



## ADMISSIONS POLICY

We believe this policy should be a working document that is fit for purpose, represents the school ethos and enables consistent response to the requests for placements.

This policy sets out the principles of admissions to Abbot's Lea School and specifies the usual protocol for admissions.

To ensure equality of opportunity and access to quality educational provision, all students' admissions will be treated fairly.

- Abbot's Lea School is a co-educational day special school for maximum of 272 students with a diagnosis of Autism and cognitive learning difficulties (global developmental delay)
- All students have an Education, Health and Care Plan with a recorded diagnosis of Autism and learning difficulties.
- The admission process starts with the Local Authority referral being received by the school and a decision to admit is subject to the funding agreement with the commissioning authority, place availability and the assessment of needs confirming that the school can meet the applicant's needs. Final decision about whether the school can meet referred child's needs or offer a place lies with the school's Headteacher.
- The Liverpool City Council is the "admitting authority".
- Further information can be found on their website at: [www.liverpool.gov.uk](http://www.liverpool.gov.uk)

### Aims

- To establish and maintain a fair and open admissions policy
- To ensure compliance with all relevant legislation connected to this policy
- To work with other schools and the local authority to share good practice in order to improve this policy

### Admission Process

Prior to admission, the following steps will be followed:

- Students are identified by a local authority;
- A local authority sends an application for a place to Liverpool SEN Team;
- Liverpool SEN Team sends that application to Abbot's Lea School;
- Abbot's Lea School assesses the application based on the documentation provided;



- If a place is available and the funding agreement is in place, Abbot's Lea School gathers more information, including a school visit for the prospective student and their family. This is referred to as a Prospective Student Visit;
- The placement is considered with close regard to the student's needs and views, additional reports, parental views (after the Prospective Student Visit)
- If the placement is of interest to the student, their family and/or the local authority, where possible, Abbot's Lea School arranges an Pre-Admission Assessment Visit – this can be to the current place of education or home;
- An agreement is reached with the placing authority regarding the suitability of the placement, the support required, the funding band level and a potential start date;
- An Admission Meeting is then organised prior to a start date, where possible, to give time for any transition visits to be set up. Admissions meetings for September intake will take place in the summer term to enable new students to participate in the end-of-term transition week;
- Student begins placement at Abbot's Lea School;
- The Initial Placement Review is held within six weeks of the commencement of the placement, where possible. This is used to confirm the appropriateness of the placement and to adjust the banding levels initially agreed, if necessary.
- If, at any point in the above process, it is felt the school cannot meet needs or, whether it could meet the student's needs, but there are no commissioned places, the school will inform Liverpool SEN Team accordingly and ask them to confirm if a place will be required for the following academic year.

## Role of the Governing Body

The Governing Body has:

- the duty to regularly review the agreed admission numbers. Current admission is 272
- delegated powers and responsibilities to the Headteacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- make effective use of relevant research and information to improve this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- the responsibility of involving the School Council in:
  - ☐ determining this policy with the Governing Body;
  - ☐ discussing improvements to this policy during the school year;
  - ☐ organising surveys to gauge the thoughts of all students;
  - ☐ reviewing the effectiveness of this policy with the Governing Body.
- ☐ ensure this policy and other linked policies are up to date;
- ☐ ensure that everyone connected with the school is aware of this policy;
- ☐ attend training related to this policy;
- ☐ report to the Governing Body annually
- responsibility for the effective implementation, monitoring and evaluation of this policy.



## **Role of the Headteacher**

The Headteacher in conjunction with the Governing Body will:

- ensure all prospective parents are fully aware of the:
  - ☐ admissions criteria;
  - ☐ admissions process;
- ensure that all applications are looked at fairly and openly;
- ensure all school personnel, students and parents are aware of and comply with this policy;
- work closely with the link governor;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by speaking with students, school personnel, parents and governors;
- annually report to the Governing Body on the success and development of this policy.

## **Admission Criteria**

For a placement to be offered, the following criteria must be met:

1. EHCP
2. Confirmed diagnosis of Autism
3. Confirmed diagnosis of Learning Difficulties
4. Commitment to comply with the school's Philosophy of Education: The ASD Model ©
5. Commitment to comply with the school's Code of Conduct: The Golden Rules © and all associated expectations including attendance, uniform and effective communication

## **Role of Parents/Carers**

Parents/carers must:

- be aware of and comply with this policy;
- apply by using the appropriate application form;
- see Liverpool SEN team as the point of contact for admission enquiries
- if place is offered, engage with the admission process

## **Raising Awareness of this Policy**

We will raise awareness of this policy via:

- the school website
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel



- communications with home such as weekly newsletters and of end of half term newsletters
- reports such annual report to parents and Headteacher reports to the Governing Body

### **Training**

Training will be provided for the Headteacher and all members of the senior leadership team, and the nominated governor that deals with:

- All aspects of this policy
- Admissions
- Admission and Attendance Registers
- Equality
- Inclusion

### **Equality Impact Assessment**

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 student and it helps to promote equality at this school.

### **Monitoring the Implementation and Effectiveness of the Policy**

The practical application of this policy will be reviewed annually or when the need arises by the coordinator, the Headteacher and the nominated governor.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.