

Reviewed Annually – Latest Review Date: **October 2018**

Policy written for	<i>St Mary's School and 6<sup>th</sup> Form College</i>
Lead Member of staff	Title: Admissions and Assessment Co-ordinator
Rationale	The purpose of this policy is to clearly outline the policy and procedures for the admission of pupils to St Mary's, from both the perspective of the School, Parents and of the Local Authority.
Introduction	<p>St Mary's is a Department for Education registered and approved Non-Maintained Special School run by a not for profit children's charity, The Talking Trust. The Department for Education has approved St Mary's to admit pupils with:</p> <ul style="list-style-type: none"> <li>• pupils with speech, language and social communication difficulties (autistic spectrum disorders) within the moderate learning difficulties range; and</li> <li>• pupils with physical difficulties and / or complex medical conditions within the moderate difficulties range</li> </ul>
The Aim of this policy	<ul style="list-style-type: none"> <li>• To ensure compliance with the school's charitable purposes</li> <li>• To identify and admit those pupils who will benefit from a St Mary's education and who will contribute to and benefit from the ethos and activities of the St Mary's community. Only pupils (aged between 7 and 19 years) who have met the admissions criteria will be admitted (see DfE registration above)</li> </ul>
The Objective of this policy	<ul style="list-style-type: none"> <li>• St Mary's believes in equal opportunities but strives to ensure the appropriate placement of pupils</li> <li>• consider a pupil if they fall within the School's approved range of Special Educational Needs</li> <li>• consider whether St Mary's feels able to meet the needs as described</li> <li>• consider if the pupil is likely to benefit from attending St Mary's</li> </ul> <p>Race, gender, colour, religious or political persuasion will not be used as admission criteria.</p>
Procedures and Practices	<ul style="list-style-type: none"> <li>• The pupil's Local Authority or the pupil's parents may refer the pupil to St Mary's</li> <li>• The referral may be made by telephone or may involve St Mary's receiving relevant paperwork about the pupil describing their needs. This may be preceded by an informal visit if it is a parental referral.</li> <li>• For a pupil to be admitted to St Mary's, they must go through the assessment process to determine whether or not St Mary's can meet their needs</li> <li>• This process begins with parents/local authorities providing the Trust with as much relevant documentation as possible outlining the pupil's needs. Primarily this documentation should include a statement, medical, therapy and school reports</li> <li>• This documentation is reviewed by the Admissions and Assessment Co-ordinator, who may refer also to the Head Teacher and the</li> </ul>

	<p>Senior Leadership Team and a decision will be made as to whether an assessment is to be offered</p> <ul style="list-style-type: none"> <li>• Assessments at St Mary's take place over a three day period. There is a cost for the assessment</li> <li>• The St Mary's Trust Admissions and Assessment Co-ordinator takes responsibility for organising the assessment and communicating information with parents</li> <li>• A decision is made as to which class and residential area is appropriate for the pupil and they will follow the timetable of this class for the duration of the assessment. The pupil will also attend Speech and Language Therapy, Occupational Therapy and Physiotherapy assessments. There will also be a psychological assessment should this be necessary</li> <li>• It is the Admissions and Assessment Co-ordinator's responsibility to manage the pupil's assessment period and to ensure they are appropriately supported in all areas</li> <li>• At the end of the assessment, all staff involved in the process (education, therapy and care) report to the Admissions Co-ordinator and potentially they may involve the Head Teacher and Senior Leadership Team where a decision is made as to whether the pupil can be offered a place</li> <li>• This decision is then fed back to parents. A full report will then follow detailing the pupil's performance and will include all education, therapy and care assessment information</li> </ul>
Persons with particular responsibilities	Admissions and Assessment Co-ordinator Children and Family Support Worker
Monitoring and Evaluation	<ul style="list-style-type: none"> <li>• The Admissions and Assessment Co-ordinator feeds back to parents at the end of the assessment</li> <li>• This involves communicating the findings of the assessment verbally and giving information about the assessment</li> <li>• A comprehensive multi-disciplinary report follows on five to six weeks later</li> <li>• The Local Authority is informed of the outcome of the assessment if they were the referring body or if the parents wish it in the case of a parental referral</li> <li>• If, as a result of the assessment, the team decides that the needs of the pupil can be met at St Mary's then a place is offered, subject to funding</li> <li>• The placement is not confirmed until the funding arrangements are in place</li> </ul>
Relevant statutory guidance, circulars, legislation and other sources of information	Useful links:  Ofsted: <a href="http://www.ofsted.gov.uk">http://www.ofsted.gov.uk</a> DfE: <a href="http://www.education.gov.uk">http://www.education.gov.uk</a>
Definitions	

Copies of this policy may be obtained from	<ul style="list-style-type: none"> <li>• The St Mary's website <a href="http://www.stmarysbexhill.org">www.stmarysbexhill.org</a></li> <li>• The Talking Trust website <a href="http://www.thetalkingtrust.org">www.thetalkingtrust.org</a> (from 2013/14)</li> <li>• It is available as a hard copy on request from Reception/staffroom</li> <li>• School networks</li> </ul>												
Participants and consultees in the formulation of this policy were	<table border="1"> <tr> <td data-bbox="435 465 1273 506"><i>Senior Management</i></td> <td data-bbox="1281 465 1437 506">✓</td> </tr> <tr> <td data-bbox="435 510 1273 551"><i>Staff</i></td> <td data-bbox="1281 510 1437 551"></td> </tr> <tr> <td data-bbox="435 555 1273 595"><i>Parents</i></td> <td data-bbox="1281 555 1437 595"></td> </tr> <tr> <td data-bbox="435 600 1273 640"><i>Other Stakeholders</i></td> <td data-bbox="1281 600 1437 640"></td> </tr> <tr> <td data-bbox="435 645 1273 685"><i>Trustees</i></td> <td data-bbox="1281 645 1437 685">✓</td> </tr> <tr> <td data-bbox="435 689 1273 696"><i>N/A</i></td> <td data-bbox="1281 689 1437 696"></td> </tr> </table>	<i>Senior Management</i>	✓	<i>Staff</i>		<i>Parents</i>		<i>Other Stakeholders</i>		<i>Trustees</i>	✓	<i>N/A</i>	
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<i>N/A</i>													
Other Participants and Stakeholders	Head Teacher, Senior Leadership Team, Education Teams, Therapy Teams, Care Teams, Wellbeing Team, Child and Family Support Worker.												

**Appendices/Standard Operating Procedures (SOPs)**

Appendix 1 – Flow chart of Referral and Assessment Procedure

## APPENDIX 1 – Referral and Assessment Procedure

