

Royal Cross School Admissions Policy

Introduction

Royal Cross Primary is a specialist school for pupils aged 2 (Nursery) to 11 years who have a wide range of hearing impairment and may also include additional learning difficulties including communication and language difficulties. The school is located within the Lancashire and is the identified county provision for deaf / HI pupils within Lancashire.

The Nursery has a different admissions policy available upon request and on the school web site.

Rationale

The majority of our admissions take place in September but will be considered at any time during the year. Prospective parents and their children are encouraged to visit us and see what we have to offer - to experience the school when filled with children and staff.

Places are offered subject to agreement of the Local Authority Admissions Panel; availability and suitability; and only if parents/carers feel they can support the guidelines and ethos. We believe the key to success at Royal Cross is mutual co-operation and partnership working between parents and staff.

The child's birth certificate must also be produced when completing the admissions process.

At Royal Cross Primary we welcome all pupils, and our admissions process is delivered in-line with the Equality Act 2010, the School Admissions Code, the School Admission Appeals Code, the Human Rights Act 1998 and the School Standards and Framework Act 1998.

The table below sets out who the admission authority is and other responsible bodies in our school.

Type of school	Who is the admission authority?	Who deals with complaints about arrangements?	Who is responsible for arranging/providing for an appeal against refusal of a place at the school?
Community school	LA	Schools Adjudicator	LA

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Equality Act 2010
- Human Rights Act 1998
- School Standards and Framework Act 1998
- DfE (2014) 'School Admissions Code'
- DfE (2012) 'School Admission Appeals Code'

This policy operates in conjunction with the following school policies:

- Equal Opportunities Policy
- Data Protection Policy
- Receiving concerns and objections regarding the admission of pupils and making recommendations to the admission authority as a result of these concerns and objections.
- Approving variations to determined admissions arrangements where there has been a major change in circumstances or law.

Ethos

Through our Admissions Policy and Procedure the Staff and Governors work in partnership to ensure that all admissions to our school enable a child to settle into the life and routines of the school as easily as possible. The school will always work in close partnership with parents / carers, to support and to be sensitive to the individual needs of the child and his or her family.

Aims

To ensure that a child's introduction / transition to Royal School is successful for both child and family we aim to: -

- Establish professional and supportive links with parents / carers.
- Begin a positive partnership with parents / carers this will continue throughout the child's stay at Royal Cross School.
- Support the parents / carers to learn about the school, the curriculum and its staff.
- Support the staff to make early assessments of the child to ensure that Individualised Education Programmes / Personal Learning Plans / Care Plans / protocols and procedures are in place as soon as possible.
- Work in partnership with parents / carers and all professionals who have worked with the child prior to them attending Royal Cross School, in order for the staff to gain an early knowledge and understanding of the child's special educational needs.

SEN Procedures for Admission (Education, Health and Care Plans)

A placement in our school involves parents making a positive decision in the light of the information and options available to them.

A pupil can be admitted at any stage of the school year following the procedure laid out below so long as there is a place vacant and we can meet his/her needs; however the Local Authority will make the decision whether to allocate a place to a child in our school.

There are several routes by which a pupil can be admitted to Royal Cross School, bearing in mind that we are designated to meet the needs of pupils with moderate, severe or profound hearing impairment alongside pupils with speech and language communication difficulties.

The pupil undergoes assessment under the procedure laid down in the "Code of Practice of Special Educational Needs" on the identification and assessment of special educational needs.

As a result a pupil may be issued with an **Education, Health and Care Plan**.

1. If following statutory assessment a specialist school for pupils with HI / SLC Difficulties is needed the Area Special Educational Needs Officer will request a placement. The Headteacher will consider the papers, and if there is a vacancy, inform the Officer. The pupil will be admitted if his/or her needs identified on the Education, Health and Care plan can be met and a space is available in the appropriate class group.
2. A pupil with an **Education, Health and Care Plan** arrives from another area or L.A. The SEN department will be made aware of the pupil and if it is decided that Royal Cross School can meet need, a place may be requested at Royal Cross School. The pupil will be admitted if his/or her needs identified on the Education, Health and Care Plan can be met and a space is available in the appropriate class group.
3. A pupil with an **Education, Health and Care Plan** arrives from another mainstream / special school. The SEN department will already be aware of the pupil and if it is decided that Royal Cross School can meet need, a place may be requested at Royal Cross School. The pupil will be admitted if his/or her needs identified on the Education, Health and Care Plan can be met and a space is available in the appropriate class group.

