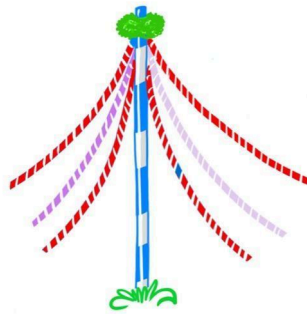


Maypole School



ADMISSIONS POLICY

Drafted by:	John Herring	Date	12 Jul 2023
Authorised by:	Adrienne Cherrywood	Date	17 Jul 2023
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1. INTRODUCTION

We are a school for pupils with SEMH and additional complex needs

All students at Maypole School will be identified as having social, emotional and / or mental health difficulties, with additional complex needs and health conditions including anxiety, ADHD, ASD, PDA, OCD, ODD, Toxic Childhood Stress / Adverse Childhood Experiences (ACEs), attachment difficulties, developmental trauma or delay, speech and language difficulties, learning difficulties, and specific learning difficulties such as dyslexia and dyspraxia (but this list is not exhaustive.) Many of our young people will display some challenging behaviour.

Year Groups

We cater for children in Years 1 – 14 inclusive. We do not cater for children in the Early Years Foundation Stage.

Education, Health and Care Plans (EHCP)

Due to the complexity of their needs, the large majority of our pupils (if not all) will have an EHCP, due to the extreme nature of their needs / difficulties.

We are prepared to consider admission for pupils with complex needs who do not yet have an EHCP, or where the EHCP is still in the process of being considered, providing the LA makes a formal referral.

Funding for Places

Pupils' annual fees are normally funded by their Local Authority's SEN team. We may also consider referrals from families who wish to fund the fees themselves, but this is likely to be a very rare occurrence.

Starting dates for new students

For children with very complex needs, Local Authorities' demand for SEMH school places continues throughout the year. Our policy is therefore that we will consider consultations / applications at any time of year; and new pupils are welcomed at any time during the school year. How many places are available, at any given time, will depend on the school's capacity at that particular time.

Referrals

Referrals / consultations should be emailed to our Admissions manager, at jherring@maypoleschool.co.uk

2. SELECTION CRITERIA & PRIORITISATION

Selection Criteria

We will offer places according to our assessment of:

- Whether a place is potentially available in the appropriate year group;
- Whether the school can meet the pupil's academic, social, emotional, mental health and other needs;
- Whether we can offer the right environment for the child, in one of the peer groups where there is a potential vacancy;
- And whether the child's presence would be detrimental to the education of other existing pupils in the relevant peer group.

How we prioritise Referrals

We will respond to referrals / consultations in the order that they are received by us; and we will conduct assessments in the order that the LA gives approval for us to conduct our full assessment process, which means engaging with the Parent(s) / Carer(s), and the potential pupil (as detailed below).

Looked After Children

Referrals for Looked After Children will be prioritised for assessment above any other referrals that are made at the same time. However they will not jump the queue and be considered ahead of referrals that are already going through the assessment process, because this would be unfair to those children concerned, and potentially damaging to them.

Siblings

We do not prioritise referrals for children who have a sibling at the School, in any way.

How we allocate places

Placement Offer letters will be written and sent to LAs according to the order in which assessment processes are completed.

In the event that two or more consultations are competing for one single place, the place will be allocated according to whichever LA first confirms acceptance of the Placement Offer and funding for the fees.

3. ADMISSIONS / ASSESSMENT PROCESS

Our admissions process is explained below. We expect it to take 2-3 school weeks from when we receive a referral from the LA, to us being able to send a Placement Offer letter (or not); assuming there are no delays from the Parent / Carer, or from the SEN team. There is no fee payable for this assessment process.

Any complaint against the Maypole admissions process should be made in accord with the School's Complaints Procedure, which is available on the School website. Please note that any complaint about a decision made by the LA should be directed to the LA, not to the School.

Initial enquiry / discussion

We appreciate that Parents / Carers often want to find out about potential schools so they can tell the SEN team their preferences, and our Admissions manager will answer any and all questions about the school, if a Parent / Carer wishes to talk. If the SEN team agrees that we might be an appropriate school then they will normally contact the school, to discuss the potential placement.

Written referral / consultation

The SEN team will then send us a written consultation or application for a place, with the child's EHCP and any related papers, to ask if we can meet the child's needs and offer a place.

EHCP Assessment and SEN approval for full assessment process

The Admissions manager will assess the EHCP / papers to check that it would be appropriate to proceed with our full assessment process, and if an appropriate place is potentially available then we will seek the LA's approval for us to engage with the Parent(s) / Carer(s) and the potential pupil. Volume of consultations permitting, we aim to do this within 10 working days of receiving the LA's consultation.

Phone call with Admissions Manager

Once the SEN team's agreement has been received, the Admissions Manager will have a detailed phone discussion with the Parent / Carer. This is to explain what the school is like (if not already done) and to discuss the child's current situation, needs and difficulties.

Home visit by the Principal / Headteacher

The Principal and / or Headteacher will then visit the potential pupil and their Parent(s)/ Carer(s), at home, so that they can meet the potential pupil and so get a better feel for his / her needs and difficulties, and the sort of environment that would be needed.

Visit to the School

We would then invite the Parent(s) / Carer(s) and potential pupil to visit the school, to meet the staff team and to get a first impression of what the school is really like.

Taster mornings / days

We will then invite the potential pupil to attend one or more taster sessions / mornings, to see how he / she finds it, in the process enabling the staff team to assess whether / how we can meet the child's needs, and the staffing ratios that would be required.

Assessment process

Once the above process is complete then the Admissions manager will seek the views of the Parent / Carer / Child, and collate input from the EHCP analysis, the home visit and the taster day(s). He and the Headteacher will then conclude whether the School can meet the child's needs, if a suitable place is available, and whether a place can be offered.

Placement Offer to the LA

If a place can be offered, the Admissions manager will inform the Parent / Carer, and send a Placement Offer letter to the SEN Team. This will include full details of how the child's needs will be met, what staffing level and therapies we will provide, the cost of the potential placement, and any

other important terms. It will be explained to the Parent / Carer that the final decision will be made by the SEN Team, not by the school.

LA's Decision

The SEN Team will then decide whether to accept the Placement Offer (and its terms) and fund the placement, or not; and they will then inform the Parent / Carer, and the School.

Placement Contract

The School uses the National Association of Special Schools (NASS) contract, which we understand is the Contract that is used by the large majority of LAs. If an LA wishes to use their own Contract, that is different to the NASS contract, then we will be happy to evaluate this and to discuss with the LA, as appropriate.

The contractual terms for each pupil comprises of the standard NASS contract terms, plus whatever terms (such as the fees level) that are specified in the Placement Offer letter for each individual pupil. In the unlikely event that there is any conflict between the NASS terms and the terms stated in the Placement Offer letter, then the terms of the Placement Offer letter will apply.

Consent Forms

Once the LA has accepted a Placement offer then we will write to the Parent(s) / Carer(s) to confirm the starting arrangements, and to ask them to complete the required pupil information forms and consent forms.

Setting the Placement Start Date

Once we have received the fully completed forms, then a placement start date will be agreed with the SEN team, and the parent informed.

4. KEY STAGE TRANSFERS

When a pupil approaches a Key Stage transfer, a place at Maypole will be automatically reserved for the next Key Stage, unless an alternate plan has been decided by the LA, or unless we have stated that the School can no longer meet the pupil's needs. This decision will normally be made through the Annual Review process.

APPENDIX 1: ADMISSIONS PROCEDURE FLOW CHART

