Aspris

Progress School

Progress School Admission Pathway.



Written September 2024 - C.Vaughan, Headteacher

Reviewed annually

Last review September 2026

Next Review September 2027.

Admissions Pathway

Progress School caters for pupils aged 7 -19 with Autism and additional complex needs. All of our pupils have EHCP's

Admission to the school is made via a referral from a local Education Authority. At the time of referral, a copy of the pupil's Education Health and Care Plan, plus the appropriate advice, should be forwarded to the school.

If the Plan has not been finalised it would be helpful for the school to know whether any changes are likely to be made to the proposed Plan prior to the projected date of admission.

Having received the case papers from the LEA and a request for admission, the school will liaise directly with the LEA and set a provisional to conduct a home visit or to invite parents to site..

The school's expectation is that the pupil, and preferably both parents or carers, will attend at the specified date and time, accompanied by a representative of the LEA who has particular knowledge of the case.

When visiting Progress School, the parents or carers will be met by the Headteacher and other senior staff and following a tour of the school will be asked to discuss the needs of the child along with their own expectations.

The LEA representative will be expected to fill in any family background and to outline the expectations that the LEA has of the school if placement were to proceed. The young person will also be expected to undertake a short assessment of their educational needs.

Following these meetings and visits, senior staff discuss the referral at length to ascertain whether the school could fully meet the needs of the young person. Various criteria are examined before a decision is arrived at.

Namely:

(i) Is the young person prepared to commit themselves to the placement?

(ii) Are the family/carers committed to the placement?

(iii) Is there sufficient support for the placement from the statutory agencies involved?

(iv) Can school meet the needs of this young person as defined by Review: Admission Policy and their Education, Health & Care Plan?

(v) How will this referral impinge upon existing pupils already in place?

(vi) What are the resource implications if this placement is to go ahead?

(vii) Is the information upon which judgement will be based sufficiently up-to-date and accurate?

(viii) Is further information required before an informed judgement can be made?

Taking the above points into account, one of three decisions is then arrived at:

(a) A place is offered, and a provisional date and time set for admission.

(b) The place is declined, and a letter is sent to the authority outlining the reasons and offering the school's view on an alternative placement.

(c) School decides that they cannot make a definite offer at this stage and require further information, in which case that information is requested from the LEA and a further date and time set to see the young person again. School appreciates that this can be quite a lengthy process, and generally when a referral is made to an out of Authority school, LEA's are looking for an immediate response to their enquiry. However, at Progress we feel that it is important that sufficient time is taken to ensure that if a placement is offered, the school can fully meet the young person's needs by bringing about change and not simply containment.



Once a place is offered, then school makes a major commitment to that young person and their family to ensure that the educational needs are met.

Following admission to the school, the young person undergoes a transition period within our Connection phase. This transition time is pupil led and based on their individual needs and prior experiences. This time is overseen by our Transition Leader before the young person is fully integrated into his or her academic pathway.