

# ADMISSIONS POLICY



POLICY WRITTEN BY:	PROPRIETORS
DATE POLICY PREPARED:	JANUARY 2022
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*CREATING  
SELF WORTH, OPPORTUNITIES, COMPASSION*

## **Who We Cater For**

A.R.T.S is a Special Educational Needs (SEN) Independent School, established to cater for students and young people between the ages of 11 and 16 years with an Education Health Care Plan (EHCP) or who are on an EHCP pathway.

We cater for students with the following needs:

- Neuro Diversity Development;
  - Those who fall within the Autism Spectrum
  - Attachment Disorders
  - Global Learning Delay
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Social (pragmatic) Communication Disorder (SCD)
- Students who are a Looked After student (LAC)
- Students who need support with LGBTQ+
- Students with Anxiety / School refusers that would benefit from a smaller personalised school setting

Many of our students have multiple Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia. We have specialised staff and a creative curriculum to support all students entering our school with significant gaps in their educational journey.

## **Applying for Enrolment at A.R.T.S**

Students are referred via their Local Education Authority (LEA). Enrolment will be granted based on our SENCO's assessment of:

- The EHCP
- Pupil Support Plans
- An observational meeting of the student in their current setting

This is to ensure that A.R.T.S can meet the needs of the student.

When students start with A.R.T.S our SENCO will assess the students current needs through a variety of diagnostic tests. This will help to ensure that timely intervention support is put into place that is personal to each student.

The student's primary / previous school or local authority service are required to provide all existing and available student records, related to academic performance data and statutory records, e.g. attainment at KS2 and KS3, attendance, behaviour, SEN, and reasons why they believe A.R.T.S is the preferred school for that student.

The cost of each student place will be funded by the student's LEA

## Bullet Point of Admission

Students with an EHCP in years 7-11 for whom a mainstream educational setting would not be suitable and would benefit from an individualised SEN creative school provision. Referral is made:

- Through the student's LEA.

Admission is based on the following criteria

- The student has a current EHCP/EHCP Pathway, with one or more Needs listed /are similar in the Who **We Cater For** section.
- Can A.R.T.S offer the student the required education and support to meet their needs.
- Assessment of pupil conduct to ensure that ARTS has the resources to meet students needs in accordance with our Safeguarding and Health & Safety Policy.

**Students who pose a significant safety risk to themselves or others will not meet the admissions criteria.**

## REFERRAL PROCEDURE

1. Referral received and logged. Information gathering of:
  - a. Student's current EHCP
  - b. The Educational Psychologist report
  - c. Pupil Support Plan
  - d. Behavioural Support Plans (where applicable)
  - e. Attainment at KS2
  - f. Observation of Student in current setting (where applicable)
2. The person who made the referral will be contacted by phone/email by ARTS
3. Interview (on-site) with support worker/mentor and parent/s/carers
4. Decision made within 2 working days via email

## PLACEMENT IS OFFERED

If ARTS believes that we are able to meet the needs of the young person then a placement will be offered and the student will start an Introduction Programme and six week trial followed by meeting with key personnel to ensure that the placement is suitable.

## PAYMENT OF PLACEMENT (see appendix 1)

## **PLACEMENT IS NOT OFFERED**

In the event that we do not believe that ARTS would be able to meet the young person's needs then feedback will be given to the; parents/carers, the student and the commissioning LEA.

## **ADMISSIONS PROCEDURE**

Admission starts with a Pupil Support Plan (PSP), discussed with the student and parents/carers. There then follows a six week introductory period that acts as a time for assessment. This period can vary in length and intensity, depending on the student.

