

Admissions Policy

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| Date Ratified by Governing Body | July 2020 | Signed: |
| Date of Review | June 2022 | Signed: |

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| **Sir Bobby Robson School- Admission Arrangements** | |
| Type | Day school providing specialist provision for pupils aged 8-16, with Social, Emotional and Mental Health difficulties. |
| Pupils | We cater for boys and girls aged between 8 and 16 years who’s primary special educational need is Social, Emotional and Mental Health difficulties. The pupils’ needs may be complex, creating significant barriers to learning. They may have associated behavioural difficulties, but they will not have severe learning difficulties. |
| Access Criteria | • Discussions between the LA and the School establish if: The School is suitable to the child’s age, ability, aptitude and special educational needs  The child’s placement in the School is compatible with the efficient education of the other pupils with whom the child would be educated  The placement is an efficient use of resources Parents have expressed a preference for the School  •  The Local Authority names the School in a child’s statement of special needs or education and health care plan based on its ability to cater for the child’s specific needs i.e. speech, language and communication difficulties, and/or Autism  Or  •  The pupil is admitted for assessment, or because of changed circumstances requiring specialist interventions |
| Indictive Admissions Criteria | *Each application is assessed on an individual basis. In each case, we take account of the needs of the individual child and consider whether the school would be suitable to meet their needs with particular reference to the following factors.*   * The pupil will be aged between 8 and 16 years of age * The pupil will have an Education, Health & Care Plan (EHCP) * The EHCP will specify that the pupil has social, emotional, mental health, communication difficulties and  associated challenging behaviours (SEMH). * The pupil will normally have been assessed as within the average ability range of educational functioning. (In some cases, pupil’s levels 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.   The LA will:   * Provide the school with all current advice and information concerning the pupil * Nominate The School in Section IV of the statement * Agree contractual arrangements for transporting the pupil to and from school * Make any arrangements for transporting the pupil to and from school. |
| Placement | Usually full time, subject to specification of the statement or education and health care plan although pupils may be admitted on a phased return. |
| Number of places of available | Year 1 -30  Year 2 onwards-60 |
| Pupil Roll | 30 pupils in Year 1 across Years 7/8/9/10 |
| Qualifications and methods | O Specialist teachers experienced in working with children with social, emotional and mental health needs.  All teachers will be qualified teachers.  o High staff/pupil ratio of one:eight or less o Provision of specialist programmes to promote the learning of pupils through the development of communication, social understanding and flexibility of thought;  o Specialist teaching assistants trained in supporting pupils with SEMH. o Provision of an educational psychologist o Access to an occupational therapist o Provision of a behaviour specialist o Access to a speech and language therapist; o Well-equipped classrooms; o Access to the National Curriculum, modified where appropriate;  o Access to mainstream resources and lessons, as appropriate o Emphasis on language rich environment throughout the school |
| Admission/Access procedures | The Unity Schools Partnership will admit a child to Sir Bobby Robson School, where Sir Bobby Robson School is named in the child’s statement of special educational needs or education and health care plan. The Unity Schools Partnership may admit, on a temporary basis, a child without a statement to the Sir Bobby Robson School where:   1. (i)  he/she is admitted for the purposes of a statutory assessment of his/her special educational needs and his/her admission to the School is with the agreement of the local authority, the Unity Schools Partnership, the child’s parent and any person whose advice is to be sought in accordance with regulation 7 of the Education (Special Educational Needs) (England)   (Consolidation) Regulations 2001; or   1. (ii)  he/she remains admitted following an assessment under section 323 of the   Education Act 1996; or  (iii) he/she is admitted following a change in his/her circumstances, with the agreement of the local authority, the Unity Schools Partnership and the child’s parents  Applications for the admission of pupils who live outside Suffolk will be considered, subject to the availability of places and transport decisions by the pupil’s home Local Authority. |
| Equality | We are committed to providing equality of opportunity and anti-discriminatory practice for all children and families, to providing an environment in which all children are supported to reach their full potential. Applications are considered regardless of gender, religion, background, race or disability. |
| Admissions arrangements | We admit pupils with statements or education and health care plans naming the school (and a limited number of non-statemented pupils or those without an education and health care plan), who require specialist schooling, who may proceed to different levels of inclusion in mainstream education. Places will usually be taken up at the start of the school year but, by arrangement with the Headteacher, places can be accessed at any time of year, particularly for the purposes of assessment for a Statement of special needs or education and health care plan, where a pupil presents with behaviours consistent with the profile of the School’s provision.  Places are commissioned by the local authority. The total cost of a place will be agreed with the local authority, who will pay the agreed top-up to the £10000 base funding from the DfE.  Parents wishing their child to be considered for a place will be advised to contact their home Local Authority SEN service.  The commissioning LA will consult the Headteacher regarding each pupil the LA considers potentially suitable to request a place in the School.  The Headteacher will consider the suitability of the school provision in addressing the needs of the child and also giving consideration to the needs of the current pupils on roll.  The Unity Schools Partnership will consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. Consideration will need to be given to numbers in and the profile of each year group.  In the event that the LA names the School and the School objects to the admission of a pupil based on the criteria, the School is under a contractual obligation to admit the pupil; however, the School is able to make a complaint to the Secretary of State who will evaluate if the LA have fulfilled their statutory and legal duties |
| Home/School Communication | We take steps to ensure parents are involved throughout the assessment process to help monitor progress and review targets. We will share information through Link books and draw up support plans together. |
| Priorities for admissions when places are limited | •  The placement is an efficient use of resources  •  A statement of special educational needs or education and health care plan, showing autism to be the primary need, will be in place.  •  Access to specialist subject teaching in mainstream is a vital aspect of provision, particularly for pupils with SEMH.  •  The pupil is in care or being looked after or has previously been looked after |
| Appeals | Appeals will be to the First-tier Tribunal for statemented pupils. Parents whose children have special educational needs can appeal to the First-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Authorities in England about their children's education. The application forms and guidance can be found on www.justice.gov.uk/tribunals/send |
| Waiting List | Not applicable |