Once admitted to our school the pupil's progress is reviewed termly. The Statement of Special Educational Needs/ Education, Health and Care plan is reviewed on an annual basis. We also review the placement to ensure that a pupil is correctly placed. Movement to another school for a more suitable situation, if appropriate, is always an option that we, or parents, can initiate.

Admission into Royal Cross School

1. Parents / Carers request a without-prejudicial visit to see Royal Cross School.
2. An appointment is made with the Headteacher or a member of the Leadership and Management team to visit the school. The parents / carers are given a Prospectus, Local Offer and SEN Information report and have the opportunity to ask any questions they may have. During the visit the parents or carers and child meet the school staff and are able to see class groups in action. They also have the opportunity to have short discussions with individual members of staff, where appropriate and meet some of the pupils.
3. Parents / Carers made a request for a place via the Local Authority SEN office.
4. The SEN office then requests a place at Royal Cross School.
5. If a place is available and agreed, a letter is forwarded to the Local Authority (LA), stating an appropriate start date for the child.
6. The Local Authority (LA) confirms the child's placement at Royal Cross School via a letter to the parents / carers. A copy of this letter is also sent to school.
7. The Local Authority (LA) also forwards to parents / carers a transport request form which when completed is processed by the LA.
8. School sends a letter of placement to the parents / carers stating the start date for the child and the names of the staff members who will be working with their child. A welcome pack is also

provided for parents / carers which informs them of uniform requirements, the payment of dinner money and school holiday dates etc.

9. The school then contacts the parents / carers to arrange a mutually convenient home visit by herself prior to the child starting school.
10. During this visit parents / carers are asked to provide any information which they feel will be useful to help the child settle into school easily. This usually includes details about the child's personal care needs, such as, how or what the child eats and drinks, whether they are toilet trained or a toilet training programme is in progress, what their favourite activities are etc. The school staff also provides parents/ carers a Data Collection form, a school uniform list, a prospectus and a 'Starting School' booklet for the parents to complete. Assistance is provided for parents / carers over the completion of these forms if it is required. Arrangements are then made for some transition visits prior to the child's starting date.
11. During the child's transition visits, parents / carers are provided with the opportunity to discuss any queries about school with the Class Teacher, Deputy Headteacher and / or Headteacher. Permission forms for swimming, educational outings during the normal school day and the taking of photographs are completed. Where required, parents / carers also meet with the school nurse, to discuss any medical issues, draw up medical protocols, risk assessments, manual handling plans and complete medical consent forms.
12. During transition, school staff will liaise with the child's present nursery or school to enable them to be provided with any essential information such as the child's IEP, individual targets and assessment data. Permission is gained from parents / carers to enable this liaison to take place.
13. For children who will be commencing their place at the start of the academic year, they are also invited to attend transition mornings/ week, which take place in July, prior to the end of summer term. During these visits parents / carers, have an opportunity to meet with other new parents / carers, learn more about their child's new school and ask questions.

The First Day at School

- The child is welcomed into class on his or her first day and gradually introduced to all the activities and school routine.
- Children are closely supported and guided by staff throughout all activities, at lunchtime, when travelling around the school and in the playground to ensure that they feel re-assured and comfortable in their new school surroundings.
- Parents / carers are introduced to Class Dojo, an electronic messaging system. Parents / Carers are encouraged to communicate regularly; especially about any appointments their child may have and other important information such as whether their child has slept the previous night or refused breakfast etc. (Information and comments from parents / carers can often be a good starting point to the school day).
- Parents / Carers are encouraged to come into school to discuss any issues however big or small but we do request that they ring first to make an appointment with the Deputy Headteacher, Headteacher or Class Teacher.
- Parents / Carers are also encouraged to ring school whenever they wish if they need to discuss anything over the telephone. Although class staff cannot leave the classroom unattended, they

will endeavour to return the call during lunchtime or at the end of the school day. If it is a more urgent matter parents / carers could ask to speak to the Deputy Headteacher or Headteacher.