## **OVER SUBSCRIPTION**

Where applications for admission exceed the number of places available, the following will be applied in the order set out below:

1. Looked After students, including previously Looked After students.
2. students who have a sibling at ARTS on the date of admission.
3. Priority will be given to students of staff, providing that they are backed by their LEA with funding in place, in either of the following circumstances:
  - a) where the member of staff has been employed at the school for two or more years at the time at which the application for admission to the school is made
  - b) the member of staff is recruited to fill a vacant post for which there is a demonstrable skill shortage.
4. Those living closest to ARTS. Distance will be measured in a straight line from the student's permanent home address to ARTS. Where applicants live in the same block of flats measurements will be taken from the door of each individual student.

## **RISK ASSESSMENT**

The following chart (part of our Behaviour Support Plan) is used to assess risk at admission and is also used to determine behaviour and disruption levels during the day. A monitoring process is established to assess the student, their behavioural triggers, effectiveness of guidance and risk to self and other students.

## **ADMISSIONS REGISTER**

A.R.T.S maintains an Admissions register showing the student referred, the source of referral, year group and date of admission. Attendance is monitored in every lesson and reported to the Local Authority every day.

## A.R.T.S BEHAVIOUR SUPPORT PLAN PROCEDURES

### Behaviour Points

Point	Description of Behaviour
3	<ul style="list-style-type: none"> <li>No incidents in the classroom / only used one opportunity to quickly turn things into a positive.</li> <li>No incidents at other times of the day.</li> <li>Self-motivated / small prompt from staff.</li> <li>Helped / supported another person.</li> </ul>
2	<ul style="list-style-type: none"> <li>Classroom disruption is very frequent / has had to use more than 2 opportunities in several classes during the day.</li> <li>Incidents between class</li> <li>No risk to others</li> <li>Settles when supported by staff</li> </ul>
1	<ul style="list-style-type: none"> <li>Refusing to work</li> <li>Refusing to co-operate</li> <li>Constant disruption in class</li> <li>Has not made use / good use of opportunities</li> <li>Verbal abuse to people on site</li> <li>Significant safety risk from careless, reckless or aggressive behaviour</li> </ul>

(3 points per lesson is the maximum positive behaviour points a student can earn. Behaviour points will be tallied up at the end of each week and put towards a student reward)

### Staff Response

All staff members are requested to use the following behaviour strategies:

Point	
3	<ul style="list-style-type: none"> <li>Praise and rewards for positive behaviour</li> <li>Certificates</li> <li>Telephone call home- Postcards</li> <li>Acknowledgement of academic &amp; social learning and progress</li> </ul>
2	Managed in the classroom by staff <ul style="list-style-type: none"> <li>A look, gesture, signal, joke, any other strategy</li> <li>Positive behaviour strategies- from students behaviour plan</li> <li>First Opportunity</li> <li>Second Opportunity</li> <li>Final Opportunity</li> <li>Behaviour recorded on monitoring card</li> </ul>
1	Escalate to SLT <ul style="list-style-type: none"> <li>First incident – called out of lesson for discussion with SLT</li> <li>Incident Report to be completed by member of staff</li> <li>Decision made by SLT on appropriate consequence</li> </ul>

**Appendix 1  
PAYMENT OF PLACEMENT**

**A STUDENTS PLACEMENT MUST BE PAID FOR EITHER**

1. In full for the academic year
  - a. Payment to be received no later than 1st August for the coming academic year.
2. Termly - payments to be made one full calendar month before the start of each term
- 3.

<b>Term 1:</b> September, October, November, December	<b>Term 2:</b> January, February, March, April	<b>Term 3:</b> May, June, July,
<b>Paid 1st August</b>	<b>Paid 1st December</b>	<b>Paid 1st April</b>

**This is to ensure that adequate and appropriate staffing levels and resources are in place to meet the needs of the student.**

4. Where a Student starts mid term the cost of the remaining term will be paid no later than 14 working days from the student starting. Payment for each remaining term will continue as illustrated in the table above.
5. Late Payments will result in a daily added fee of £200 for each day the payment is late. Payments must be cleared into the school's bank account no later than 4pm to be accepted as being paid on time.

**Placements that are paid in advance for the full academic year will receive a discount**