



"Unlocking potential through learning"

Admissions Policy

**The New Horizons
Learning Centre**

Date Ratified: March 2023

Review Date: March 2024

Signed by: Donna Portingale

Position: Chair of Governors

Rationale

This policy outlines the procedure of admissions for a pupil placed at New Horizons Learning Centre (NHLC).

NHLC is a local authority (LA) special school for pupils at Key Stages 1, 2, 3 and 4, who exhibit social, emotional and mental health needs as indicated by:

- withdrawn or disruptive behaviour
- a marked and persistent inability to concentrate
- signs of considerable frustration or distress in relation to learning
- difficulties in establishing and maintaining balanced relationships with peers or adults
- any other evidence of a significant delay in the development of life and social skills

It is expected that the LA will have completed an Education, Health and Care Plan (EHCP) prior to the admission of a child to NHLC

The admission of pupils is delegated to the Headteacher by the Governing Body.

Objectives

- * To make clear the criteria for admissions to all stakeholders
- * To outline the plan for a good initial induction for every child in school.

Guidelines

Pupils must have an Education, Health and Care Plan specifying social, emotional and mental health needs as the primary need.

We prefer not to admit siblings who will be in school at the same time. Our experience has shown that there are too many factors that impact upon children from the same family making progress at the school. We will, however, review every case on its merit.

Pupils are admitted throughout the year as referrals are made, until each year group is full. The school admits students at the start of the school term, unless there are exceptional circumstances. Year 11 pupils will not be admitted except in exceptional circumstances and if admitted will be placed on an Alternative Provision package until the end of the year, personalised to their needs. We will also consider Year 10 places and the impact on the rest of the group after Term 2.

Within the school, classes are organised by Key Stage and age.

Once admitted to the school, pupils from South Gloucestershire are the responsibility of the named school Educational Psychologist (EP), whilst children from other LAs remain the responsibility of the referring LA's EP.

Assessment places

We do not offer assessment places at NHLC. Placement is dependent on a current EHCP.

Process of admission

All new admissions are considered weekly.

In making a decision to admit a pupil to NHLC the following are considered:

Where a child exhibits complex needs in addition to their social, emotional and mental health needs - whether these associated needs might make a pupil vulnerable within the setting;

Educational ability and attainment - whether the child has the potential to make full use of the school's curriculum;

The paperwork is unclear about whether the pupil needs match with the profile of the school – so a school visit / observation of the pupil is undertaken (in their current setting) to determine suitability of placement.

Whether the child's documented needs accurately reflect the proposed level of funding;

Parental support - information visits by the parents/carers are welcomed prior to referral or admission. However, such visits should not include the pupil.

Decisions on admissions are considered alongside the movement of pupil through the Key Stages. This process ensures that new pupils are admitted effectively whilst maintaining the balance and stability of the school. A date for appropriate admissions is decided and the LA informed following this meeting.

Transport to and from school is arranged via the LA. This process can take up to 10 working days.

Parents/carers are subsequently invited by the school to a pre-admissions meeting together with the pupil and a home visit by key staff will also be arranged.

The pre-admission meeting and home visit

These are both opportunities for the parent/carer and the child to find out more about the school. The meeting is usually conducted by the Deputy Head or Primary Manager. The following will be discussed:

An introductory discussion for the family to find out about the school and share something about themselves.

An explanation of the school's rules, rewards and systems.

A tour of the school including an introduction to key staff, the pupil's proposed class and the classmates.

There will be an opportunity for parents/carers to share any sensitive information.

An induction programme will be set up, so that they can transition to their new setting successfully -this will include some part days in the first week. The admissions pack is completed and the home /school agreement is signed by all parties.

An agreement is made about the timetable for the pupil– there are times when due to having been out of an educational establishment for a long period of time, a part timetable might be used to introduce them to the building and their group, building up over a few weeks to a full time timetable.

The start date is confirmed and transport ordered as appropriate.

A pen portrait of the pupil is shared with all staff, so they have basic knowledge and information in advance of the student starting with us.

Admission

Prior to arrival, information is shared with the class teacher.

In most cases the child will start within a week of the pre-admission meeting. On arrival the pupil will be greeted and taken to their new class. Regular informal opportunities are given for feedback or questions to support a positive induction to the school

CTF files will be downloaded from previous school and relevant data shared with all staff.

By the end of the 4th week following admission, a NHLC baseline assessment is completed for the pupil. Parents /carers will be invited to be part of the target setting for the pupil.