

Rugeley School

Admission to Education

Local Procedures

Adopted: June 2015

Reviewed: September 2025

Next Review: September 2026

(Company name change Sept 2021)

Equal opportunities lie at the heart of all that we do at Rugeley. We are committed to ensuring that every member of the school community, whatever their disability, gender, sexual orientation, age, colour, ethnic origin, culture or religious belief is given the same chance as any other to access the services and support of our school.

Procedure for	Admission to Education Local Procedure		
Associated Aspris Children's Services policy	Admission to Education	Number	ACS:11
Setting: Rugeley School	L. Price Head Teacher	Signature	L Price
Quality Assured by :	A Armstrong Operations Director	Signature	T Armstrog
Issue date	09/2025	Review date	09/2026

1. Abstract

Rugeley School offers all students a highly bespoke curriculum that encourages them to develop their individuality, confidence, self-esteem and independence. Through effective teaching and adapted learning our highly trained staff team equips all students to gain knowledge, understanding and skills for life. The school mission statement states:

'Making every second count!'

'Through a personalised curriculum delivered in a structured learning environment underpinned by physical exercise and a multisensory approach Rugeley School respects young people with autism and prepares them to be as happy and independent as possible.'

Throughout their time at Rugeley School students will follow one of two curriculum pathways sensory or progressive. This is determined based on their individual needs, peer group and cognitive ability. Class groups consist of a maximum of six students, that have a range of ability. Students participate in a meaningful curriculum, with high expectations, where they are challenged to make good progress, through stimulating and dynamic lessons. Student self-regulation is embedded throughout the curriculum alongside a fully integrated model of therapeutic support.

2. Aims

- To ensure that the curriculum is inclusive, informed, structured and builds upon prior learning, meeting the changing needs of all our students.
- To enable students to overcome barriers to learning through self-regulation, support strategies and a personalised curriculum.
- To recognise the individual needs and talents of each student to facilitate development of their intellectual, moral, physical, social, spiritual and creative capacities, underpinned by a respect for British values. To oppose racism, bias, stereotyping and all other forms of discrimination by challenging discrimination whenever it is found in line with the Equality Act 2010. For further information please see appendix point 1.
- To foster an environment that values the voice and views of all our students, parents and carers, staff and other professionals involved with the school.

- all parents and carers, staff and other professionals attached to the school.

3. Context

This local procedure is drawn up in consideration of the Equality Act 2010 which protects individuals from discrimination and harassment based upon 'protected characteristics' the protected characteristics in respect of the young people, staff, parents & carers, visitors, placement students are:

- Disability
- Gender reassignment
- Marriage and Civil Partnership
- Pregnancy and maternity
- Race
- Sex
- Sexual orientation
- Age
- Cultural and religious beliefs

Equality of opportunity at Rugeley School means providing equality and excellence for all in order to promote the highest possible standards. Equality of opportunity applies to all members of the school community; pupils, staff, governors, parents and carers and community members.

The school applies the following principles:

- Commitment to equality of opportunity for all.
- Recognition that every young person should be equipped with the knowledge and skills they need to participate in a diverse society and world.
- To meet the diverse needs of our young people.
- To ensure that an inclusive ethos is established and maintained.
- To respect and value linguistic, cultural and religious diversity in the community.
- To ensure that equality is an integral part of planning and decision making within the school.

4. Leadership, Management and Governance

- All Rugeley school policies reflect our commitment to equal opportunities.
- The Governors and Senior Leadership Team set a clear ethos, which reflects commitment to equality for all members of our school community.
- Rugeley School promotes positive and proactive approaches to valuing and respecting diversity.
- Our Senior Leadership team work in partnership with others to promote equality of opportunity, oppose all forms of oppressive behaviour, prejudice and discrimination.
- The teaching and curriculum development are monitored to ensure high expectations of pupils and appropriate breadth of content in relation to school and the wider community.
- At Rugeley School, a three year accessibility plan is maintained to ensure all reasonable adjustments have been made to the building, resources and the curriculum to meet individual needs and enable equal access to our education provision.

5. Key Principles

- We ensure a smooth transition from former placement (school or home) to Rugeley School.

- Rugeley School provides an educational provision for young people with special educational needs which include Autism; communication and language difficulties; severe challenging behaviour; moderate and/or severe learning difficulties and specific learning difficulties.
- Young people who apply for a place at Rugeley School will already have gone through the formal local authority multi-agency assessment process and have an Education Health and Care Plan which specifies their individual needs and the provision they require to be successful.
- Parents will be invited to visit Rugeley School on the requested placement of the young person.
- At Rugeley we acknowledge and respond to the unique educational, social, emotional, health and physical needs of the individual young person by offering a flexible approach to admission based on these needs.
- Rugeley will ensure, through assessment, that the needs of the individual, as outlined on the EHCP can be met by the school, prior to admission.
- To ensure that each young person meets the criteria for admission to Rugeley school and careful consideration be given to ensuring the stability of the placement before agreeing admission.

6. Procedure for Admission

Following a successful assessment and the acceptance of the placement by the Local Authority, our school procedure is:

- The School Administrator sends out our Admission Pack that includes consent forms, uniform and clothing lists, medical forms and a parent questionnaire to inform school of personal details of their child regarding communication, preferences and general 'get to know me' information.
- The School Administrator will maintain correspondence and reassurance with parents.
- On admission the young person's details will be recorded in the School Admission Register and on our school MIS system.
- A transition plan for the admission to the school is agreed by the Head teacher, Senior Leadership Team and parents/carers.

7. Post Admission arrangements

Following the young person's initial snapshot baseline assessment when staff have had the opportunity to complete a more in depth assessment Individual Educational Targets will be set and agreed by the class teacher and parents/carers. These targets will be clearly linked to the young person's Education Health Care Plan.

On-going information for each young person will be:

- The class teacher will discuss with parents/ carers their preference for home/school liaison. Each young person will have a home/school diary which will be completed every school day.
- At the end of each term parents/carers are invited into school for the termly Progress meetings.
- Each young person will have reviewed and set termly IEP targets which will be shared with parents / carers.
- Each young person will have an annual Education Healthcare Plan review meeting to discuss their placement and all parties will agreed the placement is appropriate, still meeting the young person needs and should continue.

8. Monitoring and review

It will be the responsibility of the Leadership Team to ensure the policy and local procedure is monitored and reviewed. These documents will be given to all staff and the Leadership team will ensure that they are known and understood by the staff. We recognise that feedback from parents and carers will be crucial to this process.

Safeguarding

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, pupils, parents/carers, visitors and volunteers to share this commitment. A safer setting starts with safe individuals.