
- An induction process for a new child/young person
- A system that identifies the resources and expertise required to meet the changing/developing needs of the child/young person's individual needs (IEP's)

11. Monitoring arrangements

This policy will be reviewed and approved by the Board of Trustees every year. Whenever changes to admission arrangements are proposed (except where the change is an increase to the agreed admission number), the Board of Trustees will publicly consult on these changes.

12. Links with other policies and documents

This policy links to the following documents:

- SEND policy
- Education Offer