



Admissions Policy

Introduction:

Active Inclusion is a company that offers education to many children and young people who are, for all kinds of reasons, unable to attend ordinary mainstream schools.

As an organisation we strive to be recognised and respected as a leading provider of specialist education for children and young people with a wide range of special needs.

In order for us to achieve this we will:

Try to be helpful, flexible and creative in the way we work.

Do all we can to make sure that every child and young person we work with is kept safe from abuse, bullying, ridicule and humiliation. And we will encourage anyone who feels they are being abused or bullied to tell us so that we can put a stop this occurring.

Welcome everyone in our school, projects and offices. We believe that diversity of race, culture, gender, belief, sexual orientation and the variety of views, experiences, ideas and skills among pupils, staff and parents that these differences can bring is a strength to be celebrated.

Offer diverse opportunities to learning and try to inspire and support each child and young person through a creative process which helps them to change and develop into happy and fulfilled adults.

The criteria for admission to be formally taken onto our school roll is:

At present Active Inclusion can only accept onto its school roll male pupils of statutory school age in Key Stages 3 and 4.

Female pupils and those from other Key Stage groups may attend the provision as a guest from another school that hold responsibility for that pupil.

Many pupils referred will have Special Educational Needs (which in most cases will be formalised with a Statement of SEN); however this does not act as a prerequisite for admission. In most cases the presenting reason for referral will be Behavioural, Emotional and Social Difficulties although the young people referred are likely to present with a range of other difficulties such as speech and language difficulties, mild dyslexia, dyspraxia, ADHD, ADD and Aspergers Syndrome. Some of the young people referred will, in addition, be awaiting court hearings or be on bail conditions and some will be young offenders on supervision orders.

Active Inclusion also specialises in working with pupils for whom there is no reasonable prospect of reintegration into mainstream school or services, or for whom a measured reintegration back into a mainstream school, special school or other provision is felt to be beneficial to their needs.

Information

We seek to gain as much information as possible about every pupil referred to us in order that we can make informed choices about the appropriateness of the referral and what will be required in order to meet their needs and help them with their education. Documentation with each new referral should include:

- Pupil details such as their full name, address and so forth
- Contact details of all persons holding parental responsibility
- Contact details of a 'secondary carer' with whom the pupil may be left with in case the primary carer is not available.
- Contact details of all parties involved with the pupil
- The pupil's educational history including SAT results where they are available
- Statement of Special Educational Needs (where applicable).
- For Looked After Pupils – their PEP and any relevant supporting information from agencies involved with the pupil.

Following Referral

From receipt of the referral, the school will process the documentation, discuss with the referrer any further details required, meet with the pupil and parents/carers for an initial visit (usually at the home address) and agree a start date that will not be later than ten term-time working days from referral. Responsibility for this process is undertaken by the Managing Director or a member of the team with this responsibility delegated to them who will read the documents, summarise key issues such as behaviour, social interactions and learning needs and then share the information with the appropriate members of staff.

Initial Visits

A delegated member of staff will meet with Parents/Carers as quickly as possible and undertake an Initial Visit to determine further background information, pupil and family needs and an evaluator Risk Assessment. This usually takes place in the home allowing the opportunity for parents/carers to discuss the needs of their child in an informal, although structured way. During the meeting, the pupil's additional needs are assessed, their educational and social background can be discussed and the factors which may have caused their disaffection or disengagement from education can be raised. Importantly, we also use this meeting as an opportunity for parents/carers and the young person, themselves, to share what they see as particular interests and strengths. This information provides essential details for Risk Assessment.

Discussion includes:

- Pupil expectations
- Parent/Carer expectations
- School expectations – code of conduct
- School/home links once placement has begun
- Statement of Special Educational Needs and how the school proposes to meet it
- School timetable
- Curriculum and activities
- Work experience
- Additional pastoral support

The member of staff undertaking the initial visit also shares with Parents/Carers a range of information and documents and ensures they are aware of other documents that are available for them to see, should they so wish.

Documents shared include:

- School Prospectus
- Emergency Contact Information Form
- Educational Visits policy, permission slips for excursions and photographs to be taken of pupils
- Data Protection Policy
- Complaints Policy and form
- How to access information online

The Needs/Risk Assessment and Plan for Admission

Following the initial meeting the member of staff who conducted the Initial Visit will write a Needs Evaluation and Risk Assessment and will then share this information with all relevant members of staff, where the referral and plan for admission will be discussed. The discussion will focus on deciding whether the referral is appropriate and whether the young person will be able to become a fully integrated member of the school.

Once the decision to admit is taken the plan for admission will be agreed. This will include such matters as ensuring plans for transport are in place, making arrangements for assessment following admission, writing an Individual Education Plans (IEP) and Individual Behaviour Plan (IBP) and all other relevant planning tools, all of which will be completed within 15 term-time days following admission.

Induction

Pupils are inducted on arrival at school. We want pupils to feel comfortable and relaxed when they arrive so a great deal of care is taken to ensure they are informed about all we do and that they know what to do if there is anything they do not understand or are unsure of.

As well as introducing them to the team who will be teaching them and the other pupils the pupils Keyworker will ensure they know what to do in the event of a fire and other health and safety matters as well as the opportunities will be available to them. In addition, the Keyworker will explain once again our expectations about their behaviour (and the consequences of misbehaviour) and the respect we expect them to show others as well as reassuring them that we will seek to treat them as an adult and with respect too.

Finally...

We make clear to all pupils on arrival that we want them to feel happy and settled with us and we will do all we can to help them achieve and gain accreditation and the qualifications that will assist them later to go on to college or to gain the employment they want.

Disability Equality Scheme

In reviewing this policy we have taken into account consideration of any potential implications of the Disability Equality Scheme.

Policy Review Date: 24/1/2013