Admissions / Transition Procedure for Children Transferring From Mainstream Schools

- Parents / Carers request a without-prejudicial visit to see Royal Cross School. This can be done through the LA SEND Officer.
- An appointment is made with the Headteacher or a member of the Leadership and Management Team to visit the school. The parents / carers, and often the child, are shown around school, are given a Prospectus and have the opportunity to ask any questions they may have. During the visit the parents/ carers and child meet school staff and are able to see the class groups in action. They also have the opportunity to have short discussions with individual members of staff, where appropriate and meet some of the pupils.
- If the parents / carers feel that a transfer to Royal Cross School is appropriate for their child, an Educational Psychologists Assessment is arranged by the mainstream school along with an Annual Review meeting to discuss the child's future school placement with parents / carers and all the professionals concerned.
- If a transfer is recommended by the Review meeting, the request is submitted to the Local Authority for consideration. If this is approved by the Authority a formal request for a place at Royal Cross is made by the SEN office.
- If a place is available and agreed, a letter is forwarded to the Local Authority (LA), stating an appropriate start date for the child.
- The LA confirms the child's placement at Royal Cross School via a letter to the parents / carers. A copy of this letter is also sent to the school.
- The LA also forwards to parents / carers a transport request form which when completed includes a letter confirming a place, the start date for the child and the names of the staff members who will be working with their child. It also provides information for parents / carers on uniform requirements, the payment of dinner money and school holiday dates etc. Admissions forms are also included within this pack.
- A transition plan is agreed with parents / carers, which is appropriate for the needs of the child. This involves arranging the child's transition / link visits with parents / carers and the child's mainstream school, which will enable the child to get to know Royal Cross and his / her new peers and staff. During visits parents / carers are asked to provide any information which they feel will be useful to help the child settle into school easily. The transition plan may also involve visiting the child in their current school to share information about past assessments, progress made and Individual Education Programmes.
- A home visit to discuss medical information is also arranged, if required. Assistance with the completion of admissions forms is also provided by the School Business Manager as necessary.
- During the transition process any personal Medical Protocols, Risk Assessments, Manual Handling Plans, Positive Handling Plans etc., are drawn up as required and agreed with parents/ carers.

- For children who will be commencing their place at the start of the academic year, they are also invited to attend transition mornings / week, which take place in July, prior to the end of the summer term. During these events we hold coffee mornings for parents / carers where there is an opportunity to meet with other new parents / carers, learn more about their child's new school and ask questions.

The First Day at School.

- The child is welcomed into class on his or her first day and because they have participated in a number of transition visits they are usually beginning to become familiar with the school routine.
- Children are closely supported and guided by staff throughout all activities, at lunchtime, when travelling around the school and in the playground to ensure that they feel re-assured and comfortable in their new school surroundings.
- Parents / carers are introduced to Class Dojo, an electronic messaging system. Parents / Carers are encouraged to communicate regularly; especially about any appointments their child may have and other important information such as whether their child has slept the previous night or refused breakfast etc. (Information and comments from parents / carers can often be a good starting point to the school day).
- Parents / Carers are encouraged to come into school to discuss any issues however big or small but we do request that they ring first to make an appointment with the Deputy Headteacher, Headteacher or Class Teacher.
- Parents / Carers are also encouraged to ring school whenever they wish if they need to discuss anything over the telephone. Although class staff cannot leave the classroom unattended, they will endeavour to return the call during lunchtime or at the end of the school day. If it is a more urgent matter parents / carers could ask to speak to the Deputy Headteacher or Headteacher.

Monitoring and Review

This policy will be reviewed by the governing board on an annual basis.

Any changes to this policy will be communicated to all staff and other interested parties.

The next scheduled review date for this policy is November 2020.