



St Paul's School

ADMISSIONS POLICY

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Date of Next Review: July 2019



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Admission Policy

Policy Version	Version 3
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Owner Name	Kerenza Palmer
Owner Job Title	Head of School

Version	Comments / Amendments	Name	Date
1	Original policy	Julie Eaton	May 2014
2	Revise policy	Kerenza Palmer	June 2017
3	Amendments	Kerenza Palmer	June 2018

1. Introduction

Pupils are referred to St Paul's School by Birmingham Local Authority's Special Educational Needs Assessment & Review team (SENAR).

SENAR is responsible for allocating secondary school places and maintaining Statements/Education Health & Care Plans (EHCP's) of children with special educational needs.

The School accepts pupils with Statements/EHCP's from all wards within Birmingham and also from other neighbouring Local Authorities.

Any child with a Statement/EHCP is required to be admitted to the school that is named in their Statement/EHCP. This gives any such child overall priority for admission to the named school.

2. Looked After Children (LAC)

Looked after children are recognised as individuals with many of the same needs as any other child referred to St Paul's. Our LACES Co-ordinator makes sure that statutory guidance is followed to ensure that LAC are not disadvantaged during the admission process or indeed at any time during their placement at St Paul's School.

3. Referrals

Students can be referred across all year groups and can transfer from various educational establishments, including special and mainstream schools, the Home Teaching Service and pupil referral units.

All referrals for placements are carefully considered by SLT and the Teaching and Pastoral Teams to assess whether or not the School can meet the child's needs as set out in their Statement/EHCP and that in doing so no child already on roll has his needs compromised. If it is decided that the child's needs can be met, a formal response is sent to the Local Authority and the admissions process as set out below begins.

4. Visits prior to Admission

All prospective pupils and their parents/carers are required to make a visit to the School. The School has no objection to any Agencies that might be working with the family also attending.

On receipt of the referral from SENAR, the Senior Administrator will make contact with parents / carers to arrange a visit to the school to meet a member of SLT.

The visit provides a no obligation opportunity to see what the School has to offer, its ethos and expectations, as well as a chance to ask any questions and discuss the placement. It is the School's intention to make the visit a positive experience for all involved.

The Head teacher or the Deputy Head teacher in the main will meet the young person and their family / carers. Have an informal chat in the school office and then take a tour around the school.

Parents/carers can then make a sound judgement as to whether or not they feel that St Paul's School is a suitable secondary placement for their child.

An information pack is issued providing all relevant details about the school, and forms that might need to be completed should a formal offer be given.

It is usual practice for the child to attend the visit with their parents/carers. Increasingly however some parents/carers wish to visit the School in the first instance without their child and the School is happy to accommodate such requests.

6. Admissions into Year 7

Parents/carers of children in Year 6, who are considering St Paul's School as a possible secondary transfer for their child, are encouraged to make a visit to the School as early as possible in the Autumn Term prior to their transition in the new academic year. This will ensure that they are able to make an informed choice regarding their child's secondary placement when it is discussed at the statutory Annual Review held in Year 6.

The transition from primary to secondary education causes extra pressure upon many children and in order to achieve a successful transfer this must be recognised. Some pupils are fortunate to have the benefit of a supportive home environment but for those who do not they might be losing the first meaningful adult relationship they have experienced and the transition process for them must be even more daunting. Every effort is made therefore to try and make the transition period as smooth as possible.

Either the SLT or a Form Group Tutor will make contact with the feeder primary school to ensure links are made and the transition is smooth and informed in terms of information about the child to include academic ability, attitude to work, likes, and dislikes, preferred learning styles, level of social skills, aspects of behaviour, approaches that work well, family circumstances and details of any agencies supporting the family. The aim is to try and demonstrate to the child that the two schools are working together helping to break down any initial fears that the child might be experiencing.

8. Home Visits

In the case of primary students transferring to St Paul's School, home visits are arranged before the start of the new academic year. In the case of all other pupils, home visits are arranged prior to admission to the School or as soon as practicable afterwards.

In the case of looked after children, family arrangements are likely to be more complex than for other children and this will be taken into consideration when arranging home visits.

9. Induction Process

- A referral is received from SENAR which is read by SLT
- The parents / carers are contacted to arrange a visit to meet SLT and have a tour of the school.
- If both parties, feel St Paul's School can meet need a half day taster will take place to enable the child and the school to make an informed decision as to whether an offer will be made.
- Teaching staff and SLT will review the taster, how the child interacted with the other pupils and the staff. Their general conduct during the taster and their level of capability. An informed decision can then be made as to whether a place will be offered.
- Parents / carers are contacted by SLT to confirm the decision
- A formal response is sent to SENAR to confirm an offer is being made, and a potential start date.
- Contact is made with the previous school to ascertain information about the child such as if they do not get along with another particular child
- A pre visit is made to parents/carers to begin the Placement Plan and ascertain background information and any particular difficulties the child has.
- Individual files are read to see if a child has a particular area of difficulty in contemplation for target setting.
- Information is then collated and shared with staff as a pen portrait.

10. Induction process for children offered a place throughout the school year

- If a child arrives throughout the school year an induction process will take place taking into account the above protocols.
- Each child will be looked at as an individual case to best support their integration into the School.