

Philpots Manor School



Admissions Policy

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1. Aims

This policy aims to:

- Explain how to apply for a place at the school
- Set out the school's arrangements for allocating places to the pupils who apply
- Explain how to appeal against a decision not to offer your child a place

2. The Context

2a. Philpots Manor School

Philpots Manor School is an independent special school, based in West Sussex. We are rated Good, with Outstanding personal development (Ofsted, June 2023). Our rural location supports a quiet, calm, school environment with an emphasis on outdoor learning as well as an ambitious, broad and balanced curriculum.

Our learners all have special educational needs (SEN) or special educational needs and disabilities (SEND). All learners have Education, Health and Care Plans (EHCPs) which detail their needs, the provision they require and the planned outcomes.

Typically, our learners have communication and interaction difficulties, they may have autistic spectrum condition, and/or social emotional and mental health difficulties, physical and sensory needs, cognition and/or learning difficulties.

2b. Our Purpose

At Philpots Manor School we believe in a holistic approach to learning in a safe, happy and dynamic environment that empowers children and young people to develop their knowledge, skills, creativity, social communication and flexible thinking. Our personalised pathways enable each and every learner to move into adulthood, employment and lifelong learning with confidence.

2c. Our Vision

To be an outstanding school that empowers each and every learner to channel their interests, talents and passions to become independent, educated, skilled and respectful citizens who are equipped to live happy, sociable and fulfilled lives.

2d. Our Mission

To provide quality assured aspirational educational pathways to meet the needs of all learners.

To equip all learners to develop a personalised set of strategies to help them self-regulate in a range of social situations that they may find challenging.

To ensure that good emotional health is at the heart of a thoughtful and robust pastoral program.

Leaders, staff and pupils understand and behave as responsible citizens who recognise and celebrate individual and collective achievements in their communities.

2e. Our Values

Mutual Respect,

Compassion and Kindness,

Responsibility,

Creativity and Innovation,

Resilience, and

Integrity.

All learners are fully funded by their Local Authority. Parents and carers who would like a place at this school for their child or young person must contact their Local Authority SEND team and express their preference.

3. Definitions

3a. Education, Health and Care Plan

A legal document which sets out a child or young person's special educational needs and the support that is required to meet these needs (from 0 to 25 years). This includes a suitable education setting (nursery, school or college).

EHCPs focus on outcomes (long and short term goals) and the steps that need to be taken to achieve those outcomes.

3b. Special Educational Needs (SEN)

Children and young people with special educational needs (SEN) often need extra help and support to learn.

The SEND Code of Practice sets out four areas of SEN:

- communicating and interacting
- cognition and learning
- social, emotional and mental health difficulties
- sensory or physical needs

i. Communicating and interacting

Speech, language and communication difficulties make it difficult for a child or young person to understand how to communicate effectively or appropriately with others.

ii. **Cognition and learning**

Children and young people with cognitive and learning difficulties:

learn at a slower pace than others their age

find it hard to understand parts of the curriculum

have difficulties in organising themselves or remembering things

have a specific difficulty with one particular part of their learning, such as literacy or numeracy

iii. **Social, emotional and mental health issues**

This means a child or young person:

finds managing relationships difficult

may be withdrawn

behaves in a way that causes problems for themselves and others

iv. **Sensory or physical needs**

This includes visual or hearing impairments, or a physical need that means they require extra ongoing support and equipment.

Some children have needs in more than one of these areas.

3c. How a disability is different to SEN

Not all children with special educational needs are considered to be disabled. The Equality Act 2010 describes a disability as:

'A physical or mental impairment, which has a long term (a year or more) and substantial adverse effect on their ability to carry out normal day to day activities'.

This includes sensory impairments, such as those affecting sight or hearing, and long-term conditions such as asthma, epilepsy and cancer.

Children and young people with such conditions don't necessarily have SEN, but there are significant overlaps between disabled children and young people and those with SEN.

3d. Looked-after children are children who, at the time of making an application to a school, are:

- In the care of a local authority, or
- Being provided with accommodation by a local authority in exercise of its social services functions

3e. Previously looked-after children are children who were looked after, but ceased to be so because they:

- Were adopted under the Adoption Act 1976 or the Adoption and Children Act 2002, or
- Became subject to a child arrangements order, or
- Became subject to a special guardianship order

This includes children who appear to have been in state care outside of England and have ceased to be in state care due to being adopted.

