



Equality, Community, Growth

**Active Wellbeing**

INDEPENDENT PRIMARY SCHOOL

Active Wellbeing – Admissions policy

# Admissions Policy

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Policy Document	Admissions policy
Publication Date	September 2024
Review Date	September 2025
Headteacher	Jo Anderson



## Active Wellbeing – Admissions policy

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This policy is written so it complies with the Independent School Standards and guidance from the Department for Education.



## Active Wellbeing – Admissions policy

### 1. Aims

This policy aims to:

- Explain how to apply for a place at the school
- Set out the school's arrangements for allocating places to the pupils who apply
- Explain how to appeal against a decision not to offer your child a place

### 2. Legislation and statutory requirements

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code 2021](#)
- [School Admission Appeals Code](#)

The school is required to comply with these codes, and with the law relating to admissions as set out in the [School Standards and Framework Act 1998](#).

This policy complies with our funding agreement and articles of association.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

At the School we are registered to educate children from the age of 4 to 11 covering EYFS and Key Stages 1-2. No child is refused entry on the grounds of race, ethnicity, gender, religion or sexual orientation.

### 3. Definitions

The normal admissions round is the period during which parents can apply for state-funded school places at the school's normal point of entry, using the common application form provided by their home local authority.

Looked after children are children who, at the time of making an application to a school, are:

- In the care of a local authority, or
- Being provided with accommodation by a local authority in exercise of its social services functions

Previously looked after children are children who were looked after, but ceased to be so because they:

- Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002, or
- Became subject to a child arrangements order, or
- Became subject to a special guardianship order

A child reaches compulsory school age on the prescribed day following his or her fifth birthday (or on his or her fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August.

### 4. Referrals to Active Wellbeing School

#### 4.1 Referrals

The referral of a student to Active Wellbeing School will normally be handled by the Local Authority responsible for your child.



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Professionals, schools, parents and carers are all welcome to make informal enquiries to the school. However, Active Wellbeing School works in partnership with the Local Authorities and it is they that will ultimately handle the referral.

Active Wellbeing School provides education for students who have:

- Communication and Interactions difficulties
- Mild and severe Special Educational Needs
- Behavioural, Emotional and Social Difficulties
- Autism
- Cognition and Learning difficulties

### **4.2 Planned Admissions**

A referral process is in place, enabling comprehensive relevant background information and identified needs, to be gained from the prospective placing authority.

An initial judgment is made at this point, based on our ability to successfully support the educational needs of this student.

A visit is made to the prospective student, usually by the SENDCo or Headteacher to identify the suitability of Active Wellbeing School for the student and their likely motivators to engage with us.

We would hope that the placing authority representative either and parents (if applicable) would visit Active Wellbeing School following an initial referral. This allows them the opportunity to be fully conversant with the services available.

Following this point, a decision is made about whether to accept the placement and if agreed, a transition plan is formulated alongside the placing authority, student, family (if applicable) and current educational placement.

The full investigatory and information gathering process commences.

## **5. Transitions**

Each transition is planned specifically around the needs of the student.

All staff working at Active Wellbeing School understand the practical difficulties and the various emotions faced by students when moving to a new school.

In order to best support the student at this difficult time staff from Active Wellbeing School work closely with all parents/carers/professionals to implement specific support measures in all cases. These may be added to where necessary and as agreed.

The full background history of the student is carefully researched by reading the case files held by Social Services, any medical files held by CAMHS and undertaking meetings with the student, parents and significant people (past and present) in the student's life.

The student will also have the opportunity to visit the school to have a look around.

### **5.1 Requirements from placing authorities prior to admission**

Prior to any student being placed within Active Wellbeing School, we request that as much information as possible is given in advance of the placement to enable staff to plan for the student's admission.

For all young people who are subject to an EHC Plan, Active Wellbeing School will require a copy of their EHC Plan and latest review minutes.

It is found to be helpful to also have copies of previous professional assessments completed for the student.



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In addition to all the above, Active Wellbeing School has its own internal referral and consent forms to be completed by the person with Parental Responsibility. These must be in place prior to the placement commencing.

## **6. Allocation of places**

### **6.1 Criteria for Allocation of Places**

The school considers the following criteria when deciding to allocate a place at Active Wellbeing School.

1. Does Active Wellbeing School have places available.
2. Is Active Wellbeing School able to meet the specific needs of the student being referred.
3. Does Active Wellbeing School have space in a suitable class group (matching needs).

### **6.2 Refusal of Admission**

The Head Teacher reserves the right to refuse admission in the following cases:

1. The school is fully subscribed and admitting further students would be incompatible with the provision of efficient education or the efficient use of resources.
2. Where the admission of a student would compromise the Health and Safety of students and/or staff within the school, or, would seriously compromise or disrupt the education of students already within the school

## **9. Monitoring arrangements**

This policy will be reviewed and approved by the Headteacher and Proprietor every year.

Whenever changes to admission arrangements are proposed (except where the change is an increase to the agreed admission number), the proprietor board will publicly consult on these changes. If nothing changes, it will publicly consult on the school's admission arrangements at least once every 7 years.