

**Outcomes  
First  
Group.**

ACORN EDUCATION  
AND CARE



# Oak Tree School

## Admissions Policy

<b>Policy Number</b>	<b>V13</b>
<b>Review Date</b>	<b>December 2024</b>
<b>Owner</b>	<b>Headteacher</b>

## Document History

Version	Comments/amendments	Name	Date
V1	2014 Issue	Mike Deacy	Feb 2014
V2	2015 Issue	Mike Deacy	Jan 2015
V3	2016 Issue	Mike Deacy	Feb 2016
V4	2017 Issue	Mike Deacy	May 2017
V5	MDE added more references to working with children with ASC conditions. SEBD references replaced with SEMH.	Mike Deacy	Jan 2018
V6	Altered little grammar and spelling mistakes – no additional information added	Laura Hearl	May 2019
V7	Reduced minimum age of admission from 8 yrs to 7 yrs	Mike Deacy	Jun 2019
V8	Rewording of sentence around students attending with autism spectrum.	Ashley Bradshaw	July 2020
V9	No changes made	Mike Deacy	Nov 2020
V10	No changes made	Dan Stockton	Nov 2021
V11	No changes made	Dan Stockton	Jan 2022
V12	Inclusion of leadership on initial referral suitability Stage 4 & stage 5 added: highlighting the process to FTE starting.	Dan Stockton	November '22
V13	<ul style="list-style-type: none"> <li>- Initial expression and SLT consultation before agreeing a place</li> <li>- Addition of SPI – family liaison</li> <li>- Staff who attend initial visits</li> </ul>	Dan Stockton	December 23



## Introduction

The policy supports the school statement of intent that every pupil should achieve their potential and develop an understanding of and respect for themselves and others. Oak Tree school's vision is to provide the best education for every child.

## Rationale

Oak Tree School admits pupils with a range of special educational needs. Many will have social and emotional difficulties and associated mental health issues including those on autism spectrum. Many of our children have conditions that have made it hard for them to be successful in a mainstream environment including ADHD, autism and attachment difficulties. Students will usually have an Education and Health Care Plan that notes the nature of these difficulties. Such difficulties are often the cause or the result of other special educational needs. They may arrive out of difficult life experiences or be the result of some medical condition. Some of the pupils have a long history of disturbed or difficult behaviour of a serious kind that may include violence towards peers and/or adults. Therefore, the school acknowledges that our pupils may, from time to time, exhibit challenging behaviours that vary both in intensity and duration.

The range and nature of both the difficulties and needs our pupils' exhibit, have and continue to become more complex as does the assessment of these. Thus, it is important that the school seeks to ensure that the admission process accurately identifies the needs of pupils and whether it is possible for the school to meet these safely, effectively and efficiently.

## Aim

The aim of this policy is to ensure that the school admits, as far as is possible, those pupils whose special educational needs can be met effectively and in doing so ensure progress in all aspects of their development.

## Objectives

The objectives of the policy are that

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual pupils at Oak Tree School
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement
- Parents/carers, each pupil and representatives of LA's, social service departments and other interested professionals have a clear understanding of the opportunities on offer at Oak Tree School
- Parents/Carers, each pupil and representatives of LA's, social services departments and other interested professionals understand all key aspects of school life at Oak Tree School and are prepared to play their part in ensuring the success of any placement

# Admissions process

## Stage 1

Referrals made to Oak Tree School will normally be made by Local Authorities (LA). A range of detailed information concerning that pupil should accompany these referrals. Where this is not the case, the school will seek access to such information as soon as possible including information regarding the individual's Education, Health and Social background. Senior staff will analyse all available information on the pupil to assess whether the pupil meets the admission criteria for the school.

The Headteacher, along with the leadership team will assess whether the school can meet the pupils needs and if so express this to the LA stating what (if any) additional resource is thought to be required in order to meet the child's needs.

## Stage 2

If all involved parties are in agreement and a place is granted, the LA will notify the school (through the admissions manager).

The school will then make appropriate contact with the family to explain the next steps which will include:

- A home visit (Headteacher, family liaison worker, Educational Psychologist).
- Tour of the school at a time suitable to the family
- Arrangement of taster sessions (half days/full days)

The visits will include:

- A discussion around the successes and challenges experienced by the child to date
- A discussion with parents and carers regarding their hopes and expected outcomes from the proposed school placement.
- A discussion with the young person regarding their hopes and expected outcomes from the proposed school placement.
- An introduction to key staff
- A discussion with senior staff concerning such issues as:
  - The school curriculum
  - The content of key school policies, including the school expectations for good behaviour and discipline and the physical management of pupils.
- An opportunity for each visitor to ask any questions they may have

Families will also receive (if they have not already) a copy of the pupil handbook and/or other relevant information.

## Stage 3

Taster sessions will be arranged to ensure an appropriate group/environment can be identified for the child. These will usually be a mix of half & full days to make sure that the provision is set up to best meet the need of the child when they begin FTE.

The parent support worker (Michele Haigh/Sophie Playle) will liaise with the family throughout the process and pass on any concerns from home to school.

## Stage 4

Upon successful taster sessions the child will be introduced to the staff team via a briefing, ensuring all key information is communicated effectively.

An agreed FT start date will be confirmed with the family and the placement will commence.

### **Admission Criteria**

- The pupil will aged between 7 and 16 years of age (KS2 – KS4)
- The pupil will usually have an Educational Needs or Education and Health Care Plan (EHCP)
- The EHCP will usually highlight that the pupil has social, emotional and mental health issues (SEMH) and/or Autism Spectrum Disorder (ASD) resulting in difficulties in communicating & socialising and regulating emotions.
- The pupil will normally have been assessed as within the average ability range of educational functioning. (In some cases, pupil's levels of ability as measured using psychometric tests may prove difficult. In these cases the school will base its judgements on its ability to meet needs)
- The pupil may have learning difficulties and/or low attainment that are associated with the needs highlighted on their EHCP
- The pupil may have one or more specific learning difficulties
- The pupil will express a commitment to the placement
- The pupil's parents/carers will express a commitment to the placement.
- For all "Looked After Children", there must be permanently named carers and a permanent home base for the pupil, available at any time throughout the year.

### **The Local Authority will:**

- Provide the school with all current advice and information concerning the pupil
- Nominate Oak Tree School in Section 1 of an EHCP
- Agree contractual arrangements for transporting the pupil to and from Oak Tree School
- Make any arrangements for transporting the pupil to and from Oak Tree School.