

# Somerset Progressive School

## Admissions Policy

### **Aim of the policy**

This policy outlines the process for admissions to Somerset Progressive School.

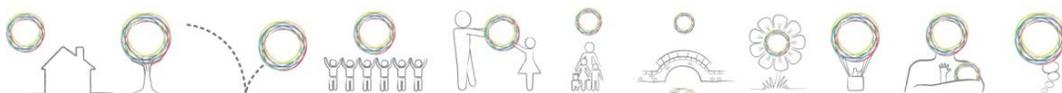
### **Background**

Somerset Progressive School is registered with the Department of Education and Employment to support the educational needs of 7 – 19 year olds who are experiencing social, emotional and behaviour learning difficulties that others may find challenging or inappropriate in community settings.

### **Admissions criteria**

The Admission criteria must be met before a student can be formally accepted for a place at the school. The following may apply:

- The student has a Statement of Special Educational Needs or specific need associated with Education Health Care Plan
- The student is aged 7 – 19 years
- The Student has moderate learning difficulties with associated behaviours that others might find challenging (this may include Autism, a variety of syndromes as well as those children affected by Emotional and Behavioural Difficulties)
- Funding must be agreed by the relevant authorities before a placement may commence



## **Referral Pathway**

Students are usually referred through their Local Education Authority, Social Services or Health Authority.

It is not uncommon for parents, carers or interested parties to make the first contact for information regarding a place at the school. Staff must signpost parents/carers or interested parties to the correct department if they wish to register a child at the school.

## **Visits to the School**

Interested parties are encouraged to arrange a visit to the school and meet with the Head Teacher and other senior staff to discuss their particular child's needs. The visit will include the opportunity to look around the school and assess the suitability for their child. If all agree that Somerset Progressive School would be the correct placement for the child an arrangement will be made for a suitable time for senior staff to conduct an observation and assessment.

## **Observation and Assessment**

If the child requires a residential placement then senior residential team members will also conduct an observation and assessment of the prospective student.

The Head Teacher will request all relevant information relating to the child. This will include an up-to-date Statement of Special Educational Needs, Educational Health Care plan and reports from Educational Psychologists. Any information from the child's previous school, behaviour support team or previous risk assessments and documentation could also be useful if available.

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The resulting report and supporting documentation is then considered and if all agree that attendance at Somerset Progressive School will meet the student's individual needs, the offer of a placement is made in writing to the refereeing authority. A copy of a draft contract will also be sent to the child's Local Education Authority.



## Referral Process

Local Authority staff are always welcome to visit the school prior to any referral being made, during the referral process or at any time during the student's placement.

The Student Centred Planning process will commence with a meeting, which will be called by the Head Teacher, to which all people involved in the Student's life are invited. Additional information will be gathered at this forum to include details of the child's routines, likes, dislikes and links with their family. At this time an Initial Risk Assessment will commence and views about the placement exchanged.

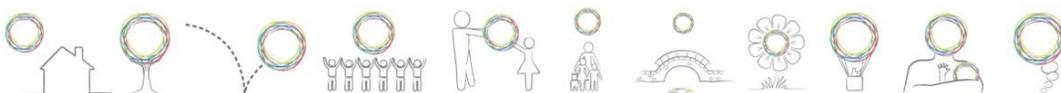
It may be appropriate that designated support staff members will begin to establish links with the student in their current educational and residential placement to support the transition process to Somerset Progressive School. Where it is deemed appropriate the prospective student may visit the school and his/her new residential home to become familiar with the new environments.

## Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to diversity in race, faith, age, gender, disability and sexual orientation. If you, or any other groups, believe you are disadvantaged by this policy please contact the Head of Education. Keys will then actively respond to the enquiry.

Records are kept of:

- Help and support needed
- Identification of Special Educational Needs
- Targets and progress made towards them



## Records of Achievement

Each child has a Record of Achievement File. In it are placed:

- Samples of work
- Personal comments
- Self-evaluation sheets where possible
- Certificates and awards in and out of school
- Photographs
- Examples of inclusion and SMSC

This record belongs to the child and is used to develop a sense of achievement and raise self-esteem.

## Reporting

### Written Reports/Reviews

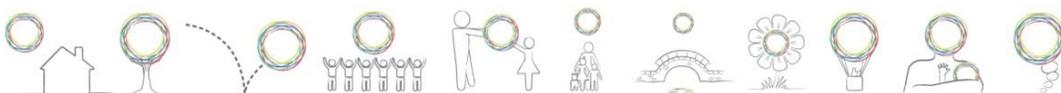
The report format provides opportunities for comments by:

- Class teacher
- Parent
- Head Teacher
- Relevant professionals

This report is shared by the teacher with each student.

Our reports are both summative and informative. They provide information on students' progress and achievements throughout each 6 month period of the student's school life. The reports and reviews, attended by parents and all relevant professionals, follow the agreed procedures laid down by legislation and report all legal requirements.

All students are provided with a handover book so that information can be shared between staff and parents / carers.



## **Between staff**

It is important that reporting takes place between teachers, both formally at curriculum and staff meetings, and informally.

Handover books are completed for each student on a daily basis to enable information to be transferred between residential and educational teams.

The school positively welcomes visits from parents and the HOE is available to talk to parents either by telephone or pre-arranged visit.

## **Celebrating**

Somerset Progressive School believes in the importance of celebrating every achievement made by their students. With this approach we enable students to re-engage with learning, develop a sense of achievement and raise their self-esteem.

Students are encouraged to celebrate not only their own achievements, but those of their peers.

Weekly award celebrations take place in which the students receive a certificate to reward them for any achievement made that week.

For all of our students, formal recognition from external award bodies also form part of their Record of Achievements.

