



Wessex Lodge School Admission Policy

Policy Number:	GP01	Originator:	Nigel Troop
Issue Number:	5	Authoriser:	Kate Stradling
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Introduction

We are aware that starting school, or moving from one school to another can be a worrying time for both parents/carers and children.

We aim to make our school admissions process as painless and trouble free as we can for parents/carers and students.

The guiding principle of Wessex Lodge school admissions policy is that the school admits students irrespective of their:

- race
- gender
- disability
- special educational need(s)
- background

provided that there are good prospects of meeting each student's individual needs without unduly prejudicing the education and the welfare of other students. In addition, all students applying for placement must have an EHCP.

In a situation where Wessex Lodge School felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's special needs might inform the decision of whether or not to offer a place to a student.

Our focus is on creating an environment that enables the children and young people in our care to achieve their personal best. During our fair and robust referral and assessment process, we will explain to each prospective student, family and carers everything they need to know about our school and what to expect. For the authorities and families we work with, our commitment is to a high quality of learning, with care and safety as priority. We pride ourselves on providing transparency to all parties including a clear plan for transition so that the value and outcomes of our service is measurable at every stage of the journey.



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Rationale

The term 'special educational needs' (SEN) has a legal definition, referring to children and young people who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. Wessex Lodge School acknowledges some of our students may exhibit challenging behaviour of a serious nature, including aggression toward peers and or adults.

Aim

It is important that the school seeks to provide an admission process that accurately identifies the needs of students, and decides if it can meet these, in all areas of the student's development, effectively and efficiently.

We are looking for students who

- Show potential and a willingness to engage in the life of a busy day school
- will benefit from the great range of opportunities on offer in our environment
- will be willing to accept invitations to explore their potential and develop an understanding of and respect for themselves and others in the community.

Objectives

- A clear understanding of the criteria for admittance
- A clear understanding of the assessment process
- Agree the appropriateness of the placement
- A working partnership of student, family/carer and all other stakeholders
- A clearly communicated and managed Transition process

Admission process

All referrals, once received from the placing authority, will be considered by our dedicated Referrals team, led by the Head Teacher. This may include the leads for Inclusion & Engagement, Education and Thrive.

All referrals, once received from the placing authority, will be considered by our dedicated Referrals Team, sometimes in a formal meeting involving either some or all of SLT. This may include the leads for Inclusion & Engagement, Education and Thrive.



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Assessment of potential students

By reading carefully through the advice contained in each child's EHCP the Referrals team are able to build up a picture of individual students and then advise members of the Senior Leadership Team (SLT) and consult the Thrive team as to the suitability or otherwise of students referred to the school. The Referrals Team may use their contacts with other professionals to access further information about a student, and engage in informal discussions to address any inconsistencies and ambiguities contained in more formal reports. Using this process ensures all professionals involved are able to gain a clear idea of the individual needs of potential students and to make appropriate plans for careful and well-managed transition.

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A written referral from the local placing Authority with detailed SEN documents will initiate our Flowchart for Admissions (Appendix A). This usually begins with processing the information received, contacting the young person's home to gathering potential admission information. This may lead to a home or present school visit by our Family Liaison Team. This, then, can inform the decision to either withdraw from the consultation or offer a visit to the school. After a site visit the discussion and decision process will consist of:

- Offer of placement
- Withdrawal

A young person is only invited to visit if the school believes the referral is likely to lead to an offer of a placement. This is not a confirmation of placement.

Responsibilities at the Offer stage

The school will be responsible for:

- Ensuring that if a placement is agreed an offer of placement and start date is sent to the LA (Local Authority).
- New starter information, risk assessment and ISPs (Individual support plan) will be prepared using information from: Educational and Health Care Plan (EHCP), family/carers, previous setting, SEND Officer (where and when appropriate).



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- A new student starter pack will be sent to parents/carers. Once the Pupil Information Pack has been returned to school completed the new student may attend school.

The LA will be responsible for:

- Nominating/naming Wessex Lodge School (WLS) in the EHCP
- Providing WLS with all current advice and information and keeping them informed of any changes
- agreeing contractual arrangements for transporting the student to and from school.

Transition

Our Transition process begins once placement has been accepted by the naming Local Authority. As an offer is accepted we will assign a member of staff to be the named Mentor/Lead worker for the young person. This will initiate our Transition process (Appendix B)

Legislation

Acorn Education and Care is the admission authority for Wessex Lodge School. The admission arrangements are determined by all relevant legislation including the legislation on sex discrimination, race relations, and disability, together with all relevant regulations and the School Admissions Code (DfE December 2014).

Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Regional Director. Acorn Care and Education will then actively respond to the enquiry.

This policy was written by Nigel Troop

Date: 01/09/2024



Wessex Lodge School Admission Policy

Kate Stradling

Signed:

This policy is quality assured by Kate Stradling, Head Teacher.

Signed:

Kate Stradling

Date: 01/09/2024