

ADMISSIONS POLICY



1. Purpose

Stafford Hall School currently has capacity for 14 students. This means selected students will be offered placements. Selection will only be based on whether Stafford Hall School can meet the EHCP needs of the student – students will not be discriminated against, their gender, sexuality, race or faith. The social-economic background will not be used to judge their suitability. Stafford Hall School is an independent identify. We are driven by our aims to:

- Provide the opportunity for young people to build trusting relationships with a wide and varied range of positive role models.
- Offer a specialist autism provision where young people feel safe and secure and where emotional, physical, social and spiritual needs can be met.
- Provide high quality care, placement and therapeutic plans for young people throughout their placement. Young people are encouraged and supported to have an active part in the process through consultation and ensuring their voice is heard.
- Support young people to enable them to understand their emotions and how these are linked to challenging and risky behaviour. In doing this, we can teach them new coping strategies and ways of behaving that will allow them to engage more fully and successfully in society.
- Promote positive contact and helping build relationships and attachments between young people, family members and other significant people in their lives in accordance with their needs and wishes as reflected in their care plan.
- Work in partnership with families, professionals and agencies and promote true multi-agency and multi-disciplinary working to ensure a high standard of care.

For day students, after a student has had a tour of the school s/he will be asked, in a manner fitting to their communication needs, "Would you like to attend Stafford Hall School?" If a student says, "No", we will investigate their answer and attempt to reassure them. Unfortunately, if we are unable to reassure the student that an individual education plan can be put in place, a placement will not be offered.

2. Aims

This admissions policy outlines the stages to be gone through prior to a student enrolling and starting at Stafford Hall School. This process is designed to support both the school and the student by ensuring the smooth transfer into Stafford Hall School from their previous place of learning. It should help and support the collection of data and information about the student so that personalised learning programmes can be developed as quickly as possible. Wherever possible this process should aim to be completed within two working weeks.

Equal Treatment

Diversity and inclusion are fundamental to the school's ethos. The School's aim is to encourage applications from students with a diverse range of backgrounds. This enriches our community and is vital in preparing our students for today's world. The School is non-discriminatory, in line with the Equality Act (2010). All applicants will be treated equally, irrespective of their, or their parents', race, culture, language, religion, national or social origin, association with a national minority,

ADMISSIONS POLICY



disability, sexual orientation, political or other opinion, property, birth or other status. Human rights and freedoms are respected but must be balanced with the lawful needs and rules of our school community and rights and freedoms of others.

Special Needs

Stafford Hall School provides education for young people with ASD and/or complex needs and associated behaviours. The school welcomes students with special educational needs or disabilities and will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act and Special Educational Needs and Disability Act, to accommodate and support the needs of the student appropriately. We strongly advise all applicants acting on behalf of children with special educational needs or disabilities to discuss their child's requirements with the School before submitting their application.

EAL

We welcome students for whom English is an additional language, if they can access the curriculum within our current levels of provision. Reasonable adjustments will always be made in the best interest of the young person. The School reserves the right not to admit students whose needs it cannot meet after reasonable adjustments have been considered.

Legislation and statutory requirements

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

- [School Admissions Code 2021](#)
- [School Admission Appeals Code](#)

The school 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](#).

Definitions

Looked after children are children who, at the time of making an application to a school, are:

- In the care of a local authority, or
- Being provided with accommodation by a local authority in exercise of its social services functions

Previously looked after children are children who were looked after, but ceased to be so because they:

- Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002, or
- Became subject to a child arrangements order, or
- Became subject to a special guardianship order
- This includes children who appear to have been in state care outside of England and have ceased to be in state care due to being adopted.

Practice – Our Process

a. Referrals.

Student referrals can be made at any time of the year. They are usually made through Local Authority officers such as Education Welfare Officers, Social Workers and LAC teams. Local Authorities may request an education component as part of a residential placement, or they may request an educational only placement.

ADMISSIONS POLICY



b. Rationale.

In order for students to be referred and then subsequently admitted they **must** have an Educational Health and Care Plan, or if in or from Wales, Statement of Special Educational Needs or IDP, which names Stafford Hall School or at least be undergoing assessment with a view to a statement definitely being produced within a three-month period. The school must be able to meet the educational needs in Section F of the EHCP which, is a statutory requirement.

When a referral is made the following factors should be taken into consideration:

- Is there a vacancy for the student?
- Is the placement part of a residential component/day basis/respite basis?
- Does the student fall within the appropriate age range?
- Is recent educational data and information about the student available? (e.g., Attendance/Exclusion data, Level of Achievement)
- Can Stafford Hall School meet the academic/social/emotional and behavioural needs of the student?
- Has a funding agreement been confirmed in writing prior to admission?

c. School Contact.

The Local Authority should contact Stafford Hall School to discuss the placement, its suitability and availability. It is expected that a visit is made prior or after the discussion to assess the suitability of the placement. Once a referral has been made, a discussion has occurred and it has been established there is availability, staff from Stafford Hall School will contact the student's current/recent school/establishment in order to obtain direct background information. This will take the form of a visit to the school so that all relevant forms can be filled in and student records can be collected. Stafford Hall School staff will provide a receipt acknowledging the handover of information.

d. Home Contact.

For day students, staff will then contact the parents/guardians and arrange a home visit at which time the routines and the expectations of the school will be explained. Parents will receive a prospectus and full information about the school and forms required by the school will be issued and signed as necessary. If the student is subject to a Section 31 Care Order, contact will be made with any other external agencies involved with the student.

Relevant Documents/Forms to be issued/completed include:

- Prospectus
- Admissions form
- Activities – parental Consent Form
- SEN Transport Application Form
- Staff List
- Timetable
- Home/school Agreement
- Photo Usage/Consent Form

ADMISSIONS POLICY



e. Visit to the School (for students on a day placement or respite basis)

Soon after a visit to the Stafford Hall School will be arranged (for both the parents and the student) and a start date agreed if a placement is to be offered subject to suitability and agreement by the young person.

f. Application form (for students on a day placement or respite basis)

Once it has been agreed by all parties concerned that Stafford Hall School can meet the EHCP educational outcomes an application form must be completed. This forms a contract/agreement which must be signed before the student can start at Stafford Hall School. A one-week trial period must be concluded – ***if the student passes this one-week trial period the Head of school will sign the contract/agreement therefore securing a place of education at Stafford Hall School for the named student and entering him/her on Stafford Hall School admissions register.***

g. Admission to be made (phased if necessary dependent upon need)

A transition to Stafford Hall School will occur in the best way in order to meet the needs of the young person.

h. Monitoring

In order to ensure that provision at Stafford Hall School is meeting the needs of the student regular monitoring and evaluation meetings will be held on a half termly basis. This will include evaluations of the personalised curriculum available to the student, progress towards academic and social/behavioural targets and the monitoring of attendance. The views of the student, parents/carers and other stakeholders will also be sought to ensure they are happy with the education provision at Stafford Hall School. If the student is placed on a respite basis discussion will take place about the readiness of the child to move on to an alternative establishment.