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| **OAKMONT Education**  **Policy**    ADMISSIONS | | |
| Ratification | | |
| **Issue Status** | | Ratified |
| **Source of ratification** | |  |
| **Ratification Date** | | 17/04/2023 |
| **Signature** | | K Price |

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| **Date Effective** | 17/04/2023 |
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| Introduction |
| The purpose of this policy is to provide information in relation to the admission of children to Oakmont School.  Oakmont School is an independent day school registered with the Welsh Assembly Government to educate pupils with Additional Learning Needs (ALN) and/or Behavioural, Emotional and Social Difficulties (BESD). |

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| Admission criteria |
| We accept children from 9-18 years old.  A full assessment of the child's needs will be conducted before admission to determine whether the school can meet their educational and support requirements.  Children people will have an Individual Development Plan (IDP).  Children have a need for a Alternative Learning Provision (ALP).  Children cannot be catered for within their local authority. |

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| Procedure |
| **Admission Procedure**  Referrals are accepted from Local Education Authorities, Social Services, or through relevant frameworks. Required documents include:   * Current IDP * Up-to-date assessments (psychological, educational, clinical) * Behaviour management plans and any relevant reports from professionals such as educational psychologists, speech and language therapists, and occupational therapists.   **Document Review and Initial Assessment:**   * Conducted by the Headteacher within 48 hours of receipt to determine the alignment of the school's capabilities with the pupil's needs. * Key findings are summarised, highlighting any significant concerns or areas needing clarification.   **School-Wide Impact Assessment:**   * Conducted by the Headteacher to understand the potential effects of the new pupil on the overall school environment. * Factors considered include compatibility with the existing cohort, potential challenges or enhancements to the school culture, and resources needed to support the new pupil.   **Classroom Impact Assessment:**   * Conducted by the prospective teacher to evaluate the specific impact within the designated classroom setting. * Focuses on academic, behavioural, and social dynamics that might be influenced by the new pupil. .   **Documentation and Review:**  All findings and decisions from the impact assessments are documented comprehensively.  Includes strategies for integration and any specific accommodations or adjustments needed.  **Face-to-Face Assessment (Conditional):**   * Scheduled if the document review indicates a potential fit. * Aimed at gaining a deeper understanding of the pupil’s abilities and needs.   **Taster Visit:**  Provides the pupil an opportunity to engage with peers and teachers, assessing the fit between the student's needs and the school's offerings.  **Provider Assessment:**   * Conducted within the first four weeks of attendance to evaluate the school's ability to meet the pupil's needs and make necessary adjustments.   **Integration and Transition:**   * Includes a "Reflection Period" of three months where the student attends school part-time to assess suitability. * A detailed transition plan is developed, incorporating input from the pupil and family to ensure a smooth integration. |

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| Transition |
| If the parents or carers wish to proceed with admission, we will explain the Reflection Period. This is a three-month period during which the pupil attends Oakmont School, with a transition period that may be part-time. During this period, all parties can assess suitability. The number of sessions attended will be agreed upon based on whether the pupil has been in school before or received home tuition. Hours will gradually increase at a rate that the pupil can manage successfully, which will be pupil-led. The Reflection Period may also include review meetings for the school, parents or carers, and the pupil. If everyone is in agreement with this process, the parents or carers will be asked to complete a Pupil Information Form, and all parties will read, agree and sign a Home/School/Pupil Agreement.  The transition process may include the following:   * We will provide information on the class for the child, including our expectations for their behaviour and performance and what they can expect from our staff. * We will provide information for the child’s parents on our school, including our complaints procedure, so they can have peace of mind and feel involved in the process. * Where applicable, we will seek input from the child to ensure they are comfortable with the transition and that their needs are being addressed.   At this stage, parents/carers will also receive a copy of key information from the school regarding the following:   * Daily Routines * Uniform * Absence Routines * Behaviour Policy * Positive Handling Policy   All paperwork must be completed to confirm a place and set the start date for the Reflection Period. |

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| Admission |
| Upon joining our school, we will provide an admissions pack to each child that will contain important information such as policies, photographs of the school and consent forms that need to be signed by parents/carers/those with parental responsibility.  To ensure that each child/young person receives the best possible support, they will be assigned a dedicated 'Class teacher' and provided with a draft timetable. We will also update our admissions register to include the new pupil and book their person-centred review based on their most recent review date. |

