



Admissions & Attendance Policy

Prepared By	Shane Rowe Head Teacher
Approved by the Proprietor	Keith Boulter
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Policy Statement

Broadlands Hall School is a school for young people, aged 9 – 20 years who have an autistic spectrum condition, learning disability or an education health and care plan (EHCP). When at full occupancy, the school will provide 20 places across all age groups. For a young person to be admitted to the school their placement must be agreed by a local authority (LA) and named in the young person's EHCP.

Purpose

To ensure that all involved in the Admission Procedure work in partnership, enabling informed decisions in the best interests of the young person.

Scope

This admissions policy is relevant to all staff, parents, young people and Local Authority representatives who are involved in the admissions process to Broadlands Hall School. The policy promotes the rights of all young people regardless of disability, ethnic background, language, culture or faith.

Rationale

A placement at Broadlands Hall School should always arise from a process that identifies the school as an appropriate and positive choice and best meets the need of the young person. Many of our young people will have previously found going to school a challenge and may have had difficulties in coping within a mainstream environment and therefore accessing an appropriate curriculum. Broadlands Hall School aims to support young people to improve their own well-being, focusing on their communication, social, emotional and mental health as central to the delivery of the school curriculum. We include learning to build positive relationships and learning that will help young people understand and shape their own emotions. We have a holistic and non-judgemental approach to supporting behaviour that empowers the young person to engage in education. We support young people to recognise their challenges and barriers to learning and teach them alternative ways of responding to difficult situations. The school aims to support young people to become socially responsible, polite and caring young adults, who value the lives of others and the environment in which they live.

Our young people benefit from a curriculum that focuses on developing academic potential, social, vocational and life skills and learning that is practical and often outside the classroom.

Principles underpinning the admissions policy and procedure

1. Broadlands Hall School accepts referrals from Local Authorities (LAs). Whilst we welcome approaches from parents, the school cannot proceed to the admissions stage without local authority support.
2. Broadlands Hall School can be considered if the parents/carers have expressed a preference for special school placement which is referred to the SEN team within the LA and then on to Broadlands Hall School, OR the parent prefers a placement in mainstream school, but evidence shows that no reasonable steps could be taken by the LA or existing school to overcome the 'incompatibility with the efficient education of other pupils'.
3. Prior to the admissions process, parents or carers are encouraged if they wish to make a visit to the school, preferably before the completion of a statutory assessment or Annual Review. The focus of any visit is upon parent/carer viewing the school. The school will not

comment on the appropriateness of the provision for the young person before the completion of the admissions process.

4. In most cases, although the young person will have been supported through a high level of additional resources within their mainstream placement, all reasonable steps will have been exhausted.
5. During the admissions process, young people will be visited in their current placement and at home if possible.
6. If requested by the LA and deemed appropriate, key staff from Broadlands Hall School may attend an Annual Review at the young person's existing school.

Admissions Criteria

Broadlands Hall School admissions criteria are:

1. The young person must have (or is currently undergoing a statutory assessment for) an Education, Health and Care Plan.
2. At the point of referral, many young people have additional, associated and sometimes a complexity of needs which may include:
 - ASC (Autistic Spectrum Condition)
 - ADHD (Attention Deficit and Hyperactivity Disorder)
 - ADD (Attention Deficit Disorder)
 - Obsessive Compulsive Disorder (OCD)
 - Tourette's syndrome
 - Mental Health Difficulties
 - Speech and Language Difficulties
 - Dyslexia
3. The young person will have a history of persistent, complex and long-term learning needs and will often be working at a national curriculum level below their chronological age.
4. Evidence is also likely to exist of:
 - Learning difficulties in a range of curriculum areas, with greater difficulty in acquiring basic literacy and numeracy skills, and understanding concepts
 - Inadequate progress despite appropriate and sustained interventions within the young person's existing placement
 - Life-skills well below age-appropriate levels
 - Vulnerability because of their diagnosis or learning needs
 - Sensory difficulties
 - Difficulties with social development, communication and interaction
 - Emotional difficulties including anxiety, distress or other factor arising from an inability to cope with social interactions particularly within existing school placement
 - Difficulty with communication & self-advocacy skills
5. Other factors that can impact on a young person's ability to succeed in their current placement may include:
 - A young person in the Looked After system

- Significant input from Health and Social Care
 - Significant illness or mental health issues in the family
 - A history of bereavement, separation, loss, neglect or abuse
 - Family breakdown or poor family support network
6. The admission of any one young person must not be detrimental to the learning of the other young person already placed at the school.

