School:	**Haywards Farm School**
Policy:	**Admissions Policy**

This policy will be reviewed on an annual basis; however, should a need arise, it will be reviewed when required.

This policy will be read, understood, and signed by all staff yearly and when changes have been made in line with government and DfE guidelines and changes.

Document Control:

Policies linked to this policy are: First Aid Policy, SEND Code of Practice and Risk Assessment Policy

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Rationale

The purpose of this policy is to provide clarity for the Admissions process to Haywards Farm School and ensure a fair, transparent, and consistent approach to admissions for a place at the school.

In line with our recording of document control, the policy is written with reference to the SEND Code of Practice, approved by The Proprietors, and reviewed annually.

Introduction

The children and young people that we work with at Haywards Farm School are between the ages of 6-14. They have Special Educational Needs and/or a Disability (SEND) and have an Education, Health Care Plan (EHCP).

Haywards Farm School support children and young people with a variety of needs such as, but not exclusively:

- Children and young people with neurodiversity such as Autism and ADHD.
- Speech language and communication needs.
- Social and emotional, mental health needs.
- Trauma and attachment needs.
- Mild/moderate learning difficulties.

Admissions Criteria

Special Educational Needs
The school will support Educational outcomes for young people with one or more of the following needs. The pupil has an EHC Plan which indicates that the child has a diagnosis or is awaiting a diagnosis of: a) ASD and associated communication and interaction difficulties. b) Anxiety - There are indications that the child cannot or is unlikely to cope socially and emotionally in a mainstream school setting and is distressed by the experience. c) ADHD d) Emotionally Based School Avoidance. e) Language and communication needs that have led to social isolation in school. f) Neurodevelopmental trauma and/or mild pre-birth trauma compromising process needs. g) Children have abilities in the average or above average learning range but may display atypical learning styles and uneven (spiky) profiles of cognitive strengths and difficulties. h) Learners may present with additional medical conditions including mental health issues and stereotypical behaviour. However, the school reserves the right to decide whether these can be reasonably managed safely and effectively within its existing resources. **Please note:** **We are unable to support children with the following areas of need:** i) Complex ASD including Pathological Demand Avoidance (PDA). j) Children with severe SEMH including Schizophrenia, Psychosis, Severe personality disorders k) Children who have complex physical and sensory needs. l) Children have global developmental delay or are working at more than a Key Stage below Agerelated expectations.
Additional indicators considered
a) The child is in need of additional/ alternative care e.g. Child we care for system, adopted, kinship, special guardianship. b) There is a history of loss or bereavement in the family. c) There are family difficulties including limited family support, family breakdown, mental health in the family, moving of schools and home.

Child views and Parental/Carer preference
The views of the child and parental/carer preference are important admissions indicators in our admissions decisions. They are considered subject to the provision being appropriate to the age, ability, aptitude, and special education needs of the child. a) Admission to Haywards Farm School is consistent with the child's views and aspirations as set out in the EHCP. b) The view of the pupil is, as far as possible, expressed and evidenced and indicate a positive preference for a change to their current type of provision. c) The school must be satisfied that the parents/carers are supportive of the school placement at School, including being adherent to the policies and procedures that are in place.
Age
Children currently educated out of their year group will typically revert to their chronological year group on admission. a) The admission request is for children in Key Stages 1 or 2. b) Consideration has been given to the stage of education and future transition points for this child, and it is clear that transition, at this point in time, is appropriate to meet the needs of the child.
Ability and Aptitude
Consideration will be given to whether the placement is compatible with the efficient education for other children already attending the school, and the efficient use of resources, including adult support. a) The child is working broadly within age-related expectations in most subject areas. b) Learners will have needs and ability profiles that are compatible with an appropriate key stage peer group. c) The child's behaviour is not detrimental to the needs of other learners. d) The child is willing to accept help from the staff at school and to be able to access social inclusion through the classroom provision.
Travel
The pupil lives within 50 minutes of travelling time to School. Required travel to and from Haywards Farm school would not be detrimental To wellbeing or readiness to learn.

The timeframe for the admissions process depends on a number of factors, including:

- The quantity and nature of the referrals received
- The time of year and availability of placements
- Sourcing specialist training and adult support to meet health and learning needs.

Admissions Procedure

Many of the children who are referred to our school have encountered negative school experiences, as a result of their diagnosis. This may include elevated levels of anxiety, reduced attendance, disengagement from learning and social isolation at school. In many cases, over time, these factors combine to reach a crisis point and can lead to school refusal. For these reasons, the school strongly believes that referrals and admissions to the school should be a partnership-building process with parents/ carers, the local authority and the school, designed to ensure that the school can meet the needs of the prospective learner.

Our admissions procedure appreciates how challenging the transition to a new placement can be for a child and their family. It recognises that the needs of each child need to be planned for sensitively and thoroughly. It is for this reason that all transition times will be unique to each individual child to ensure that they have the best start in a new school, in order to settle and build trusting relationships with staff and peers.

Children will be considered for Haywards Farm School if they are between the ages of 5 and 14, they meet the admissions criteria and there is space in the appropriate class/group.

The admissions procedure is as follows:

Initial enquiry:

Referrals are accepted at any time and new admissions can take place throughout the year. The initial referral can be made by parents/carers, the local authority or an advocate acting on behalf of the parents/carer's behalf. We encourage families and/or Local Authority Education case workers to come and visit the school or participate in an initial conversation with the Head Teacher. During these visits and conversations, we request as much information as possible to assist with the decision as to whether a referral to school would be appropriate.

