GLADE School

Admissions Policy

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Fair Ways Vision, Mission and Values

Our vision
To build a community that changes lives, makes a difference to society and leaves a legacy greater than ourselves and our contributions.

Our mission
To grow a compassionate, resilient, and trauma-informed community, that embraces learning, so that we improve the lives and outcomes of individuals.

Our values
Our values form the heart of the work we do, defined by Fair Ways people, for Fair Ways people. These are the values by which we operate, by which we are governed, and to which we are held accountable.

We therefore expect every individual within the organisation to *play their part*:

PROFESSIONAL	**A**CCEPTING	**R**EFLECTIVE	**T**RANSPARENT
· We do what we say we will. · We approach challenges with optimism and enthusiasm. · We don't judge, we notice. · We put the needs of the service before our own personal gains.	· We don't give up on people. · We value all individuals and are willing to challenge them. · We embrace each other's differences as much as our similarities. · We accept responsibility for our actions.	· We give feedback, we invite feedback, we listen to feedback. · We look inward before we look outward. · We learn as much from our mistakes as from our successes. · We listen to each other, learn from each other and grow together.	· We are always willing to explain why. · We have the courage to be open and honest. · We earn trust through our transparency. · We live by our values even when no-one is watching.

1 Scope

1.1 This document describes GLADE Schools policy on referrals and admissions.

2 Introduction

2.1 Students are referred to GLADE School because the severity and diversity of their needs is such that they cannot be met effectively in other local schools or other education settings. If we aspire to meet such needs, it is essential that a systematic approach be adopted and that planning commences at the time of referral. Furthermore, in response to the Education Act 2011 and the accompanying Code of Practice, Children's Trusts are making increasing demands of centres in terms of the formulation, implementation, review and evaluation of individual programs for students. The procedure described below addresses this issue but is advocated largely in terms of improving professional practice.

3 References

3.1 National Contract for the Placement of Children and Young People in Day & Residential Independent & Non-Maintained Special Schools NASS (2011). www.nassschools.org.uk

4 Abbreviations and Acronyms

Abbreviation or Acronym	Description
AD	Applicable Document
LEA	Local Education Authority
NASS	National Association of Independent Schools & Non-Maintained Special Schools
RD	Reference Document
SSD	Social Services Department

5 Referral and Admissions Criteria

5.1 GLADE School usually only accepts students whose difficulties cannot be met in a mainstream school or similar provision.

5.2 The student must meet at least **one** of the following criteria:

- Have an Education, Health Care Plan
  in which GLADE School will be named as the young person's school and have a diagnosis of autism, with this named as their primary need.
- Be placed by Children's Services in GLADE School as part of an assessment of integration to a Local Authority School.

5.3 Additional factors governing a young person's admissions for a special school such as GLADE School are complex and vary from case to case. These factors might include:

- Wishes of the parent or carer.
- Result of a tribunal.
- Nature of the child's needs and previous educational experiences.
- Recommendations of the referring body.
- Suitability of GLADE School for the young person (for instance, the needs of the student must not compromise the Health and Safety of the staff and existing students.)

5.4 At the time of any pre-assessment and school visit we will take into consideration the mobility needs of the young person to ensure they will be able to exit the building safely in the event of an emergency i.e. a fire evacuation. We will ensure that students have a detailed Personal Emergency Evacuation (PEEP) if required.

6 Refusal of Admission

6.1 The Headteacher reserves the right to refuse admission in the following cases:

- The school is fully subscribed and admitting further students would be incompatible with the provision of efficient education or the efficient use of resources. (Refer point 7 Waiting List below)
- Where the admission of a young person would compromise the Health and Safety of current students and / or staff within the school or would seriously compromise or disrupt the education of students already within the school.

7 Waiting List System

7.1 GLADE School operates a waiting list system if fully subscribed. At the time of referral, an assessment will take place to meet with and interview the family or carer and young person. This is an opportunity to establish the suitability of the placement to suit the needs of the young person and the needs of the current cohort within each school. If the young person is deemed suitable, however, there are no current spaces, the name will be added to the school waiting list.

7.2 The waiting list is overseen by the Operations Director in conjunction with the Headteacher. When space becomes available, each young person will be reviewed. Decisions will not be made dependent on the date of admission to the waiting list rather the needs of the students and the current cohort to ensure the provision of efficient education and resources.

7.3 As soon as a young person has been selected from the waiting list, the referring local authority will be contacted and a suitable start date will be arranged.

8 Referral and Admissions Procedure

8.1 Students will be generally referred to GLADE School as possible admissions via a delegated representative of the Placement Commissioning team of a local authority. The initial point of contact will most probably be a Special Educational Needs Officer and will most likely be an email to the educationreferrals@fairways.co inbox.

8.2 For the admission to progress, the next stage will normally be a request for any documentation in support of the referral, e.g. Education, Health Care Plan or Statement, Educational Psychologist Report, Individual Educational Plan, advice reports, supporting correspondence or evidence and documentation under-pinning School Action Plus.

8.3 If the most suitable school site wishes to proceed with the referral, an offer of a home or school visit will be made to the family or carer(s) through the school's Pastoral Manager.

8.4 Following the visit, a meeting will be held internally to discuss whether or not a place is offered.

8.5 A formal email will be sent to the Placing Authority either with an admission date or offer of place on the waiting list or indicating why Fair Ways cannot meet the student's needs.

8.6 Once the Placing Authority have approved the placement an individualised transition will be planned with the young person and parents / carers.

8.7 A contract will be created between Fair Ways and the placing Authority in relation to the provision of educational services for the student. It is expected that all contracts will be in line with the *National Schools Contract for the Placement of Children*.

9 Associated Documentation & Legislation

- Education Act 2011