

**Admissions Arrangements Policy**

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| **Approved by local governance board:** | **March 2023** |
| **Next Review:** | **March 2024** |

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|  | **Sir Peter Hall Admission Arrangements 2022- 23** |
| **Type** | Day school providing specialist provision for pupils aged 9-16, with Social, Emotional and Mental Health difficulties. |
| **Pupils** | We cater for boys and girls aged between 9 and 16 years who have a priority special educational need of 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 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 9 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. * 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 gaps in their learning and/or low attainment that are 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 |

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|  | * 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 that 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 SPH and may raise additional considerations which will be taken forward with the LA and family   **The LA 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 existing SENCO, behaviour management and/ or safety risk assessments, therapeutic or educational assessments within the last 18 months for example educational psychology or CISS reports. 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 * 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 Transitional Programme. Any part time arrangements are regularly reviewed with a member of SLT and agreed by the LA. |
| **Number of places of available** | 2022-23 – 40 Places Y5 – Y9  2023-24 – 60 Places Y5 – Y10  2024-25 – 80 Places Y5 – Y11  A placement at SPH 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.  Nevertheless, SPH recognise the need for some students to attend specialist provision for KS4 and will consider admission referrals. |
| **Pupil Roll** | 2022-23 - 35 |
| **Qualifications and methods** | * Specialist teachers experienced in working with children with social, emotional and mental health needs * All teachers will be qualified teachers or registered on recognised trainee courses * High staff/pupil ratio of one teacher and two teaching assistants: ten or less students in a class * Provision of specialist programmes to promote the learning of pupils through the development of communication, social understanding and flexibility of thought * Specialist teaching assistants trained in supporting pupils with SEMH * Provision or access to an educational psychologist via referral * Access to an occupational therapist via Health * Access to a speech and language therapist via Health * Well-equipped classrooms * Access to the National Curriculum, adaptive to the needs of pupils; and interventions focussed on SEMH support |

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|  | * We aspire to have in place access to mainstream resources and lessons, as appropriate * Emphasis on 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 Sir Peter Hall School, where Sir Peter Hall School is 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 a statement to the Sir Peter Hall 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 2. (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 during the first 2 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.  Sir Peter Hall School staff will observe potential pupils in their current setting to assess suitability. |

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|  | 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.  All pupils will be reviewed at the end of Key Stage 2 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 are involved throughout the assessment process to help monitor progress and review targets. We will share information email, virtual or face to face meetings and develop support plans together. As part of our commitment to our pupils it is school policy to regularly update our parents/carers about their child’s progress and behaviour. We will also inform parents/carers at the earliest opportunity about any incidents which need parental input. We are very aware that some of our parents/carers have not always had positive experiences when receiving phone calls from school placements. With this in mind, we endeavour to build relationships with our families so that we can communicate openly and in a constructive way to promote positive outcomes for their children. We do this by hosting family events and regular, informal and positive phone calls from teachers and SLT to pass on good news.  **Transition support**  Once a placement has been confirmed school will contact parents/carers with a transition day date, a transition pack and a welcome letter outlining the plans for their child’s entry. |
| **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 * Access to specialist subject teaching in mainstream is a vital aspect of provision, particularly for pupils with SEMH needs * 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 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 |