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Ratified by:	Alfred Foglio – Chair of the Board of Directors

The purpose of the plan is to:

- Provide clarity regarding the criteria for admissions for Local Authorities, parents/guardians, and carers to ensure that the process and decisions are fair, consistent and that all parties are involved in the assessment and admissions processes,
- Work in partnership enabling informed decisions in the best interests of the pupil.

EQUALITY AND DIVERSITY STATEMENT

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any employee or applicant and it helps to promote equality at this school.

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1. Aims

Yarrow Heights School is registered for pupils aged 7-16 years with severe and complex needs. It operates as an independent co-educational special day school.

The aims of the assessment and admissions policy are to provide clarity regarding the criteria for admissions for Local Authorities, parents/guardians, and carers to ensure that the process and decisions are fair, consistent and that all parties are involved in the assessment and admissions processes, work in partnership enabling informed decisions in the best interests of the pupil.

The Policy has been written with reference to the Special Educational Needs Code of Practice (Special educational needs and disability code of practice January 2015) and approved by Yarrow Heights Board of Directors. The policy is reviewed annually, or when required by changes in legislation or revised school procedures. It can be viewed on the school's website, or a copy may be obtained by contacting the school's reception for a copy.

2. Admissions Criteria

Yarrow Heights School is a co-educational school for up to 60 pupils with severe and complex needs, including pupils that typically may have one or more of the following needs:

- ✓ Social, emotional, mental health needs
- ✓ Autistic Spectrum Condition
- ✓ Additional speech, language, and communication needs ✓ Sensory Processing needs
- ✓ Mental health needs
- ✓ Mood disorder such as low mood and depression ✓ Difficulties with emotional regulation
- ✓ ADHD/ADD/OCD/PDA/Tourette's syndrome/trans gender/dyslexia/dyspraxia as a secondary diagnosis
- ✓ Anti-social behaviour, that may be challenging
- ✓ History of non-engagement in educational setting ✓ History of placement breakdowns
- ✓ Has an EHCP (Education, Health & Care Plan) or is in the process of applying for one

3. Referrals Pathway

Yarrow Heights School welcomes referrals from Local Authorities, parents/carers and other professionals working with the prospective pupil.

Parents/carers and professionals are encouraged to make a visit to the school at the earliest opportunity to enable them to consider whether it may be a suitable provision for the prospective pupil. During visits there will be the opportunity to discuss the prospective

pupil's needs at length with our Head of Admissions, meet the team and have a tour of the school.

If, from initial information, all parties believe Yarrow Heights School may be an appropriate provision that can meet the needs of the prospective pupil, the Head of Admissions will arrange for an assessment to be carried out.

4. Assessment Process

An initial screening of all relevant documents (including the EHCP, school annual review reports, prior academic attainment, previous clinical or therapeutic interventions, and any relevant other professional reports) is undertaken by lead practitioners within the school.

An assessment is then carried out to gather further detailed information from parents/carers and key professionals involved with the child, this includes contact with their previous or current education placement, and clinicians.

Once sufficient information has been gathered to ensure the child's needs fall within the profile of the school, at the earliest opportunity will then be invited to attend an onsite informal assessment which will be undertaken by the school's experienced team of lead practitioners. The assessment is usually carried out over the course of a morning, an afternoon or on some occasions over the course of a full day. This allows the child to experience the routines of the school and for the assessing practitioners to observe and engage them with informal assessment activities.

The availability and compatibility of an appropriate age and peer group and the academic/social dynamics of the available group is also taken into consideration. These considerations are formalised through the completion of an Impact Risk Assessment. This forms part of the assessment process.

The findings from the documentation screening, dialogue with previously supporting professionals, the feedback from lead practitioners on the in-school visit will all reviewed by the school's senior management team and lead practitioners to determine whether the school will be able to offer a placement and be able to meet the child's needs. If all agree that attendance at Yarrow Heights School will meet the individual needs of the child, the offer of placement is then made in writing to the referring Local Authority. Parents/carers will also be informed.

If the school believes that it is unable to meet the needs of the child, the Local Authority and parent/carer will be advised as to the reasons for this decision.

Failure to disclose information during the assessment process may affect the validity of the assessment and lead to the process being terminated.

5. Prior to Admission

Once funding has been formally agreed the school will arrange a pre-admission planning meeting.

Parents/carers and key professionals will be invited to attend this meeting where a transition plan will be agreed. The impact risk assessment will be finalised at this meeting in preparation for admission. Each transition plan will be personalised dependent on the individual needs of the child. The contract will be raised by either the school or the referring Local Authority for all parties to sign.

6. On Admission

The child's details will be entered into the Yarrow Heights School Admissions Register and the accompanying information and communications placed on file. The Local Authority arranges transport in accordance with its own Home to School Transport Policy.

7. Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability, and sexual orientation.

If you, or any other groups, believe that you have been disadvantaged by this policy please contact our Chair of Board of Governors who will then actively respond to your enquiry.

8. Monitoring and Review

This policy will be subject to continuous monitoring, refinement and audit by the Head Teacher and Head of Admissions. The Board of Directors will undertake a formal review of this policy for the purpose of monitoring by no later than one year from the date of the approval shown below.

9. Other Relevant Documents

- ✓ Exclusion Policy
- ✓ Attendance Policy
- ✓ Special Educational Needs and Disability Act
- ✓ Equality and Diversity Statement