

Oakfield School



40. Admissions Policy

To be Reviewed:	March 2020
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Procedure

In order to make admission into Oakfield School as smooth as possible the Governors have an agreed procedure to complete before a new student would be admitted into school.

Students enter Oakfield from establishments from Hull, East Riding and beyond and at all times of the school year. To make transition as smooth as possible all students are allocated a key worker and it the responsibility of this person to implement a transition plan written around each individual students needs. All students will have a pre school visit, agreed Risk Assessment and their entry will be carefully mapped to ensure a successful and smooth entry to the school.

These procedures are to allay any fears of transition; to familiarise students, parents and staff with each other; to collect and collate prior attainment information; to get basic family information; to discuss the home school agreement and to make sure that everything is done in such away that changing schools is a positive experience sensitively executed.

Criteria

The criteria is designed to enable the writer of the EHCP to differentiate between the conduct disordered, classically 'disaffected' often delinquent child whose needs are fundamentally different from the children with social, emotional and mental health needs. All available research and experience confirms that these children must be educated in separate establishments. Conduct disordered children have their own discrete special needs and criteria needs to be established to help identify them.

The Curriculum

The student requires either:

Full entitlement to the National Curriculum;

A differentiated curriculum;

A full time modified curriculum;

A full time personalised Learning Programme

The student's emotional needs will be met by:

A curriculum underpinned by a pastoral system that places the emphasis on care, personal growth and the raising of self esteem;

A curriculum maintained and supported by a personal tutor system and genuine home/school co-operation;

A curriculum and a school that invests significantly in 'social and life skills';

A curriculum and a school that gives space to grow and develop;

A school that is neither authoritarian, judgmental nor vindictive;

A school where the child is more important than the statistic;

A curriculum which invests heavily in 16+ transitional matters, with individually tailored action plans, and an exceptionally high level of support;

A high teacher/pupil ratio;

A curriculum tailored to their individual needs, delivered at the right pace by sympathetic, well qualified and experienced teachers;

A school that has access to and working relations with the myriad of professional groups, organisations and individuals that may be transient, long lasting, fundamental or simply incidental to the emotional treatment or well-being of the student.

The student will:

- Be in year 6 as a minimum age of entry
- In exceptional circumstances have commenced year 10;
- Have a record of attendance of at least 80% over the previous 12 months

The student will not:

- Be criminally active, or have recent background in street crime, but may have minor criminal cautions/convictions or circumstantially related offences;
- Be able to cope in a mainstream school;
- Set out or plot disruption;
- Have the ability to make choices in terms of disruption;
- Be able to thrive in the mainstream.
- Overtly/covertly be violently abusive
- Be involved in crime where it impinges on school life.
- Have an attendance of below 80% within the last 12 months discounting exclusions

The Student may be:

- Underachieving;
- Immature;
- Remorseful and at least potentially loyal;
- Enthusiastic and keen in the right setting, with the right people, when exposed to an appropriate curriculum;
- Responsive to significant others;
- Naive;
- Low in self-esteem.

This Policy was reviewed March 2017.

Signed:

Lee Morfitt (Chair of Governors)

Chronology of Admissions

Pupil: _____ DoB: _____ DoA: _____

Admission process	Time Scale	Responsibility			Complete
		Placing School	Oakfield School	SEN	
Initial contact from SEN	Prior to start			√	
Copy of EHCP or minimum Band 3 funding	Prior to start			√	
Placement offer considered LF/JO visit the Pupil at the current placement or home.	Prior to start		√		
JO Arranges initial visit to Oakfield for Pupil and Parents, residential managers organise a walk around.	Prior to start		√		
JO replies to initial consultation paperwork from SEN. RD to sign letters RD – head teacher to determine Residential offer SEN to give commission of a place at Oakfield.	Prior to start		√	√	
Initial paperwork completed at home by Parents, JO and a Residential Manager.	Prior to start		√		
Initial paperwork signed off by LF.	Prior to start		√		
Previous school to send through IEP, IBP, PHP, Pupil Passport, current target setting and progress data.	Prior to start	√			
Initial information to be shared with all staff, stored on school shared student data and printed and placed in main file.	Prior to start		√		
SEN Informed of Placement at Oakfield and start date arranged by LF.	Prior to start		√		
JO to arrange transport.	Prior to start		√	√	
JO produces pupil portrait for Oakfield Staff.	Prior to start		√		
JO to collect student on first day and student to meet with LM/AB prior to going into class to discuss expectation.	Day 1		√		
Start Date – Pupil imported to SIMS, registered on the Incident Management System and Data System	Day 1		√		
Residential Managers allocate a House, student to go over to residential for Lunch and care staff to contact parents regarding Extended Day and Boarding, if applicable.	Day 1		√		
Date for Initial 6 Week Assessment set.	Day 1		√		
Initial Pupil Assessment (Baseline) paperwork completed by Oakfield Staff and keyworker allocated, data collected. Draft PSP, IBEC and Risk Assessment (If required) started. Residential Report (If appropriate) started.	Week 4/5		√		
Initial Pupil Assessment (Baseline) paperwork completed and collated by SH, including, data PSP and Residential Report (If appropriate).	Week 6		√		
Initial 6 week assessment meeting, including parents/carers and Oakfield Staff. SH to chair and collate evidence.	Week 6		√		
6 week assessment paperwork completed and collated by SH. SH and Oakfield staff to feedback any outcomes from the 6 week assessment. IBEC, Risk Assessment and PHP created.	Week 7		√		