

Version	Date	Updated by
1.0	Aug 2017	Sonia Frankish
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1.5	Aug 2022	Charlotte Hardy

The PLACE Independent School

Admissions policy

Introduction

We focus on students with complex attachment histories and past trauma, who may be “lost to learning”, at significant risk of exclusion or out of school with a placement difficult to establish. This may include, but is not limited to, young people who have an Education Health Care (EHC) Plan and young people who do not have an EHC Plan but are undergoing an Education, Health and Care Needs Assessment. Typically, they will be young people who have been isolated in their learning journey through a number of factors that have made them particularly difficult to place within local authorities and for whom existing arrangements not provide the firm base of a school attachment at a time of significant uncertainty within a family and young person’s education journey. They are those who are at risk of becoming long term “Not in Education, Employment or Training (NEET). In addition, they may have a range of associated difficulties such as:

- Specific Learning Difficulties such as Dyslexia
- Autism Spectrum Disorder or Asperger Syndrome
- Moderate Learning Difficulties
- Social emotional and mental health needs

Often this may be, but not limited to, young people who are supported by social care or whom have been looked after during their early lives or whom have had Adverse childhood experiences (ACES).

It is The PLACE Independent Schools Therapeutic approach to education and the rural setting, with our personalised ethos, offer a bespoke package for each young person that is educated with us.

We subscribe to WB Yeats’ words “education is not just filling a bucket; but lighting a fire”.

We believe that children’s school days should be some of the happiest of their lives and our ethos of play ensures that young people begin or continue to and say, “love going to school”.

The focus for most young people subject to ongoing assessment, is towards reintegration into an

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appropriate mainstream provision linked to both age and ability that will enable young people to achieve their full potential.

The PLACE Independent School use a creative curriculum delivered in utilising the outdoor environment as well as classroom settings, to allow core curriculum to be embedded throughout. (see our Curriculum Policy). We recognise our duty to embrace diversity and to work to overcome prejudice and we do not discriminate on grounds of ability, gender, ethnicity, race or religion. Admission is reliant on adherence to the school's admission procedures as set out below:

Referrals

The PLACE Independent School provides for boys and girls between the ages of 7 and 18 years. Young people are referred to The PLACE Independent School via their home Local Authorities (LAs) although referrals will be considered from other LAs, parents and external agencies subject to funding being met directly from the referring body. Placements are full time on a day provision basis, although part-time and dual placements will be considered on an individual basis if felt to be appropriate. Admissions to the school can be made at any point in the academic year.

Admission Procedures

Following an initial inquiry, referral/consultation papers for completion are issued. On receipt of acceptance of place dialogue and meetings may take place with parents/carers and relevant professionals involved with the child and family and further necessary information gathered, including individual Risk Assessments (My Behaviour Plan).

The admissions panel, comprising Head Teacher, senior leaders and school proprietor consider all available information alongside the school's admissions criteria and replies to the referring body with the decision regarding admission at the referral consultation phase. If the decision is not to admit the pupil, we will discuss with the referrer other possible appropriate provision that could be made. If the panel feel that they can meet the needs/EHCP outcomes for the child an offer to admit a pupil or to accept on an assessment basis(usually one term). This offer will be made during consultation and school contract with conditions, is sent to the funding body.

On receipt of confirmation from the funding body that the place will be taken up, contact is made to confirm with parent/carer and important information shared. The pupil induction process then begins. (see transition plan) On admission the young person will be entered in accordance with the Education pupil registration regulations 2006 (England). They will then be recorded and tracked in line with this.

Inability to offer a placement

Decisions around admission to the school will be made following consultation with parents, the referring body and other relevant agencies. Should parents wish to appeal a decision made regarding admissions, they should follow the procedure as set out in the schools Complaints Policy. This is available from the school website or a copy can be made available on request. The PLACE Independent

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School retains the right to refuse the admission of a pupil on the following grounds:

- The school feels that the learner's needs as identified in their Education Health Care Plan and/or referral information would not be met.
- The school feels that a pupil's needs could be met by another LA services such as mainstream schooling or alternative provision and that a placement at The PLACE Independent School would be inappropriate given the needs of the young person.
- The school has reached its capacity in terms of the number of placements.
- The attendance of the young persons would be incompatible with the efficient use of resources or the efficient education of others.
- The referral is made from a LA which is not the young person's home LA, unless funding has been agreed and was in place accordingly.

Transition to school

All young people starting placement with The PLACE young people's company will begin the school placement on a phased transition. (See Transition Policy). This will consist of a part-time placement to ensure that they feel safe and secure in placement and this time will increase gradually, planned and at their pace until full time is achieved and maintained. This supports our therapeutic methods of working and support for young people.

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