

All statements regarding Hopewell School should be read as covering Hopewell School and motorvations@hopewellschool.

Introduction:

Hopewell School welcomes all new children and their families. They wish to ensure that:

- Parents/carers are happy with the choice of placement and induction process
- The children's introduction to school is positive
- The school feels confident in its capacity to meet the child's needs

Pupils will be admitted:

- a) If they are at statutory school age in key stages 2, 3,4, or 5.
- b) If they have a Statement of Educational Needs or an Education & Healthcare Plan or Statutory Assessment is under way and have been referred to the school by the Local Authority.
- c) If the school is able to meet the child's needs academically, socially and medically.
- d) If their special educational needs fall within the following spectrums:-
 - Behavioural and or Social and emotional needs
 - Autistic Spectrum Disorder
- e) Pupils in care with statements of SEN or without for whom there is no reasonable prospect of reintegration into mainstream school or services.
- f) If the student has Behavioural and or Social and Emotional needs but who has not yet had a statutory assessment conducted.
- g) With due regard to our legal responsibilities, the SEN Code of Practice, data protection and the constraints set out by the referring Local Authority.
- h) After due consideration of the referral papers by the head teacher, deputy head and where appropriate, teaching staff and if there are places available within the agreed place number or physical capacity.

The admission process will:

- be clearly outlined to prospective parents/carers which may include making opportunities for parents/carers to visit to help them make an informed decision both informally and

formally

- be handled as sensitively as possible taking into account both the needs of the pupil and their family
- begin to establish the partnership with parents/carers and clarify expectations
- facilitate the exchange of information and ideas between home and school through home visits and induction meetings
- enable parents/carers to become confident partners in their child's education
- be sensitive to the needs of other pupils in the class and the resources available

Admission Procedures

1. Referral received from the referring Local Authority.
2. The Head Teacher will discuss information with SLT and decide whether to offer a core package.
3. Prospective pupils and their parents/carers will be encouraged to visit the school prior to any formal interview.
4. A formal interview with the Head teacher will take place on the school site
5. A visit to the motorvations@hopewell site will take place for those pupils for whom this provision will best meet their needs.
6. In cases where the young person has been unable to access education in a small group setting, a decision will be taken to request additional resources from the Local Authority. These could include a range of individualised therapeutic interventions as well as additional staff.
7. The expectation is that additional resources will be agreed before proceeding with the admissions process.
8. A proposed start date pending the arrangement of transport in cases where transport is provided by the Local Authority.
9. Once resources and a package is agreed upon, the induction process begins with a formal meeting with the pupil, parents/carers and the school psychotherapist. Followed by 2 days of baseline information gathering.

Information

We seek to gain as much information as possible about every pupil referred to us so that we can make informed choices about the appropriateness of the referral and what will be required in order to meet their needs. Documentation with each new referral should include:

- CAF (where appropriate)
- Pupil details such as their full name, address etc
- Contact details of all parties involved with the pupil
- The pupil's educational history including SATS results where they are available
- Educational history should also contain data from the last school attended, wherever possible e.g. attendance, attainment levels, results from baseline assessments
- Educational, Health and Care Plan (EHCP) or Statement of Special Educational Needs
- For children in care – their PEP and any relevant supporting information from agencies involved with the pupil e.g. LAC review reports etc.
- Details about child protection issues, if the pupil is on the Child Protection Register

Policy Reviewed on: Sept 2019

Policy Reviewed by: S. Douglas