



Kirby Moor School

Admissions Policy

September 2023

Kirby Moor School is an Independent Special school which provides 75 places for children aged 7 to 18 years who would find it difficult to access the curriculum in a mainstream school due to difficulties with Social, Emotional and/or Mental Health needs.

There are currently a number of students in Kirby Moor School who have various diagnosis including Autism, Learning Difficulties, OCD, ODD, Conduct Disorder, ADHD, or a complex range of diagnosis who are all making good progress; socially, behaviourally and academically.

This policy is relevant to all staff, parents/ carers, pupils and local authority representatives who are involved in the admission of a pupil to Kirby Moor School.

The school will work in partnership with local authorities and parents / carers to assess the suitability of pupils for a place at the school. The admissions policy will promote equally the rights of all pupils regardless of disability, ethnic background, language, sexual orientation culture and faith. We currently only have boys attending the school

We accept referrals from Local Authorities (LA). Whilst parents are welcome to visit the school and can be provided with information about the school, the school cannot proceed to the admissions stage without local authority support.

Pupils usually have an EHCP, require assessment of their needs or be deemed as having SEN or disability. The school strongly believes in finding the right school for the individual and in all communications will be honest with parents and the local authority in relation to this.

We are able to give parents information regarding our assessment and admission process on enquiry. We encourage parents to engage in a dialogue with their local authority and to make a joint application.

Note: the school will take referrals and organise admissions assessments at any point in an academic year. Intake is not restricted to September only.

Once a referral has been received from an LA, the paperwork will be read by the senior leadership team. If from the paperwork it is clear that the pupil would be suitable for the school then the school will invite parents/carers/ interested parties in for an admissions interview. If it is not clear from the paperwork whether the school would be suitable then a designated member of staff will arrange to observe the pupil in either their current school or in the home setting.

The parents / carers and the child will then be invited in for a tour of the school and presentation about the provision. Following this meeting in most cases the senior leadership team will be able to make a decision over the following few days. The school acknowledges that there has often been a lengthy processes in the past and in recognition of this, the school will aim to advice of the outcome as quickly as possible. However, in a small number of cases, if the decision is uncertain then rather than make the wrong decision it may be more appropriate to delay a decision whilst more information can be obtained and school / home visits are carried out.

If Kirby Moor School is able to meet the child's special educational needs, an offer of a place and a start date will be sent to the LA and parent/carer.

The proposed fee will be suggested to the LA. When the LA confirms that the offer of a place is going to be taken up, the school will liaise about a start date – this is often dependent on the availability of the school transport through the LA

The pre-placement process will typically consist of: A member of the senior leadership team meeting to obtain up to date information, including but not exclusive to the following areas: Previous placement; Behaviour; Academic ability; Religious and cultural needs; Parents/Local Authority aspirations for the future/what they want the school to do Current multi agency involvement; and Family organisation.

If appropriate the pupil will attend the first part of the admissions interview and, where applicable, having the chance to talk about themselves and their schooling. The pupil will then be accompanied by an experienced member of the staff team and will be able to, for example, join a class, tour the school or play in the playground. This enables the school to begin to assess how the pupil responds to their environment and peers.

Whilst this is a recommended format it may be adjusted according to individuals. So, for example, if it is advocated that it would be too stressful for the pupil to visit the school then the pupil could be observed in their own current setting on another occasion. It is important for pupils that this first point of contact with the school is positive and successful and therefore Kirby Moor School will be flexible and respond to differing needs where required. If possible a member of the senior leadership team meeting with the child's previous school/ setting to gather information to including: Whether the child is looked after and if so the name of the contact person and key personnel in the placing authority; Statement of Educational Needs/Record of Need; Current care, health, educational plans or relevant personal needs if available; Details of any matter which makes the child particularly vulnerable or a danger to others; Attendance certificates; Details of any fixed term exclusions; Lead person details if a CAF is in place; NC levels - End of Key Stage Teacher Assessments; and Evidence of all NC levels.

Kirby Moor School will agree to being named in a pupil's final EHCP, except where they feel the following conditions may apply:

The school cannot meet the child's SEN;

The placement would be an inefficient use of resources;

The placement would be incompatible with the efficient education of the other children with whom the child will be educated.

The school must also be satisfied that the parents / carers of the child are supportive of the placement.

The parent or LA is responsible for making transport arrangements and will inform the school accordingly.

Transition plans will be made with the LA, the current school placement and the parent/carer. It will be essential to consider mechanisms/strategies that may make the process easier for the child. Pupils may be invited in for one or more transition visits. These should be planned with parents /

carers and should be bespoke to individual needs. Prior to admission the Head teacher will ensure that all relevant information has been collected. A baseline assessment will commence as soon as a pupil starts school. The length of time required to complete this assessment will vary, but it is usually completed within two months. Parental information, teacher observation and assessments carried out by appropriate professionals will contribute to this process. Individual Learning Plans will then be drawn up and discussed with parent/ carers prior to implementation. All children undergo Annual reviews as laid down by the SEN Code of Practice. Although parents can indicate to their local authority the school of preference, the authority may not agree with the placement identified. In such circumstances parents have the right of appeal. All decisions relating to the proposed placement of any individual are confidential. There will be open and regular communication with relatives, carers and advocates, which acknowledge and respect the needs of each user. The school will liaise with the local authority to ensure they are kept up to date