3f. Compulsory school age:

From:

the prescribed day following a child's fifth birthday (or on their fifth birthday if it falls on a prescribed day). The prescribed days are 31 December, 31 March and 31 August.

To: the last Friday in June if the young person will be 16 by the end of the summer holidays.

A young person must then do one of the following until they are 18:

- stay in full-time education, for example at a school or college
- start an apprenticeship or traineeship
- spend 20 hours or more a week working or volunteering, while in part-time education or training

4. How to apply

Initial enquiries can be made by parents, carers or Local Authorities by contacting the Admissions Officer, Louise Harris.

At Philpots Manor School we have regular, planned information mornings (six times a year) and the details can be found on our website.

At the information morning you will be given information about the school, have a guided tour and have the opportunity to ask questions.

If you would like a place for your child or young person at Philpots Manor School, you will need to communicate this to your Local Authority SEND team.

5. Admissions Procedure

5a Admissions Information

The Local Authority will send us the EHCP and any other relevant information and this will be reviewed by our Admission Group within 7 days.

All admissions will be treated equally regardless of their age, gender reassignment, disability, race including colour, nationality, ethnic or national origin, religion or belief, sex, sexual orientation.

The Admissions Group consists of

- Admissions Manager, Darin Nobes
- Headteacher, Gina Wagland
- Admissions Officer, Louise Harris

The Admissions Group will take advice from experts including Speech and Language Therapists, Occupational Therapists and Wellbeing advisers.

The Admissions Group will decide whether more information is required, whether an initial Meet and Greet session is appropriate or whether the school is unable to meet the child or young person's needs.

5b Meet and Greet

Parent(s)/carer(s) may be invited to attend school with the child or young person so that the Admissions Group can meet them face to face and understand the child or young person's interactions. Our aim is to find out more about the child or young person and assess their likely fit within our current class groups. We value parent/carers and child/young person views in the admissions process and believe it is important to involve the child or young person in the admissions process. A Parental Questionnaire is sent out with the invitation to Meet and Greet and should be returned to school prior to the visit.

During the Meet and Greet, the Admissions Group will try to establish whether there is a suitable place available in a class group and whether we can meet the child or young person's needs. Following the Meet and Greet, the Admissions Officer will contact the Local Authority and let them know the outcome. In some cases it may take more than one visit for a decision to be reached. If the Local Authority agrees moving to the next stage of the admissions process, we will arrange a series of Taster Days.

5c Taster Days

Typically the child or young person will attend Philpots Manor School for:

- a half a day
- a half a day with lunch
- a full day

Taster Days can be spread out over two weeks.

Taster Days are designed to ensure that:

- all Philpots Manor School staff have a thorough understanding of the needs, and provision required
- there is agreement in detail about how it will be provided
- a transition plan to full-time education at Philpots Manor School is established
- any questions from the child/young person or parents/carers are resolved
- a final decision about the suitability of Philpots Manor School can be made by the Admissions Group

5d Decision to Offer a Place

Following the Taster Days, the Admissions Group will meet and review all of the information available. The Admissions Officer will advise the Local Authority of their decision. The Local Authority will advise the school and the parents/carers whether Philpots Manor School is to be named in the child/young person's EHCP and whether a place will be funded.

6. Requests for admission outside the normal age group

It is the general view of Philpots Manor School, and West Sussex Local Authority that all children and young people will complete their primary and secondary education in school year groups according to their chronological age.

At Philpots Manor School we organise classes in mixed year groups so that all learners have their individual educational, social and emotional needs met.

7. Allocation of places

7.1 Admission number

The school has a maximum number on roll of 55.

Places may be available at any point in the academic year, and usually would be at the beginning of a term or half term.

The number of places available in September will depend on the number of learners reaching the upper age limit of the school in July.

7.2 Oversubscription criteria

All children and young people whose education, health and care plans (EHCPs) name the school will be admitted before any places are allocated to children and young people whose EHCPs do not.

In the event that the school receives more applications than the number of places it has available, places will be given to those children who are looked-after children or previously looked-after children.

8. Appeals

If the Local Authority declines the offer of a place made by Philpots Manor School, parents and carers should use the Local Authority's appeal process.

9. Monitoring arrangements

This policy will be reviewed and approved by the Management Team every year.