

## OPTIONS TRENT ACRES SCHOOL

### ADMISSIONS POLICY

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#### 1.0 BACKGROUND

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This policy is written in accordance with and complies with Part 3, paragraph 15 of The Education (Independent School Standards Compliance Record) (England) (Amendment) Regulations.

The policy is made available to parents/guardians, carers, staff and pupils upon request from the School Administrator.

**Implementation:** It is the responsibility of the Head Teacher to ensure that staff members are aware of and understand this policy and any subsequent revisions.

#### 2.0 INTRODUCTION

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Options Trent Acres School is an Ofsted registered school offering specialist education and therapeutic support to boys and girls aged 8-18 with complex needs.

No child is refused admission on the grounds of race, ethnicity, gender, religion or sexual orientation. Options Trent Acres School offers a broad and balanced curriculum, comprising of core subjects and wide vocational opportunities.

#### 3.0 TRENT ACRES SCHOOL

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Options Trent Acres School is an independent day school for for pupils aged 8-18 who have complex needs. A high number of our pupils have experienced disruption to previous education and some have not attended school for a considerable amount of time prior to joining the school. A considerable number of our pupils have encountered adverse childhood experiences and trauma. This impacts on their ability for form relationships and engage in routine and structure.

Options Trent Acres School believes in the development of the 'holistic child'. Pupils also have access to a full education to a range of community based opportunities to develop them spiritually, morally, socially and culturally, whilst also promoting respect and tolerance and preparing them for life in Modern Britain.

We expect all pupils on roll to attend every day, during term time, as long as they are fit and healthy enough to do so. We recognise that the most important factor in promoting good attendance is development of positive attitudes towards school. To this end, we strive to make our school a happy and rewarding experience for all children.

### **Our Core Values**

Our Core Values at Options Trent Acres School are underpinned by the Fundamental British Values of Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance. These core values are threaded through everything that we do, they are considered when planning activities and form a key part of our school and wider community.

- Everyone should be listened to (Democracy)
- Keep everyone safe by following the rules and making the right choices (Rule of Law)
- Be proud of who you are (Individual Liberty)
- Value each other and your surroundings (Mutual Respect)
- Be patient, kind and understanding to everyone (Tolerance)

### **4.0 ADMISSIONS CRITERIA**

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The children and young people who join Options Trent Acres School present with Complex Needs and may experience a range of difficulties from mild to severe in some or all of the following areas:

- cognitive
- learning
- language
- medical
- emotional
- mental health
- physical and sensory
- behavioural difficulties.

Many of the children will meet the diagnostic criteria for one or more psychiatric disorders; these may include:

- Autism
- Mental and Behaviour disorders such as ADHD, Tourette Syndrome, OCD, Attachment, Psychosis
- Medical or Genetic disorders such as Epilepsy
- Functional Problems and disorders such as Dysphagia, Enuresis
- Trauma related conditions, or impact of early childhood trauma

Some of the children and young people may have received a formal diagnosis such as Autism, for others, their presenting features do not meet the ICD-10 or DSM-V criteria for a formal diagnosis however there may be significant concerns about developmental delay, particularly in areas such as language development, emotional regulation, play and sociability.

Unfortunately for some of the children placed their lives have also been additionally traumatised through experiences of abuse and neglect, separation and loss, and or unhelpful family relationships and dynamics. The living and learning environment at Options Trent Acres School recognises that children with complex needs require individualised, child centred, flexible, and responsive, intervention and educational programmes within a highly structured low arousal environment.

### **5.0 ADMISSIONS PROCESS**

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As much information as possible will be sought at the point of referral to inform assessment as to whether the referral is appropriate and as to whether the school is able to meet the needs of the young person.

This is a multi-disciplinary process involving both educational, clinical and residential professionals where applicable.

Our multi-disciplinary pre admission assessment process provides an initial understanding which is used to create the initial documents to support the child/young person in placement. Throughout placement further assessments are undertaken to gain an understanding of a child/young person's developmental, communication, sensory, behavioural, environmental, physical, educational and mental health needs. This understanding then forms the basis for each child/young person's individual clinical plans which will include a formulation of the child, intervention strategies and identified team needs.

Recognising the developing and changing needs of the children and young people the Clinicians and all teaching staff working with the child will continuously assess the intervention plans in place ensuring they continue to support the achievement of desired outcomes.

Our Admissions Manager will liaise with both parents, school and any professionals to arrange on-site visits, tours and taster days.

Information sought should include:

- young person's name;
- age and date of birth;
- ethnic background, cultural needs, religious needs/persuasion;
- health needs & history;
- medical and clinical history including any diagnosed conditions or presenting factors and associated needs arising from any conditions
- educational history, needs, current provision, support received & required including whether there is a statement of special educational needs proposed educational plan;
- risk issues, level of supervision required, establish if any history of self-harm, history of volatile and aggressive behaviour, child protection issues, risks presented by third parties;
- expectations and requirements sought by the placing authority to meet the young person's needs;
- the name, address and telephone number of the young person's case accountable social worker (if applicable);
- the young person's legal status;
- the young person's and their family's social history;
- any special issues e.g., restriction of contact, child protection etc.

Once placement is agreed, the school will work closely with parents and carers to establish an appropriate route into school. Some children may be able to readily access a full time timetable, other pupils may require a transitional plan. Transitional plans are agreed with all stakeholders and are reviewed regularly.

## 6.0 THE ADMISSIONS REGISTER

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The young person's details need to be entered into the School admissions register and accompanying information filed. The young person will be shown around the school and introduced to the staff and other young people. An individual timetable will be discussed, taking into account the specific needs of the young person. Initial assessments will be carried out within the first four weeks from admission and a copy of the results will be discussed at an initial review meeting with the placing authority and parents/carers and team involved in the education and residential settings.

This gives particular information about pupils who are currently registered as attending our school. The register will comprise information that is compliant with regulations set out in the education (pupil registration) (England) regulations 2006, the admission register will contain:

- Name (inc middle names) Surname First
- Date of Birth
- Year Group
- Gender
- Ethnicity
- Name and Address of all with PR
- Parent/Carer with whom learner resides
- Emergency Contact Numbers (Social Worker)
- SEN Y/N
- LAC Y/N
- EAL Y/N            Day/Res
- Pupil Premium
- LA - Funded
- LA - Referred
- Date of Admission
- Previous School            Leaving Date
- Any Readmission Date to Oaklands
- Leaving Date Oaklands
- An indication of boarding/care order or day attendance (external placements)

## 7.0 THE ATTENDANCE REGISTER

The School is required to ensure that the attendance register for all pupils on the school roll is taken twice a day – once at the start of the morning session and once during the afternoon session. Our School values attendance at school and students who complete 100% attendance each term will be celebrated during the end of term celebration assembly and awarded with a 100% attendance badge. Each pupil must be marked on the register in one of the following categories:

- Present
- Engaged in an approved educational activity away from the school site (approved by the Head Teacher and supervised by a person approved by the Head Teacher, including sporting activities, educational visits or residential trips)
- Absent
- Unable to attend through exceptional circumstances (unavoidable closure of the school site or part of it)
- Taking authorised absence (granted leave of absence by the head teacher or a person acting on their behalf, unable to attend by reason of sickness or unavoidable cause, observing a day exclusively set apart for religious observance by the religious body to which the parent belongs)
- Taking unauthorised absence (if no reason is established when the register is taken, the entry may be corrected later when the reason is established).
- Registration Codes are taken from School attendance Guidance for maintained schools, academies, independent schools and local authorities – November 2016

## 8.0 POLICY REVIEW

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This policy will be reviewed annually