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**Admissions Policy**

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| Approved |  | Signed:    Chair, Local Governing Body |
| Reviewed |  |

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| **The Compass School Admission Arrangements** | |
| Type | The Compass School is a 60-place day school for boys and girls aged 7- 16 with Social, Emotional and Mental Health (SEMH) needs and who may have Autistic Spectrum Disorder (ASD) as a contributory factor. The school is run by Unity Schools Partnership and will use the best aspects of mainstream curriculum and SEMH specialist interventions to meet children’s educational needs. |
| Pupils | We cater for boys and girls aged between 7 and 16 years whose main areas of special educational need is Social, Emotional and Mental Health difficulties. The pupils’ needs may be complex, creating significant barriers to learning. They may have Autistic Spectrum Disorder as a contributory factor. They may have associated behavioural difficulties, but they will not have significant Cognition and Learning Needs. |
| Access Criteria | Discussions between Havering LA and the School establish if The Compass School is:   * suitable for 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   The Local Authority names the School in a child’s education and health care plan based on its ability to cater for the child’s specific needs or, rarely and exceptionally: 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 7 and 16 years of age * The pupil will have an Education, Health & Care Plan (EHCP) * The EHCP will specify that the main area of need for the pupil are social, emotional, mental health difficulties. * The pupil will normally have been assessed as within the average ability range of educational functioning for their age (In some cases, pupil’s levels of ability, as measured using psychometric tests may prove difficult to access. In these cases, the school will base its judgements on its ability to meet needs, including evidence from previous providers) * The pupil may have low attainment that is associated with their emotional and behavioural difficulties. * The pupil may have one or more area of difficulty * The pupil will express a commitment to the placement * The pupil’s parents/carers will express a commitment to the placement. * We understand how difficult it can be to make placement decisions of this nature based on paperwork alone. For this reason, we will endeavour to make additional family and child contact during the window of consultation. This additional contact may confirm appropriate future placement at The Compass School and may raise additional considerations which will be taken forward with the LA and family.   The Local Authority will provide the school with all current advice and information concerning the pupil. We will ordinarily request a copy of the child’s EHCP, last annual review, any existing plans for education catch up, one-page plans from current SENCo, behaviour management and/ or safety risk assessments, therapeutic or educational assessments within the last 18 months, for example educational psychology. In addition, we request that any referrals for MDT involvement (e.g. health teams and social care) are responded to prior to admission so that we can maximise opportunities to work together.   * The Local Authority will agree contractual arrangements for transporting the pupil to and from school. |
| Placement | Usually full time, subject to specification of the education and health care plan although pupils may be admitted on a phased return. Any part time transition arrangements are put in place to ensure a successful transition to the setting and are discussed with the Local Authority and regularly reviewed. |
| Number of places of available | 60  In September 2023 these will range from Key Stage Two to Key Stage Three (up to Year 9) with 32 places in the first of year of operation  A placement at The Compass School is unlikely to be most successful for incoming KS4 pupils and as such priority will be given to consultations for younger children who will gain maximum benefit from time spent at the school. Furthermore, we will not be an examination centre in the first year of operation, which means we are not ready to admit pupils at Key Stage Four until September 2024. |
| Pupil Roll | 60 pupils (from second year of operation) |
| Qualifications and methods | * Specialist teachers experienced or being trained in working with children with social, emotional and mental health needs. All teachers will be qualified teachers or registered on recognised training courses. * Staff/pupil ratio of one teacher and two assistants for 8 pupils. * Specialist teaching assistants trained in supporting pupils with SEMH. * A school-wide understanding and approach to trauma, using Trauma Perceptive Practice * Provision or access to an educational psychologist * Access to an occupational therapist * Provision of a behaviour specialist * Access to a speech and language therapist; * Well-equipped classrooms; * Access to the National Curriculum, modified where appropriate; and interventions focussed on SEMH support   o Access to mainstream resources and lessons, as appropriate o Emphasis on a language-rich environment throughout the school  Many of our pupils will have support from multi-agency professionals. We welcome early contact from those professionals and commit to working together for the benefit of our pupils and families. |
| Admission/Access procedures | The Unity Schools Partnership will admit a child to Unity Romford Special School, where The Compass Schoolis named in the child’s education and health care plan. The Unity Schools Partnership may admit, on a temporary and exceptional basis, a child without an EHCP to the The Compass Schoolwhere:   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  **Out of Borough Consultations**  All boroughs outside of Havering that wish to consult for a place at The Compass Schoolmust first send all consultation paperwork to the London Borough of Havering SEN Team. The Havering Assessment and Placement Team will review paperwork and forward this to The Compass Schoolwho will consider whether they can meet the needs of the young person as set out within the EHCP and supporting documentation. The Compass Schoolwill then respond to Havering SEN within 15 days of receiving the consultation. Havering SEN will then correspond directly with out of Borough Local Authorities.  Out of Borough Consultations should be emailed to:  [sen@havering.gov.uk](mailto:senteam@redbridge.gov.uk) |
| 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 education and health care plans naming the school, 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 during the first two weeks of each term, particularly for the purposes of assessment for an 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 £10,000 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.  Havering Local Authority will consult the Headteacher regarding each pupil they consider potentially suitable for a place at 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.  All pupils will be reviewed at the end of Key Stage Two for suitability of transfer to Secondary School.  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/carers and children are involved throughout the process to co-construct plans for a successful transition to the school. Parents/carers and pupils will be involved in reviewing the transition programme and we will agree together what ‘success’ looks like. We will ensure regular, open communication of expectations and monitor our ‘home-school agreement’ which shows what home can expect of us and what we expect of home. |
| 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 SEMH to be the primary need, will be in place. ASD may be indicated as a secondary area of need.  •  The pupil is in care or being looked after or has previously been looked after and their admission is supported by their social worker. |
| Appeals | Appeals will be to the First-tier Tribunal for pupils with an EHCP. 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 |