



Admissions Policy

Reviewed/Last updated:	May 2022
Next Review Date:	May 2023
Review Frequency:	Annually
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Introduction

The policy supports the school mission statement

MISSION STATEMENT

Belmont school aims to provide the best education continuous provision for boys aged 5-18. An educational journey with us follows a broad and rich curriculum that allows children to be aspirational whilst embracing their individuality and learning to manage their diagnosis of special educational needs.

We aim to enhance life experience and instil a desire to achieve

Rationale

The school will be admitting pupils with a range of special educational needs (SEN) and an Education, Health and Care Plan (EHCP) which notes the nature of these difficulties. The type of pupils we accommodate predominantly include a diagnosis of SEMH and/or ASD. Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences or be the result of a medical condition. Some of the pupils have a long history of disturbed, difficult or delinquent behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these both effectively and efficiently.

Aim

The aim of this policy is to ensure that this school admits, as far as possible, those pupils whose special educational needs they can meet effectively and in doing so ensures progress in all aspects of their development.

Objectives

The objectives of this policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at Belmont School.
- All concerned will have a clear understanding of the process of judging the appropriateness of that placement.
- Parents, carers, each pupil and representatives of the local authority, social services departments and other interested professionals have a clear understanding of the opportunities at the school.
- Parents, carers, each pupil and representatives of the local authority, social services departments and other interested professionals understand all key aspects of school life at Belmont and are prepared to play their part in ensuring the success of any placement.



Admissions Process

Stage 1

Referrals made to the school will normally be made by the Local Authority. A range of detailed information concerning each pupil should accompany these referrals. Where this is not the case, the school will seek access to such information including information regarding the individual's education, health and social background. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school.

The Head Teacher/ Deputy Head Teacher / SENCO will assess whether or not the school can meet the pupil's needs, and if so, make a provisional offer and arrange for a visit to the school.

Stage 2

The visit will include:

- A tour of the school
- An introduction to key staff
- A discussion with senior staff concerning such issues as:
 - i. the school curriculum,
 - ii. the contents of the school policies including the school expectations for positive behaviour and discipline,
 - iii. the physical management of pupils,
 - iv. rewards and consequences
 - v. prospective pupil's likes and dislikes
 - vi. an opportunity for all visitors to ask any questions they may have.

The aim is to find out as much as possible about the prospective pupil to see if their primary needs can be met, and whether their education on site would be compatible with the needs of our existing pupils. This involves discussions with both parents/carers and the child. Both parents/carers and the child have to show a willingness for them to attend Belmont School. Visitors will be given relevant documentation. Personal information will be collected from the admin team using the relevant paperwork to ensure the pupil is able to start following confirmation of placement and admission date.

Stage 3

If, following the visit to school, we believe we can meet need based on stage 2, then a member of staff either from the SLT or SMT may arrange a home visit to meet the child and assess how they would fit within the appropriate class group.

Where appropriate home visits will be conducted to gain a deeper knowledge of the pupils needs both educationally and socially. This will be conducted within 1 week of the school visit. This visit will include:

- Another member of staff for the pupil to become familiar with and build a positive relationship with.
- Communicate with the pupil in a more familiar environment to gain a more in-depth understanding of their interests and needs.
- To allow the home to ask any follow up questions they may have following the school visit.
- To establish a strong link between the school and home.



Stage 4

If, following these visits, all concerned are agreed that the pupil's needs can be met at the school and that the young person can be adequately managed with the planned resources available and that the pupil and parents/carers are committed to the placement, the school will write to the local authority offering a formal place with the relevant arrangements made for admission.

Admission Criteria

- The pupil will be between 5 years and 18 years old.
- The pupil will have an EHCP.
- The pupil will normally have been assessed as within the average ability range of educational functioning. (In some cases, pupil's level of ability as measured using psychometric tests may prove difficult. In these cases, the school will base its judgements on its ability to meet needs).
- The pupil may have learning difficulties and/or low attainment that are associated with their emotional and behavioural difficulties.
- The pupil may have one or more specific learning difficulties.
- The pupil will express a commitment to the placement.
- The pupil's parents/carers will express a commitment to the placement.
- For all 'Looked After Children', there must be permanently named carers and a permanent home base for the pupil, available at any time throughout the year. The school cannot be the main residence for any child.

The Local Authority will:

Provide the school with all current advice and information concerning the pupil.

- Name the school in section I of the EHC Plan.
- Agree contractual arrangements for transporting the pupil to and from school.
- Make any arrangements for transporting the pupil to and from school.

Review

This policy is subject to annual review unless changing circumstances require an earlier review.