



# OP07 - ADMISSIONS POLICY

This policy was last reviewed:	May 2019, May '20, May '21, Dec'21, April '22, Sept '22, Sept 23, Feb 25
This policy is due for review:	September 2025
Statutory policy:	Yes
Source:	General Seadown School
Person Responsible for Updating:	Sam Norton

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## POLICY STATEMENT

Seadown School is approved by the Secretary of State for Education as an independent special school for pupils with SEMH. The school operates admissions processes to maximize the speed and efficiency of an admission to the school roll from formal referral or 'expression of interest' by a parent or Local Authority placement officer.

## ADMISSIONS CRITERIA

Seadown will admit pupils restricted to the prime category of admission approved by the Secretary of State for the individual school and registered with the Government's EDUBASE2 public database.

It is the responsibility of the Headteacher to consider and prioritise referrals with reference to the statutory requirements in the Children and Families Act 2014, Section 38, 39 and 42. These sections refer to the individual's EHCPs and considers:

- The parents/carers right to name the school of their choice.
- The requirement for the Local Authority to consult the Headteacher to ***ensure the individuals particular needs can be met.***
- The compatibility of the individual with the pupils currently on roll of the school.
- The compatibility of the efficient use of school resources (such as exceeding the number of pupils within age groups).
- The Local Authority's duty to secure special educational provision and health care provision in accordance with the EHCP.

Adhering to the above admission criteria is essential especially when there are an excess number of referrals for limited places available within the school.

## WAITING LIST

In situations where there is an excess of referrals compared to the number of places available, referred admissions are offered the opportunity to be placed on a school waiting list.

When places become available all referred admissions on the waiting are prioritised according to the criteria above.

This has not been the case in practice. Having looked at other independent SEN school admission policies, there is not information re appeals so suggest removing this section.

## FUNDING

The Local Authority in which the individual resides funds the majority of placements. Privately funded pupils are considered on an individual basis; however Local Authority placements are required to take priority over privately funded requests.

## ADMISSIONS PROCEDURES

The Local Authority SEND Department in which the individual student resides funds the majority of placements, although some may be supported through social care. Privately funded students are considered on an individual basis; however Local Authority placements are required to take priority over privately funded requests

Seadown School admits pupils ranging from Years 1 to 11. Pupils may start at any time throughout the course of the school year providing their place is suitable and there is space available.

Seadown School is open to pupils 38 weeks a year, in line with West Sussex Local Authority term-times where possible.

Seadown School provides education and support for the following:

- Moderate Social, Emotional or Mental Health difficulties (SEMH);
- Moderate Autistic Spectrum Condition / Disorder (ASC), including Aspergers;
- Moderate Social/communication difficulties and/or
- Moderate Learning Difficulty (MLD) and associated difficulties.

It is the school's policy that pupils admitted have an EHCP/ SEN Statement in conjunction with the areas described above. However, decisions as to each pupil's suitability to the school will be made on an individual basis.

### **When there is an enquiry about pupil placement, the initial application process may be as follows:**

- arrangements for the family/carers to attend an informal visit to the school;
- invitation, from the Local Authority, for the Headteacher to 'express an interest' in offering a place;
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- Pupil assessment within the classroom environment – this may be once or multiple times followed by communication of the outcome of the assessment, with the Local Authority and parent/carer;
- Taster Sessions: Organizing half or full-day sessions for the student to experience life at Seadown School, allowing staff and senior leaders to evaluate our ability to meet the student's needs.
- Consultations with Previous Placements: Engaging with the student's previous educational settings;
- Home Visits: Meeting with the student, parents, and family at home;
- offer paperwork, if accepted, is forwarded to the authority;
- arrangements for familiarisation by the families; admission record and agreements completed;
- upon agreed start date, procedures will include entering a record in *the Pupils Admission and attainment history*, with records being requested from the transition school if available;
- assessment begins, by the allocated class teacher.

The information provided will assist the, Head Teacher and the staff in their assessment as to whether a school placement is viable and appropriate. The Head Teacher will consider whether the school has sufficient staffing in terms of number and experience to manage such admission both in terms of the individual young person's needs and respect of the potential impact that the admission may have on existing group dynamics.

In the first few weeks following admission:

- RA and PBS written and shared with parents/carers
- Baseline testing where applicable will be undertaken
- Therapeutic intervention will be timetabled where needs have been outlined in the EHCP and funding is in place

The first term:

- The first 3 months on roll at Seadown, or the first full term of full time provision, whichever is longer, will be considered as a 'probationary period'. This will enable the school to terminate placement in extreme instances
- In rare cases, the probationary period may be extended indefinitely, with review meetings, in order to better cater for the pupil
- Termination of placement is very infrequent and the reasons behind termination will be discussed in depth with both the parent / carer and the Local Authority

*\*For Local Authority enquiries, Seadown School is required to obtain permission to make initial contact with the family.*

## TRIBUNAL

On those occasions when parents/carers appeal to an SEN Tribunal over the issue of placement; Seadown School will endeavour to assess the child at the request of parents/carers who can provide evidence of the formal appeal being in place. This will be done at no cost to the parents/carers or to the LA, and wherever possible will be done before the date of the Tribunal hearing in order to advise if a placement would be offered.

## COMMUNICATION

Seadown school is required to respond to all enquiries in a timely manner and to follow up with parents/carers or Local Authorities when awaiting responses/decisions.

Seadown School is required to record all communication with Local Authorities or parents/carers in the internal school system. The school will issue written confirmation (email or post) of all verbal conversations.

Any staff involved in communications with parents/carers and/or pupils should recognise the importance of promoting the school's provision and facilities.

## COLLABORATION

If it is determined that the school where the initial enquiry was received would not be suitable for the pupil; Seadown School will consider if another local school setting may be more appropriate and will assist the parent/carer in organising an enquiry with the Local Authority SEN Team.

## GOVERNING BODY

Seadown School expects their Governors' oversight to be secured through the operation of a role which ensures validation that the management, and administrative systems, are operational and effective.

END

<b>POSITION</b>	Headteacher	<b>NAME</b>	Sam Norton	<b>SIGNATURE</b>	S. Norton	<b>DATE</b>	12/02/2025
<b>POSITION</b>	Governor	<b>NAME</b>	Steve Alexander	<b>SIGNATURE</b>	<del>S. ALEX</del>	<b>DATE</b>	18/02/25