



# **Assessment and Admissions Policy (including Leaving)**

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### Philosophy

The staff at The Shires 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 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:

- receiving information in a suitable form for the child
- conducting pre-admission assessment
- personal guidance and support including pre-admission transition programme
- review of how the child is settling during an 8 to 10 weeks post-admission assessment period
- 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 key care worker and social worker, and students will receive external advice from bodies such as Connexions and independent advocate such NYAS where this is appropriate.

### Principles

- The Shires has approval by the DfE to admit pupils and students between the ages of 11 - 19 whose main needs arise from autism spectrum disorder and learning difficulties.
- For students to be considered for the school they must:
  - ❖ be of secondary school age
  - ❖ have autism spectrum disorder
  - ❖ have learning difficulties

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

- Because referrals, in the main, are from local authorities students usually have a statement of special educational needs or EHC Plan. 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 director or deputy director of care and

education, the clinical/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 agreed with the placing authority.

## 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 brochure
- the statement of purpose
- report of recent Ofsted inspection

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.