Admissions Process

The process of admission to Broadlands Hall School is as follows:

1. The Local Authority will send a copy of the young person's Education, Health or Care Plan, latest annual review and any other relevant paperwork to the school for consideration.
2. All young people will be visited in their current school placement and home if possible. This visit forms part of the admissions process but may happen before or after the 'admissions interview' with parents/carers, as follows:
 - If it is clear from the paperwork, that the school can meet the young person's needs, the Head Teacher will invite the child and their parents/carers in for a pre-placement interview. The Head Teacher will also arrange for themselves or a designated member of staff to visit and observe the young person in their present setting and at home. They may additionally talk to any relevant professionals including an educational psychologist if they are involved.
 - If it is not clear from the paperwork, that the school can meet the young person's needs, the Head Teacher will organise for a designated member of staff to visit and observe the young person in their present setting and talk to all relevant professionals including educational psychologists. In this situation, the young person and their parents/carers will only be invited to the school for a tour following this visit.
3. Following the admissions interview or current placement/home visit, the school will endeavour to decide promptly. The school acknowledges that parents have often been through many assessments in the past and will aim to let parents/carers know the outcome as quickly as possible. The decision will be communicated to the parents/carers and the LA including a proposed start date.
4. Once a decision has been made, the Head Teacher will agree a fee level with the LA, confirm a start date and arrange the admission of the young person.
5. If the school decides that it cannot meet the young person's needs, the Authority will be advised of the reasons for this decision in a form that can be shared with parents/carers.
6. The LA will arrange transport in accordance with its own Home to School Transport policy.
7. If the school is full, it cannot offer a place as this would compromise the safe and effective education of the young people already on roll.

Pre-placement interview/visits

The pre-placement interview and visits to current school/home are designed to gather up to date information from young people, their parents/carers and professionals in support of the admissions process. The information sought will typically include feedback on:

- What motivates the young person and an understanding of what support works well
- Previous school placement(s) and experience(s)
- Academic ability, national curriculum levels and skills that the young person has developed
- Behaviour in different environments and behaviour strategies that have worked well
- Whether the child is looked after and if so the name of the contact person and key personnel in the placing authority
- Family organisation and an understanding of significant people in the young person's life.
- The young person's and their parent/carers' expectations of what the school can do.
- The young person's and their parent/carers' aspirations for the future
- An understanding of religious and cultural needs
- Current EHC planning or previous Statement of Educational Needs
- Current multi agency involvement, feedback and outcomes of any assessments including a CAF if in place
- Information regarding any vulnerabilities
- Information regarding attendance, any fixed term exclusions

The young person will wherever possible take a central role in the pre-placement visit. They will have the chance to talk about themselves and their experiences. The young person will also be invited to join a class or play in the playground, supported by an experienced member of the staff team. If it is not possible for the young person to attend (if, for example, it would cause severe anxiety) the young person will be observed during the visit to their current setting and at home.

Arrangements to help transition into School

The school will liaise with the parents and carers and/or the current educational setting to see what transition arrangements will best suit the young person. Transitions are often difficult for young people who have social, emotional and mental health needs or an autistic spectrum condition. An induction programme, appropriate to the individual young person, will be drawn up to support transfer to Broadlands Hall School. It is essential to consider mechanisms/strategies that may make the process easier for each young person. This may include visits by key staff between schools.

The school is keen to work closely with families to ensure that the whole family's needs are taken into consideration when looking at suitable placements and transition arrangements. Social stories and photographs of the school and staff will be offered to the young people as well as visits/part time placements to the school so that the young person and their family feel fully prepared for the move to Broadlands Hall School. Any visits will be planned with parents/carers and will be bespoke to individual needs.

Admissions

On agreement of a place at Broadlands Hall School there is a pre-admission form which is to be completed before a young person's arrival. Information from this form is used to enter their data into our electronic admissions register which includes their full names, gender, date of birth, address, contact details of parents or other relevant contact, their date of arrival and other personal information.

Over 18's

Young people on roll who are over the age of 18 are not required to have a DBS as per current legislation. All students at Broadlands Hall School are supported at least 1:1 throughout the school day and so are not left alone with other young people. Each young person has an individual risk assessment which is reviewed termly by staff who know the young person well.

Attendance

The school day runs from 08:45 until 15:00 Monday to Friday. Broadlands Hall School follows Suffolk LA term dates as a rule generally.

Young people will not be allowed to take holiday during term time unless agreed by the Head Teacher in exceptional circumstances.

A register is taken twice a day, once at the start of the morning session and once during the afternoon. Nationally recognised symbols are used to record attendance. Welfare Call contact the school each day on behalf of local authorities to check the attendance of young people.

The whole school and individual young person attendance is analysed by the Head Teacher at the end of each term unless there are concerns which require an early review.

Attendance figures form part of our reporting to local authorities and parents.