



**Reddish Hall  
School**

# Admissions Policy

# ADMISSIONS POLICY

<b>Version</b>	<b>Date</b>	<b>Updated By</b>	<b>To be reviewed</b>
1.0	October 2015	Chris Newiss	Oct 2016
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## **The School Admissions Policy and Process**

### **Introduction**

The policy supports the school statement of intent that every student should achieve their potential and develop an understanding of and respect for themselves and others

### **Rationale**

Reddish Hall School is a co-educational school catering for students aged 5-18 with complex educational needs, communication difficulties and challenging behaviour- our students will have a statement of Special Educational Needs or Education Health Care Plan. The school accepts students with social, emotional and behavioural difficulties, though our students may face additional challenges and diagnoses including ADHD, Asperger's, SpLD, MLD, OCD, Dyslexia, Dyspraxia, Dyscalculia, Foetal Alcohol Syndrome or a variety of other conditions. Additionally, many of our students have serious social issues and very difficult home lives resulting in complex emotional difficulties.

All students attending Reddish Hall School have individual needs that have proved too complex to be addressed within a mainstream setting. The school will provide effective support and a suitably differentiated curriculum, enabling them to progress and succeed to the best of their ability.

The School admits students with social, emotional and mental health difficulties, with either a statement of special educational needs or Education Health Care Plan which notes the nature of these difficulties. Our student's challenges are often the cause or the result of other special educational needs. They may be due to negative life experiences or the result of some medical condition. Some of the students have a history of disturbed, difficult or delinquent behaviour of a kind which may include violence towards peers and/or adults. Therefore, the school acknowledges that our students may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our students' exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of students and whether it is possible for the school to meet these both effectively and efficiently.

### **Aim**

The aim of this policy is to ensure that the school admits, as far as is possible, those students whose special educational needs can meet effectively and in doing so ensure progress in all aspects of their development.

### **Objectives**

The objectives of the policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual students at the school
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each student and representatives of LA's, social service departments and other interested professionals have clear understanding of the opportunities on offer at The School
- Parents/Carers, each student and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at The School and are prepared to play their part in ensuring the success of any placement

## Admissions Process

### Stage 1

Referrals made to The School will normally be made by LA's. A range of detailed information concerning each student should accompany these referrals. Where this is not the case, the school will seek access to such information as possible including information regarding the individual's Education, Health and Social background. Senior staff will analyse all available information on the student to assess whether the student meets the admission criteria for the school.

The Principal and Head of School will assess whether or not the school can meet the students' needs and if so, arrange for a visit to the school.

### Stage 2

A visit to the school will take place and include a tour of the school and an introduction to key staff.

A discussion with senior staff concerning such issues as:

1. The school curriculum
2. The content of key school policies, including the school expectations for good behaviour and discipline and the physical management of students.
3. A demonstration of the preferred forms of physical intervention with students, were this to prove necessary. - An opportunity for each visitor to ask any questions they may have
4. Visitors will also receive (if they have not already) a copy of the student's handbook and/or other relevant information e.g. Complaints Procedure.

### Stage 3

Following a visit to the school, the Principal or Head of School will write to the LA offering a place and arrangements will be made for admission, if:

- a) all concerned are agreed that the student's needs can be met and that they can be adequately managed within the planned resources available
- b) the student and parents/carers are committed to the placement

## Admission Criteria

The student will:

- be aged between 5 and 18 years
- have a statement of Special Educational Needs or Education Health Care Plan
- have been assessed as within the average ability range of educational functioning. (Pupils outside of this range may be admitted, at the discretion of the Principal and Head of School in exceptional circumstances)
- express a commitment to the placement
- agree to follow the rules of Reddish Hall School
- agree to comply with Reddish Hall School's uniform policy

The student's parents/carers will:

- commit to working in partnership with the school, in the best interests of the student
- agree to provide the school with accurate contact information, including address, phone number, emergency contact details and email address
- agree to inform the school of any changes to the students details or circumstances

- agree to comply with the school's uniform policy
- acknowledge understanding of the school's Behaviour Policy, including sections on use of restrictive physical management

For all "Looked After Children", there must be permanently named carers and a permanent home base for the student, available at any time throughout the year. The school cannot be the main residence for any child

The LA will:

- Provide the school with all current advice and information concerning the student
- Name the school in Section I of the EHC Plan
- Agree contractual arrangements for transporting the student to and from school
- Where appropriate, make any arrangements for transporting the student to and from school.