

# **WATHEN GRANGE SCHOOL**

## **ADMISSIONS POLICY**

Under the Sex Discriminations Act 1975, admissions policies must not discriminate against applicants on the grounds of sex except where the school is a single sex school. Admission arrangements for a co-educational school may not be used to achieve a fixed proportion of boys or girls at the school, as this may breach the Sex Discriminations Act.

The Race Relations Act 1976 makes it unlawful for admission authorities to discriminate against applications on the basis of race, colour, nationality or national or ethnic origin.

### **THE REFERRAL PROCESS**

Initial contact is usually made through the young person's Local Authority, the Education Services, Social Services or Health Authority. Copies of all relevant documentation relating to the student are requested at this point, including statements of education needs and past education history.

Local Authority staff, social workers, parents and relevant others are more than welcome to visit the school prior to any formal referral being made, during the referral process and indeed subsequent placement. All visits are made by prior arrangement to ensure that key staff are available for discussions.

### **PLANNING ON ADMISSION**

The teaching staff will be given all documentation relating to the young person's education prior to the student being admitted into the school, including the young person's risk assessment.

It is the duty of the teacher at the school to liaise with the pupil's past/current school to offer continuance of study if this is relevant. Wathen Grange School places great emphasis on working together with all the key players in a student's life. This working in partnership ensures a smooth and supported transition for the student when joining the school. Parents/Carers will be contacted daily whilst pupil is on induction.

All students will be recorded in the Admissions Register

## Induction System

### Pre start date work

- ✓ All referrals are to be sent to the Director of Education.
- ✓ The local authority will be contacted to discuss the details of the referral.
- ✓ The Wathen Grange Admissions process will begin.
- ✓ Once induction has been agreed, home visit by Head of Inclusion or Head of Education to complete forms and sign contracts. Initial QCA information with carer.
- ✓ SENCO to gather information for school SEN register.

### First day

- ✓ Visit to appropriate site to complete Assessments in English, Maths & ICT. Also Reading, Spelling and Comprehension assessments completed by SENCO.

### Second day

- ✓ Meeting with tutor in a quiet room
- ✓ A task to be completed, which student does for the tutor under his/her watchful eye
- ✓ First break: tutor takes responsibility to introduce new student to other students. Tutor stays with student for the whole of break
- ✓ First lunch: tutor spends lunch around new student (subtle approach and intervention if needed or more directed approach depending on needs of student)
- ✓ Meeting with tutor at end of day – review day and pick up on student's concerns and successes. Plan to address student's concerns for rest of week.

### Rest of first week

- ✓ Quick break and lunch time check in with new student – if required spend time with student at these times and give guidance or take away to a quieter place if required
- ✓ Meeting with tutor at end of day – review each day – pick up on early concerns and issues

### Second week

- ✓ Monday morning: meeting with tutor. Student is introduced to a task again which they do for tutorial
- ✓ Tuesday to Friday: quick check in with tutor every morning
- ✓ Lunch times: quick check in with tutor
- ✓ End of day: quick check in with tutor

**Third week**

- ✓ Monday morning: meeting with tutor. Student is introduced to a task again which they do for tutor
- ✓ Tuesday to Friday: quick check in with tutor every morning
- ✓ End of day: quick reviews of how it's gone with tutor. Student could now be introduced to the idea of self-set targets for the following day.
- ✓ QCA paperwork distributed to staff in order to complete initial assessment of behaviour.

**Fourth week**

- ✓ Monday morning: meeting and task with the tutor
- ✓ Tuesday to Friday: quick check in with tutor
- ✓ End of day: quick check in with self set targets

**Fifth week**

- ✓ Mornings: quick check in with student – longer if required
- ✓ End of day: quick check in and self set targets

**Sixth week**

- ✓ Mornings: quick check in
- ✓ End of day: quick check in and self targets
- ✓ Wednesday: Panel meeting (SMT/SLT) to decide on whether school can meet the needs of the student. See criteria below.
- ✓ Friday: a formal review with the student of how it's gone with parent present if possible.

**Criteria to be reviewed**

- ✓ Attendance
- ✓ Behaviour points data
- ✓ Physical Intervention data.
- ✓ Other available data.
- ✓ Parental involvement.

**Post induction work**

- ✓ In most cases post induction work will need to be continued in some form during the first term
- ✓ As the student may by now have developed an attachment and relationship with the tutor, they may from time to time need supportive one to one sessions. Time should be allowed for these.
- ✓ Also it could be that in times of trouble where additional guidance is required, the same system is used again to bring things back in line

Reviewed: 31<sup>st</sup> January 2018 Mr M Finnie (Head of Inclusion)

Review: January 2019