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| What children can expect from the school |
| * Experienced and dedicated teachers passionate about education and committed to helping pupils achieve their full potential. * A curriculum designed to meet each pupil's needs and challenge them to learn and grow in all areas. * Opportunities for extracurricular activities, such as sports, music, art, and drama, to help pupils develop their interests and skills outside of the classroom. * A focus on social and emotional learning, which teaches children important skills such as empathy, communication, and problem-solving. * A safe and inclusive environment where students are valued for their unique strengths and differences and where they can feel comfortable being themselves.   We believe children/young people have the right to:   * Be treated fairly and with respect. * Be physically and emotionally cared for * Make mistakes and expect new opportunities. * Have their views encouraged and considered. * Expect choices whenever they are available. * The right to develop physically, mentally, and socially to their fullest potential. |

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| Expectations from parents/carers |
| We expect from Parents and Carers:   * To maintain regular communication with the school staff. This includes responding to emails and providing updates about your child's progress and well-being. * Whenever possible, you attend meetings about the child's life. * Support their child's learning by encouraging them to attend school regularly, complete homework assignments, and participate in extracurricular activities. * To work in partnership with the school to promote their child's academic, social, and emotional growth. This may involve volunteering, participating in school events, or providing feedback on school policies and procedures. * To take responsibility for their child's behaviour and actions and work with the school to address any concerns or issues.   Respect the school's policies and procedures and treat all staff members with respect and professionalism |

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| Expectations from Placing Authorities |
| What we expect from Placing Authorities:  • That the relevant professionals attend all ‘Looked After Reviews’.  • That all plans of care and education are reviewed regularly.  • When a child's needs change, resulting in extra support, all relevant professionals agree to an 'emergency' review as soon as possible.  • Regular contact is maintained between the school and the social worker/LEA representative so that we are all working together in the child's best interest.  • That transition plans for the child starting and leaving the school are discussed and agreed upon within a timescale which meets the child's needs. |

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| Funding arrangements |
| Before any child starts at Oakmont School, the following documentation is expected to be made available to the school from the parents/carers or Local Authority:  • An up-to-date (within the last 18 months) psychological/educational/clinical assessment report  • A copy of the child’s Statement (where relevant) and notes of the last statement review  • Previous school reports  A child can only attend school once these documents have been received. Where parents are not funding the placement themselves, the agreement will need to be sought from the relevant Local Education Authority to support funding. This is generally a result of the annual review process. Once all documents have been received, a child's start date will be confirmed with parents. A start date depends on arrangements for fees, which will either be covered by a Local Education Authority or by parents themselves.  Oakmont School will only accept a child from another independent school if the desired notice has been given at that school and all financial obligations have been fulfilled.  Children may be admitted to Oakmont School anytime during the academic year. However, for practical information gathering, applications, regardless of when they are made, can only be considered during term time rather than during school holidays.  We have a waiting list, and when a place becomes available, priority will be given to the following:  • A child whose current placement (elsewhere) has broken down  • The age and learning needs of the pupil  • A suitable peer group  Funding arrangements can vary depending on the pupil's circumstances and their family. If a pupil has an Individual Development Plan (IDP) or an Education Health and Care Plan, the Local Education Authority may provide funding for their placement at the school. Parents or carers may sometimes need to apply for funding themselves.  It is important to note that Oakmont School cannot provide boarding facilities or transport for pupils. Therefore, parents or carers are responsible for ensuring that their child is transported to and from school safely and on time.  We understand that choosing the right school for a child with Additional Learning Needs (ALN) and/or Behavioural, Emotional and social difficulties (SEBD) can be daunting, and we are here to help. If you have any questions about the admission process or our provision, please do not hesitate to contact us. We look forward to welcoming you to Oakmont School. |

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| Links with other policies |
| Equality, diversity and inclusion  ALN  Community values |

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| Monitoring |
| The following criteria will be used to assess the effectiveness of the admissions policy:   * The number of applications received and accepted each year. * The demographic profile of the incoming admissions * Feedback from parents and pupils on the admissions process * Any changes in educational landscape or laws governing admissions policies.   The SLT will be responsible for conducting the annual review of the admissions policy. |