

Admissions Policy

Inclusion School [Draft]



DfE no: 850/6107

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| Approved by: Governing board | Date: November 2023 |
| Signed by: Jane Pratt | Position: Chair of Governing Board |
| Last reviewed: November 2023 | Next review due: November 2024 |



Monitoring arrangements

This policy will be reviewed at least annually in line with DfE, HSCP, HCC and any other relevant guidance (change as appropriate).

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| Inclusion Education is the working name of Inclusion Hampshire CIO registered number 1162711 | | | |

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1. Statement and vision

The purpose of this policy is to ensure that Inclusion School is able to meet the individual needs of the children and young people who are admitted.

Inclusion School is registered for learners aged 11-16 years with social, emotional and mental health needs and other complex needs. The school operates as an independent co-educational special day school.

The aim of the admission policy is to provide clarity regarding the criteria for admissions for Local Authorities and parents/carers to ensure that the process and decisions are fair, consistent and that all parties involved in the admissions process work in partnership.

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 printed copy can be obtained by contacting the school's reception.

2. Admission criteria

Inclusion School offers placements for children and young people aged 11-17 with chronic and severe mental health needs, our primary objective is to support those with suicide ideation.

Prospective learners will have social, emotional mental health needs stated on their EHCP and likely to have one or more of the following needs identified within their Education, Health and Care Plan:

- High anxiety
- School phobia/emotionally-based school avoidance (EBSA)
- Low self-esteem, confidence and resilience
- A history of self-harm and suicide ideation
- Other identified mental health need
- Autistic spectrum condition (ASC)
- Pathological demand avoidance (PDA)
- Selective mutism
- Social vulnerability
- Speech, language and communication needs
- Social communication needs
- Sensory processing needs
- Specific learning difficulties, such as dyslexia
- Trauma and attachment disorders

Inclusion School does not offer placements to more than one family member (i.e. no siblings) although this decision is at the discretion of the Headteacher.

This is because, due to our small number of learners, it is important that each learner can feel that Inclusion School is their space.

For the same reason, Inclusion School does not offer placements to its members of staff.

3. Funding

All funding for a place at Inclusion School is provided by local authorities.

Where, working alongside parents/carers and the Local Authority throughout the Annual Review and EHCP progress, we are successful in naming Inclusion School on your child's Education, Health and Care Plan, the local authority will agree to fund the placement.

4. Application process

The following outlines the application process for parents/carers and Local Authorities:

1. Parent/carer enquiry

Register your interest for a place at Inclusion by contacting admissions@inclusionschool.org.uk. You will receive confirmation this has been received

2. Visit

Attend one of our Open Days/Evenings or arrange a visit to Inclusion School with our Pastoral Lead

3. Formal expression of interest

Parents/carers can complete our admissions form and return this to admissions@inclusionschool.org.uk along with your child's EHCP and most recent Annual Review

4. Consultation from the Local Authority

Contact your local authority/caseworker to discuss making a referral to Inclusion School. If this is agreed, caseworkers should send the relevant assessment documents (see Section 5) to admissions@inclusionschool.org.uk. These will be assessed by our admissions panel.

5. Assessment

Inclusion School's admissions panel will review all the assessment documents and complete the Local Authority's consultation document to confirm if we can/cannot meet the learner's needs.

6. Place offered

If the admission panel confirms to the Local Authority that the school can meet the young person's need, as outlined on the EHCP, a formal place will be offered and contact made with the family. In some cases, a trial period may be offered.

7. Transition

Our Pastoral Manager will oversee the transition process and liaise with the learner and the family to visit them at home. This conversation will form the basis of a personalised transition plan created in partnership between the school (the SEND Lead, Pastoral Lead) and the family to ensure a positive and successful start at Inclusion School. This plan is bespoke to each learner and will be designed around their needs and concerns when starting.

8. Start

Once all the paperwork is completed prior to the given start date we will warmly welcome your child to the Inclusion community.

If the school is oversubscribed, families with a child/young person interested in joining, and for whom we have received a successful local authority referral, will be placed on a waiting list.

As soon as a space becomes available we will contact the parent/carer and Local Authority to inform them that a space has become available and begin the transfer process.

When placed on a waiting list we are unable to provide an estimate of when a space will become available.

5. Admission assessment documents

Inclusion School works in partnership with local authority personnel and requires that all necessary documentation is provided in a timely manner in order to ensure an informed decision can be made about meeting the needs of a child/young person. The documents required are:

- Current Education, Health and Care Plan (EHCP)
- Most recent annual review
- Current/most recent care plan/Personal Education Plan (PEP), if applicable
- Current/most recent behaviour management plan(s), including the number of exclusions (if applicable) and risk assessment(s)
- Any additional assessments (such as OT or SALT)
- Any additional professional reports (e.g. psychology, psychiatry, paediatrics, YOT, CAMHS etc)
- Information on any previous Pupil Premium spend
- The learner's attendance at their previous setting(s) and whether they were identified as EBSA by their previous setting
- Previous academic attainment (such as reading age)

6. Transition

Once funding and placement has been formally agreed the school will arrange a pre-admission planning meeting. The learner and their parents/carers, and key professionals, will be invited to attend this meeting where a transition plan will be created together. This meeting will often take place at the learner's home, or wherever they feel most safe.

We strongly encourage this meeting to take place to ensure a successful transition and allow further context be provided to us so that we can create a plan that support them.

The support plan will be reviewed and finalised prior to admission. Each transition plan will be personalised to the individual needs of the learner and their learner voice.

7. Post-admission

We will ensure that a post-admission review (initial review) takes place, within the first term of the learner starting.

Following admission we will remain in contact with you via your child's tutor or the school's Deputy Head for Learner Welfare. During these conversations we will continue to discuss the individual support plans your child needs.

At the end of term there is also a formal Parents' Evening with your child's tutor to review progress and the support in place.

Inclusion School will ensure when admitting a child/young person that prior to the end of the post-admission period they have identified and completed:

- The identification of any additional special educational needs that the school is equipped to cater for
- Baseline information and assessment details to be presented in the post-admission review
- Information stating what needs to be in place to support a child/young person in the placement
- An induction process for a new child/young person
- A system that identifies the resources and expertise required to meet the changing/developing needs of the child/young person's individual needs

8. LGBTQ+ Young People

At Inclusion School we celebrate our LGBTQ+ young people and strive to create a community in which LGBTQ+ feel safe and supported to be themselves. This includes using their chosen pronouns and name. We do this as part of our support of the mental health of our young people.

If as a parent/carer you have concerns about this issue in advance of a placement please feel free contact the Headteacher to discuss this further.

9. Links to other policies and guidance

- Attendance Policy
- Special Educational Needs and Disabilities Act
- Special Educational Needs Code of Practice