Assessment period:

Once an official request has been made by the local authority, Haywards Farm School will ask for relevant documentation and/or Education Health Care plans from the relevant Local Authority. We will then review the documents and information gathered from the initial enquiry to determine whether the admission criteria are met and whether a good 'fit' is likely. **Please note, failure to disclose information that may affect the validity of the admissions process at any stage may lead to the process being terminated.**

When it has been determined that there is a high probability that the school can meet the child's needs and other criteria are met e.g. availability of places, an assessment visit will take place. This may include a home visit, a visit to see the child in their current setting or an invite for the child and family to come and spend time at the school. This allows the school to confirm its impressions of a child's needs and it offers the child an opportunity to experience school life at Haywards Farm School.

Consultation at the Local Authority panel:
Parents will need to inform their SEN Officer that they would like their child's case to be considered at a change of placement moderation panel. The SEN Officer will send a consultation to the school with all the relevant documentation. Once the documentation has been received and reviewed, and any follow up information sourced and considered, schools are required to respond to the Local Authority within 15 working days, as to whether they can meet the needs of the child and deliver outcomes outlined in the EHCP. However Independent Schools, if needed, can have an allocated window of more than the 15 days.

Should the school consider itself to be an unsuitable placement for the child for any reason as detailed in the above 'Admissions Criteria', the application will not be progressed to the next stage. The decision made at Haywards Farm School is final and cannot be overridden by the Local Authority.

If the school feels that it can meet the needs of the child, the school will negotiate with the Case Officer the approximate start dates and core fee model. The Local Authority Case Officer will submit all paperwork to the SEN panel for them to decide and allocate a placement.

Offer agreed:
Any placement offered will be subject to the full cost of the placement unless there has been a prior agreement between the placing authority and the school. Once the Local Authority has agreed a placement and funding and contracts have been signed, the parents/carers will need to arrange transport with the relevant council. This can take 10 days or more with some councils and the transition visits will not take place until the contracts have been signed.

We will request a completed and signed contract from the Local Authority, CTF and student files from the child's previous school, and we will require parents/carers to complete enrolment forms, to enable us to create an account on our School Management System and provide consent for activities/trips/medication/etc.

Bespoke transition:
Meanwhile, we will be working on a bespoke personalised integration plan for the child to ensure their start with Haywards Farm School is as successful as possible. Please note, at this point that some children need a step-by-step plan to help them assimilate to school life and we create this plan based on the child's needs. It is adjusted as time goes on because some children assimilate more quickly or more slowly than they originally thought. There is

a full description of the phases of transition in the assessment policy. Children who are unable to transition in line with the school's policy will be supported with the local authority to find an alternative education establishment.

Refusal of placement

Haywards Farm School will only refuse a place on the following grounds:

1. The school is full and therefore, there are no available places. This also applies to spaces with the appropriate Key Stage for each child.
2. The child's needs do not meet the admissions criteria as specified by Haywards Farm School. If the child's needs cannot be met, this will be specified in writing to the Local Authority as part of the consultation period. Please note that the decision made by Haywards Farm is final and cannot be overridden by the Local Authority.
3. There is insufficient funding available to fund a place for the child's needs.

Reviewing a Child's Placement

Placement at Haywards Farm School will be reviewed annually in line with statutory requirements within the EHCP. If it is felt that the placement is no longer meeting the needs of the child or the placement of the child is impacting the needs of the other children, then an early annual review may be called, and the placement will be terminated.

Exit criteria
a) The child has progressed to such an extent that they could now thrive in mainstream school, with support. b) The child is approaching a change in Key stage or key transition point. c) The child's attendance drops significantly. d) If the relationship between the school and parents is not conducive and the values and ethos of the school is not shared. e) The child or parent expresses the wish for a change in the provision. f) The child's behaviour has become a threat to the health and safety of other children and/or staff. g) The child's behaviour has become detrimental to the learning and emotional needs of the other learners. Haywards Farm strongly feels that no child's behaviour should compromise the opportunities of others within the school. h) There is insufficient funding available to place a child and meet their needs. i) The child has been unable to transition into the school in line with the schools policy.

Special Needs and Disabilities

Our school welcomes all applicants irrespective of any learning needs and/or disabilities. However, its facilities (physical and otherwise) for children with significant learning difficulties and/or physical disabilities are currently limited.

Our school will do all that is reasonable to comply with the Equality Act 2010 so that it may accommodate the needs of disabled applicants for which, with reasonable adjustments, the school can cater adequately. Haywards Farm School will do all that is reasonable to ensure the application procedure (and any information about the school) is accessible for disabled applicants and will make reasonable adjustments as necessary. (See Accessibility Plan).

Parents must inform the school when submitting a Registration Form of any special circumstances relating to their child which may affect their child's performance in the admissions process and ability to fully participate in the education provided by Haywards Farm School. Parents of disabled children may be invited to a preliminary meeting with the Head Teacher to discuss ways in which any disadvantages could be lessened or eliminated from the admissions process and to ensure that the applicant can be adequately catered for should an offer of a place be made. The school may request further information, such as a medical certificate or educational psychologist's report, and any associated correspondence from the student's current school that Haywards Farm considers necessary to make a fair assessment.

If, after reasonable adjustments have been considered, the school is unable to adequately cater for the needs of those children with disabilities, parents will be informed why an offer will not be made.

If an applicant's disability becomes apparent after admission, Haywards Farm School will consult with parents about what reasonable adjustments, if any, can be made to allow the young person to continue at the school. If, after reasonable adjustments have been considered, Haywards Farm is unable to adequately cater for and meet the needs of the student, the Head Teacher may request parents to withdraw their child.

Reviewing Process

This policy will be reviewed annually and any amended policy for the following September will be published on the school's website before the end of the preceding September. The policy will remain on the website throughout the school year. Any change to the policy will be proposed in draft in the proceeding July and circulated to commissioners and referring schools.