



# Admissions Policy

## **The School Admissions Policy**

### **Introduction**

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

### **Aim**

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils 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 pupils at The School
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each pupil 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 pupil 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

### **Process**

There are no set admission periods; such as term start dates and our admission timing and processes are driven by the needs of the young person. Sometimes the process needs to be completed quite quickly, but we always planned prepare fully for any new student joining us to reduce the stress on the young person. We try and work through a planned transition appropriate to the circumstances.

Our students usually have a statement of Special Educational Needs and a diagnosis of autism. In addition they may have one or more of the following:

- Moderate to severe learning difficulties
- Challenging Behaviour
- Difficulties in communication
- Difficulties in social interactions
- Little or no awareness of danger and keeping safe
- A requirement for 1:1 support throughout waking hours

## **Referral**

Referrals to Acorn Park School are usually made through the Special Educational Needs department of each young person's Local Authority, Social Services or Children's Services Department. Where the young person's parents or carers express a choice for Acorn Park School, and where their local authority agrees that our school can meet that young person's needs, then the authority will contact the Principal of Acorn Park School. Sometimes initial requests for referrals come directly from parents, and in these cases we will support parents in making contact with the appropriate placing authority.

## **Assessment**

Where the school considers it may be able to meet the needs of the young person, they will arrange a series of assessment visits to gather information from a range of people who work with the young person in their current home, school and respite settings. Generally senior members of staff from the school, home and the therapeutic team undertake the assessment. If it is appropriate, the young person will be invited in for an assessment visit, which may be a short visit or in the case of a residential referral may include an overnight stay.

## **Offer of a place**

Following the assessment process, if the assessment team feels that Acorn Park School can meet the young person's needs, a place will be offered to the Local Authority.