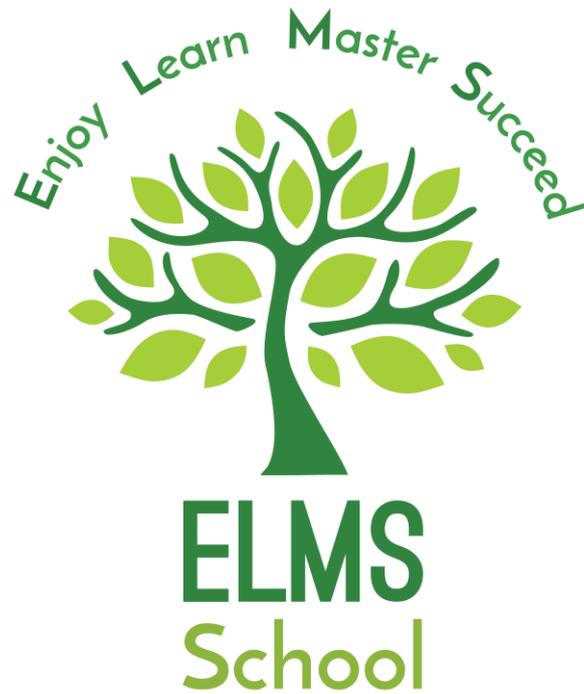


Elms School



Admissions Policy

Version: 1.01

Date Released: January 2017

Elms School is a day special school for pupils aged 6 to 16 years. All pupils have a statement of Special Educational needs. Most have complex behavioural, social, emotional and mental health difficulties and additional learning difficulties, such as ADHD, adolescent psychiatric problems, attachment disorder issues along with challenging behaviours.

The SEMH (Social Emotional and Mental Health) pupils have deep-seated and long-term emotional needs, but are functioning at a higher academic level.

A high percentage of pupils also have Autistic Spectrum Disorders.

Elms School has been recognised as 'outstanding in every aspect' following an OfSTED Inspection in April 2014. This is the third time in a row that Elms School has received the 'outstanding' status.

Many pupils travel from a wide area across Kent to attend Elms School

Admissions to the school are the responsibility of the LA in conjunction with the Headteacher acting on behalf of the governors.

All pupils will have a Statement of Special Educational Needs or an Education and Health Care Plan, although in exceptional cases, the statutory assessment process may be in process following the approval of the County Panel.

All pupils at this school will access a broad and balanced curriculum comprising of the National Curriculum, Vocational, Life and Social Skills courses.

All pupils at Elms School will have experienced some time in a mainstream setting. They may have attended several schools prior to admission and many pupils will have high levels of anxiety about starting at a new school. Some pupils will have been out of school for some time. We believe that a smooth transition is vital if a pupil is to be successful at Elms. Therefore, we encourage pupils to begin their transition to us on a part-time basis until they feel comfortable and happy to stay for whole days. This should be done in conjunction with parents' wishes and availability of transport, but in our experience a gradual transition is more likely to be successful than simply commencing full-time.

The school can negotiate a higher designated number with the Local Authority on an annual basis.

Admissions are carried out under the Local Authority admission criteria. See Appendix 1.

The process for admission and transition to Elms School is as follows:

1. The LA Area Office makes referrals to the school following recommendations by County panel.
2. The Headteacher considers whether the school is likely to be able to meet the needs of the pupil and whether there is space for the pupil in their year group.
3. If it is deemed that the school can probably meet needs, a senior member of staff from Elms will visit the pupil in their current setting or home if they are out of school.
4. The member of staff makes recommendations to the Headteacher who makes the decision regarding admission.
5. The Headteacher then contacts the LA who will advise parents/carers.
6. Parents/carers are advised to visit the school if they have not already done so. The Head of Welfare will meet with the parents/carers/pupil and discuss the transition plan.
7. The transition process begins with planned visits to the school, increasing to full-time attendance. The length of time taken for this will depend entirely upon how well the pupil is settling. Every effort is made to overcome problems associated with transport to and from school during this transition period.

APPENDIX 1

ADMISSION CRITERIA TO A SCHOOL FOR PUPILS WITH SOCIAL, EMOTIONAL, MENTAL HEALTH AND LEARNING DIFFICULTIES

The Parents decide they want non-mainstream education (i.e. place in a special school). The duty imposed on the LA by section 316 of the Education Act 1996 to educate the child in a mainstream school is lifted. Parents express a preference for a particular maintained special school to be named in their child's statement/EHC Plan. Schedule 27 of the Education Act 1996 requires the LA to comply with parental preference unless:

- The school is unsuitable to the child's age, ability, aptitude or special educational needs
- The placement would be incompatible with the efficient education of other children with whom the child would be educated
- The placement would be incompatible with the efficient use of resources.

In considering the parental request for placement within a maintained special school for pupils with SEMH and learning difficulties the Local Authority must have regard to the following admission criteria:

- The pupil will benefit from a placement at a school committed to reversing patterns of failure associated with school and learning. These patterns of failure manifest themselves in a combination of social, emotional, mental health and learning difficulties as described in their EHCP using the QCA behaviour scales.
- Pupils are likely to experience a combination of low self-esteem, together with a significant degree of social and emotional immaturity possibly associated with language delay and will display emotional vulnerability and/or disruptive behaviours.
- Their learning difficulties may be compounded by medical diagnoses such as Prader Willi, Tourette's, Fragile X or ASD.
- The young person will present with distractibility that inhibits the progress of the young person even with significant adult support and increasingly individualised curriculum.
- Unpredictably and intensity of the pattern of behaviours which significantly disrupt the learning of peers.
- Behaviour which is bizarre and/or self-injurious and/or endangers others and leads to a significant level of rejection by peers increasing the social isolation of the young person.
- Significant unhappiness, stress and/or disaffection over a sustained period often accompanied by prolonged periods of absence associated with an increasing awareness by the young person of their situation which has led to a negative attitude towards education.
- The pupil may also present with a diagnosis of Autistic Spectrum Disorder.
- Students will require an intensive multi-agency approach and appropriate out of hours support.

Pupils in the Secondary phase will have general learning difficulties in most curriculum areas. Pupils in the Primary phase will have a range of abilities, with some pupils transferring to one of the two county BESD Secondary provisions at the end of KS2.

Informed by psychologist assessment and/or pupil tracking pupils' projected attainment should be:

Need	Attainment	End of KS2	End of KS3	End of KS4
SEMH and Learning	Below normal/well below normal	Year 1 – 2 objectives	Year 2 – 5 objectives	CoEA – 1+GCSE/Level 1 FS
SEMH	average	Year 4 – 6 objectives	Provision at a BESD school	Provision at a BESD school

If appropriate, pupils will be given the opportunity to access mainstream inclusion with the percentage of inclusion being determined by the pupil's individual level of functioning: social and academic. The amount of inclusion may well begin at a low level and for some pupils this may remain appropriate.

Pupils will live wherever possible within the local community which may cover more than one district, close enough to comply with County guidelines on journey time and close enough to enable the school to support them in their locality whenever possible.

APPROVAL & ADOPTION

This policy was formally approved and adopted at a Full Governing Body Meeting held on:

Signed: _____

Signed: _____

UPDATE SCHEDULE

Version	Date	Reason for Update
1.00	28/11/12	First version of Policy
1.01	19/11/14	Review and Amendments
2.0	14.12.16	Review and Amendments