



The Shires at Stretton

401-Assessment and Admissions Policy (including admission and leaving)

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Reviewed December 2018- George Alley

Philosophy

The staff at The Shires at Stretton believe that all children and young people with special educational needs are entitled to an appropriate, high quality education. All young people, whose special educational needs can be met at The Shires at Stretton and whose parents/carers or LEA wish it, have a right to be considered for an assessment and this may lead to an admission.

All 'admissions and leavings' should be:

- planned
- agreed
- appropriate
- handled sensitively

The school has procedures for introducing children on admission which include:

- information in a suitable form for the child
- personal guidance and support
- review of how the child is settling
- Action to assist where necessary.

The school initiates a review no longer than four school weeks after any admission to consider if it remains appropriate.

Where children are to leave a school on a planned date, they are prepared well in advance and given appropriate information and guidance to assist in the process of transition. The student's exit will be planned in conjunction with the LA/social worker, and students will receive external advice from bodies such as Connexions where this is appropriate.

Principles

- The Shires at Stretton has approval by the DfES to admit pupils and students between the ages of 11 - 19 whose main needs arise from severe Autistic Spectrum Disorder and severe learning difficulties.
- For students to be considered for the school they must:
 - be of secondary school age
 - have severe autism
 - have severe learning difficulties

Students may have additional medical conditions such as asthma or epilepsy, or they may have sight or hearing problems. The school can not cater for students who are physically disabled.

- Because referrals, in the main, will be from local authorities students will usually have a statement of special educational need. Referrals are received from local authorities directly, or from other sources (parents/carers, social services) with the agreement of the student's local authority. Each referral is considered on individual merit following an initial evaluation by staff – usually the educational psychologist, speech and language therapist, teacher and member of the care staff.

- If the referral information indicates that the student could potentially benefit from a place at the school, then staff from the Assessment Team will visit the home and previous/current school or placement, gather information from a variety of sources, and undertake some direct observations/assessments before formally informing the referrer whether or not a placement at the school would be possible. An admission date will be given.

Procedures and practice

Parents/carers who are seeking placements for their children are encouraged to visit the school and are provided with written information about the school before a formal assessment is scheduled. The written information will include:

- the school prospectus
- the statement of purpose

Parents/carers will also be asked to complete some paperwork, prior to the assessment. This will include:

- an overview of the young person's history to date
- a questionnaire to give information on the young person's likes and dislikes, strengths and weaknesses
- a risk assessment
- medical form

Unless there are exceptional circumstances the following procedures for assessment and admission will be followed.

