

Admissions Policy

Polar Re-Start



Approved by: Local Governing Body

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1. Aims

This policy aims to:

- Explain **how to apply** for a place at the ISP Polar Re-Start
- Set out the **arrangements for allocating places to the pupils** who apply
- Explain **how to appeal** against a decision not to offer your child a place

2. Legislation and statutory requirements

This policy is based on the following advice from the Department for Education (DfE):

- [School Admissions Code](#)
- [School Admission Appeals Code](#)

The ISP Polar Re-Start is required to comply with these codes, and with the law relating to admissions as set out in the [School Standards and Framework Act 1998](#).

This policy complies with our funding agreement and articles of association.

3. Definitions

The **normal admissions round for ISP Polar Re-Start** is any period during which parents/foster parents or a Social worker as the corporate parent can apply with the Local Authority SEN Department agreement, for a funded school place at the School.

Admissions are welcomed from pupils who fall in the age category KS2- KS4. We are unable to offer provision to Foundation or KS1 pupils.

4. How to apply

Applications are usually made to ISP Specialist provision, by a Local Authority SEN Department, since all of our pupils are in receipt of funding for Specialist School provision via their Education, Health and Care plan.

General applications and enquiries are also welcomed from parents and Social workers, Social workers may want to apply for a place at the School when they are placing children with local foster parents and especially if this is an emergency placement. However, placement is subject to approval by the SEN funding department of a child's Local Authority and the school programme only lasts for 6 weeks.

5. School procedures for admission

- **General Process**

All referrals to ISP Polar Re-Start are managed by the Head Teacher and Deputy Head Teacher.

Our school is able to support children whose primary special needs have been identified through statutory assessment as Social, Emotional and Mental Health (SEMH). However, in view of the complex nature of many special educational needs, ISP considers any referral on merit including pupils who present with no SEN and will eventually attend a mainstream provision. No specialist provision however exists within our school to support young people whose *primary* needs stem from physical or sensory impairment, severe learning difficulties or from drugs / solvent abuse.

- **Placement in ISP Polar Re-Start is subject to the pupil meeting the admissions criteria:**
 - a minimum level of personal development including a basic level of personal care, the ability to access the curriculum without assistive technology or alternative communication, the ability to engage and focus alongside their peers without presenting an intolerable risk to others, and to demonstrate a willingness to learn and to be supported to set short and long term aspirational outcomes.

The decision to offer a place within the school is made solely and exclusively on the basis of the relevant information provided by the home authority and parent/foster parent at the time of referral and via the Initial Network meeting conducted by the Referral Panel.

It is generally acknowledged that any new admissions may be able to benefit from services from the wider organization, to supplement the specialist school environment and provision which includes Speech and Language Therapy. Those pupils who are fostered through ISP can access Psychotherapy sessions if required however, these services will attract an **additional charge** to the standard contract.

- **Initial process for all referrals**

After the initial referral the young person, foster parents, parents, Social Worker and/or any other professional directly involved will be invited to attend the ISP Polar Re-Start for a visit to meet with staff and pupils. At this time a discussion with the School Manager or a member of the Referral Panel will help to determine whether the provision offered is suitable for the young person's needs.

Prior to the **initial network meeting**, an initial risk assessment will be written based on the EHCP and referral documents. This document will be brought to the initial network meeting along with all other relevant information to identify the child's strengths and difficulties with all professionals/stakeholders involved. This is designed to gather essential background information and to further refine the risk assessment. All this information must be shared before a place can be offered or a start date can be initiated. Any strategies around risk that need to be put in place can be identified and agreed along with all forms completed at this stage. However, it won't always be

possible to make a final decision at the initial network meeting and in this case we will make a decision as soon as we can.

- **Induction period**

We consider the full assessment period to be **6** weeks or a full term from the pupils start date. Having considered and agreed to pursue the placement, the school SENCo and class team formulate an induction timetable for a period of time dictated by the child's needs, circumstances etc. This, most often, is a period of 1-2 weeks of part-time integration within the pupil's appropriate year / ability group and will involve staged opportunities as part of an initial assessment. This timetable will build on the child's previous educational experience and also match the prevailing needs of the child.

At the **end** of the **6** week assessment period the pupil and parent/ carer meet with a school manager to sign a home- school agreement. Specific routine issues, boundaries and expectations are discussed and agreed as a contract with the pupil at the Home School Agreement meeting.

If the induction period has raised concerns regarding the safety and wellbeing of the pupil (or those around him/her) then this will be documented and the timetable, implementation and strategies will be revised to include a clear time scale for the future. If concerns remain, then professionals at the review meeting or subsequent network meeting will discuss the feasibility of the placement.

If we determine that we cannot meet need we will communicate this to parents/foster parent and the local authority. We will provide 28 days notice of the school placement offer being withdrawn.

Ordinarily, following a successful induction and review meeting the pupil takes up a full-time position in his/ her class.

6 Allocation of places

6.1 Admission number

The current number of pupils can be found on the 'get information for schools' web page, <https://www.get-information-schools.service.gov.uk/> Children may enter at various points throughout the year and all years are open for entry until the agreed admission number is reached.

6.2 Oversubscription criteria

All children whose statement of special educational needs (SEN) or education, health and care (EHC) plan names the school will be admitted before any other places are allocated.

1. Highest priority will be given to ISP looked after children and all previously looked after children, irrespective of their fostering authority or IFA, who apply for a place at the school.
2. Priority will next be given to children on the basis of a social or emotional need, where placement in a small specialist setting is agreed as a primary need on their EHC plan.
3. Priority is next given to pupils who reside in Kent or Medway.

If your child's application for a place at the School is unsuccessful, you will be informed why admission was declined. The ISP Polar Re-Start works on a first come, first served basis in line with the priorities outlined above.

7. Appeals

If your child's application for a place at the school is unsuccessful, you will be informed why admission was refused and given information about the process for appeal. If you wish to appeal, you must set out the grounds for your appeal in writing and send it to the following address:

carole.cox@ispschools.org.uk

8. Monitoring arrangements

This policy will be reviewed and approved by the governing board every year.

Whenever changes to admission arrangements are proposed (except where the change is an increase to the agreed admission number), the governing board will consult with the Department for Education.

1	November 2022
2	July 2023