



Three Ways School

## Admissions Policy

Policy Ratified on	May 2018
Policy Ratified by	FGB
Policy Review Date	Annual
Reviewed	16 April 2018
School Policy Lead	Headteacher

## **1. Rationale**

Three Ways School is a generic Special School offering placement to pupils with a range of Special Educational Needs including profound and multiple learning difficulties (PMLD), severe learning difficulties (SLD), moderate learning difficulties (MLD) and Autistic Spectrum Condition (ASC). This policy is intended to guide our admissions to ensure that pupil needs can be met.

## **2. Purpose**

The purpose of this policy is to:

- Ensure the school discharges its legal responsibilities
- Ensure the school is able to meet the needs of the pupils referred & the requirements of the statement
- Ensure new referrals do not adversely affect the learning of those pupils already attending.
- Ensure it is inclusive in its approach to pupil needs.
- Ensure admission is linked to the school ethos and vision for learning.

## **3. Procedures**

- Pupils are referred for placement by the Local Authority Special Educational Needs & Disabilities Team, Bath & North East Somerset.
- All pupils attending Three Ways School on a full time basis have an Education Health Care Plan (EHCP). The requirements of the EHCP are considered as part of the admissions process.
- Some pupils on the role of a mainstream school may request support (a guest placement) or a dual placement at Three Ways School. Dual placements are requested via the Local Authority and follow the BANES Dual Placement Policy. Guest placements are arranged between the Headteachers of both schools if there is capacity to support.
- Three Ways School supports the principle of a flexible education system and supports the admission for dual placements.
- Each pupil referral is considered on the basis of need. If they have not already visited the child & their parents/carers will be invited to do so.
- If the school and / or Governors consider they are unable to meet the special educational needs of the pupil the Local Authority will be informed and additional resources requested. The Local Authority will notify the parents/carers of the decision.
- The school is unable to consider referrals where the priority need is social, emotional and mental health. The Department for Education clearly states that it is not appropriate for pupils with SEMH to be placed in generic special schools. The Governors support this statement.
- Where the school is unable to meet a child's needs the parents/carers have a right to appeal to the Local Authority who made the referral.
- The school is funded for 207 places during 2017/18. Numbers for 2018/19 to be confirmed. All places above that number will be negotiated on an individual basis with the LA.

## **4. 6<sup>th</sup> Form**

The 6<sup>th</sup> Form provision will cater for pupils aged 16-19 years with a range of special educational needs. There is a referral and admission process for our Post 16 provision.

Pupils usually stay in the 6<sup>th</sup> form for 1 or 3 years. Those pupils staying 3 years may have more complex needs. At each annual review of the pupils EHCP, the pupil's local authority will confirm placement and funding for the following year.

- Priority for placement will be given to pupils already attending Three Ways School and who apply as part of their planned transition.
- Students attending other schools can apply for a place.

All applications will be considered using the following criteria

- The school feels that it can meet the needs of the student as drafted in the EHCP.
  - It is felt that the student will benefit from the provision and resources at Three Ways Post 16 provision.
  - Application is part of the student's Transition Plan.
  - The student, with support from his/her parents/carers want to attend the provision.
  - The placement is supported by the pupils Local Authority.
1. All successful applicants will be invited to attend a transition visit with their parents/carers before their start date. This will enable the school to plan a Curriculum that starts with the student's aspirations, wishes and needs.

## **5. Dual Placements/ Interschool's Links**

Dual Placements with mainstream schools can be provided for some children with Special educational Needs (See BANES Dual Placement Policy).

All applications will be considered using the following criteria

- Consultation paperwork from the local authority.
- Three Ways School is able to meet the needs of the student as written in the education, health and care plan (EHCP) and in the context of the needs of the general school population.
- It is felt that the student will benefit from part time provision and resources at Three Ways.
- The student, with support from his/her parents/carers and main stream school staff want to attend the provision.
- The placement is supported by the students Local Authority.
- Any costs incurred by Three Ways will be agreed beforehand then reimbursed by the mainstream school or Local Authority.

All successful applicants will be invited to visit and attend an interview with their parents/carers before their start date. This will enable the school to plan a suitable Curriculum that starts with the student's aspirations, wishes and needs.

**Resources**

School Prospectus,  
Parent/Carer Handbook  
School Tours

**Equal Opportunities**

The school supports the right of all pupils and staff to equal access and opportunities regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality. The school adopts an inclusive approach to pupil needs.

**Health & Safety**

Health and safety issues are described fully in the school Health & Safety Policy. It is the responsibility of each adult to report health & safety issues without delay.

The health & safety of the pupil referred and the present pupils will always be considered as part of an admission decision. A risk assessment may need to be carried out.

**Professional Development**

All staff are provided with training opportunities to deliver the curriculum where appropriate. Training needs will be linked to staff appraisal, staff interviews and school improvement plan.

Additional training will be provided for staff where a pupil admission results in an area of special educational needs not previously resourced or where staff skills and knowledge are not felt to be adequate for the additional need.