



# ADMISSIONS POLICY

This policy should be read in conjunction with the equivalent Surecare Residential policy

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| Created                    | September 2013 |
| Last review                | July 2017      |
| This review Date           | July 2018      |
| Date approved by Governors | August 2018    |

**At the heart of all our policies at White Trees Independent School  
are the following principles:**

1. Everyone in our school can learn and achieve.
2. Everyone in our school has the potential to be successful
3. We build quality relationships with one another and everyone we work with
4. The success of our school is based on high expectations, mutual trust and respect, caring for each other and taking responsibility.
5. Our vision is to provide our students with the confidence, skills, and ambition to take the next steps towards a successful and productive life so they can contribute positively in society.

All pupils will be of statutory school age in Key Stages 3 and 4. Some pupils referred will have Special Educational Needs and Disability (which in most cases will be formalised with a Statement of SEND or EHC Plan). Although the presenting reasons for referral will be identified as SEMH needs, the young people referred are likely to present with a range of other difficulties.

We accept referrals from Local Authorities and parents are welcome to visit the school however, the school cannot proceed to the admissions stage without Local Authority support.

Here at White Trees we firmly believe in making sure the school is right for the individual, and in relation to this we will be honest in all our communications with parents and the Local Authority.

Our intake is not restricted to September and the school will take referrals, and organise admissions assessments at any point in an academic year

### Admissions procedure

We will provide parents/carers with information regarding our assessment and admission process on enquiry. We encourage parents to engage in a dialogue with their Local Authority and to make a joint application.

Once a referral has been sent by a Local Authority and received by the Governing Body it will be considered, and if the school is suitable for the student we will invite parents/carers to an admissions interview. However, if suitability is unclear from the referral paperwork we will allocate a designated member of staff who will arrange to observe the student in either their current school or in the home setting. Following this the parents/carers and the student will be invited in for a tour of the school and a discussion about the provision.

Following this meeting, in most cases the governing body will be able to make a decision. At White Trees we acknowledge that parents have often been through lengthy processes in the past and in recognition of this, the school will aim to advise parents/carers of the outcome as quickly as possible. In a small number of cases however, it may be more appropriate to delay a decision in order to obtain more information and conduct school or home visits.

If White Trees Independent School is able to meet the student's special educational needs, an offer of a place and a start date will be sent to the Local Authority and parent/carer. The proposed fee will be suggested to the Local Authority and when they confirm that the offer of a place is accepted; White Trees will send contracts to them.

### The Pre – placement process

The pre-placement process will typically consist of a member of the school team meeting with parents/carers and or previous school to obtain up to date information, including but not exclusive to the following areas:

- Previous placement
- Behaviour
- Academic ability
- Religious and cultural needs
- Parents' and students aspirations for the future / what they want the school to do
- Current multi-agency involvement
- Family organisation.

In the first part of the admissions interview the student will have the opportunity to talk about themselves and their experiences of school. The student will then be accompanied by an experienced member of the staff team to tour the school. This will allow us to assess how the student responds to the physical and social environment. However, this element of the process will be adjusted according to the individual student. So, for example, if it is thought that it would be too stressful for the student to visit the school then we would arrange to observe them in their own current setting on a different occasion. It is essential for parents and students to feel that this first point of contact with the school is positive and successful and therefore White Trees Independent School will be flexible and respond to differing needs where required.

The Headteacher will meet with the student's mainstream school/current setting and possibly a Local Authority representative to gather information which will include-

- Whether the student is looked after, and if so the name of the contact person and key personnel in the placing authority
- Statement of Educational Needs/Record of Need
- Current care, health, educational plans or relevant personal needs if available
- Details of any matter which makes the student vulnerable or a danger to others
- Attendance certificates
- Details of any fixed term exclusions
- End of Key Stage Teacher Assessments and evidence of all NC levels

Transition plans will be made with the Local Authority, the current school placement and the parent/carer. At White Trees we understand that transitions are often difficult for children and it is essential to consider mechanisms/strategies that may make the process easier for each student.



Students may be invited in for one or more transition visits which will be planned with parents / carers and will be bespoke to meet individual needs. The school will send out an admissions pack which will include information about the school for both parents and students. Prior to admission the Inclusion Leader will ensure that all relevant information has been collected.

A baseline assessment will commence as soon as a student starts school. The length of time required to complete this assessment will vary, but it is usually completed within two months. Parental information, teacher observation and assessments carried out by appropriate professionals will contribute to this process. Individual Educational Plans will then be drawn up and discussed with parents prior to implementation. The Individual Educational Plan is a dynamic document which will be updated at least once every term to reflect the student's progress.

Our framework for this policy has been guided by  
Schools Standards and Framework Act 1998