



The Grange Therapeutic School

ADMISSIONS GUIDELINES

GP30

Admission Guidelines for Parents/Carers

Includes Appendix A: Admission Flowchart

Reviewed Date: September 2024	1	Policy: Admissions Guidelines
Next Review: September 2025		Revised by: Jonathan Sleath

The Grange Therapeutic School Admissions Policy

Introduction

Starting school, or moving from one school to another can be a worrying time for both parents/carers and children. We aim to make the school admissions process as painless and trouble free as we can. The guiding principles of The Grange Therapeutic school admissions policy are, the school admits students irrespective of their race, disability or special educational needs, provided that there are good prospects of meeting each student's individual needs without unduly prejudicing the education and the welfare of other students. In a situation where The Grange Therapeutic School felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's special needs might inform the decision of whether or not to offer a place to a student.

Our focus is on creating an environment that enables the children and young people in our care to achieve their personal best. During referrals we will explain to each prospective student, family and carer's everything they need to know about our school and what to expect. For the authorities and families we work with, our commitment to a high quality of learning and care is a guaranteed. We pride ourselves on providing transparency to all parties including a clear plan for progression so that the value and outcomes of our service is measurable at every stage of the journey.

Rationale

The term 'special educational needs' (SEN) has a legal definition, referring to children and young people who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age. The Grange Therapeutic School acknowledges some of our students may exhibit challenging behaviour of a serious nature, including aggression toward peers and or adults.

Aim

It is important that the school seeks to provide an admission process that accurately identifies the needs of students, and decides if it can meet these, in all areas of the student's development, effectively and efficiently.

Objectives

- A clear understanding of the criteria for admittance
- Agree the appropriateness of the placement
- A working partnership of student, family/carer and professionals

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Admission process

We are looking for potential and a willingness to engage in the life of a busy boarding and day school, students who will benefit from the great range of opportunities on offer. We are looking for students who will be willing to accept invitations to explore their potential and develop an understanding of and respect for themselves and others.

All referrals, once received from the placing authority, will be considered in a formal meeting involving SLT. This will include the leads for Therapy, Education and Care.

A written referral from the local placing Authority with detailed SEN documents will, after discussion by SLT, lead to admission administration gathering information and a risk assessment process begins. This may lead to a home or present school visit by a member of senior staff. This leads to either declining the referral or an offer of an interview at the school. After interview a second SLT discussion will discuss options of:

- Second interview
- Offer of placement
- Decline referral

A young person is only invited to visit if the school believes the referral is likely to lead to an offer of a placement.

The school will be responsible for:

If placement agreed an offer of placement and start date will be sent to LA. A risk assessment and PHP plan will be prepared using information from, statement, family/ previous education. A new pupil starter pack will be sent to parents/carers. Once the starter pack has been returned to school completed the new student may attend school.

The LA will be responsible for:

Nominating The Grange Therapeutic School in the Educational and Health Care Plan (EHCP), providing school with all current advice and information, agree contractual arrangements for transporting the student to and from school.

Evaluation of potential pupils

The therapy team is called upon to evaluate the suitability of offering a place to potential new pupils at The Grange. By reading carefully through the psychological advice contained in each child's EHCP the staff are able to build up a picture of individual pupils and then advise members of the Senior Leadership Team (SLT) as to the suitability or otherwise of pupils referred to the school. Using their contacts with other professionals they might access further information about a pupil, and engage in informal discussions to clear up any inconsistencies and ambiguities contained in more formal reports. In this way members of the team are able to gain a clear idea of the individual needs of potential pupils and to make appropriate plans for prioritised therapy.

Legislation

Acorn Education and Care is the admission authority for The Grange Therapeutic School. The admission arrangements are determined by all relevant legislation including the legislation on sex discrimination,

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race relations, and disability, together with all relevant regulations and the School Admissions Code (DfE December 2014).

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