

Local Procedure Title	Admissions
Service	Sketchley School <ul style="list-style-type: none"> • Sketchley Hall School • Forest House School • Progression House School
ACS Policy number and title	ACS 11 Admissions
Local Procedure template reference	ACS LP 11
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Local Procedure Author(s)	Chris Campbell
Local Procedure Ratification	Checked and Approved by: Daniel Morrison

<p>1. Aim</p> <ul style="list-style-type: none"> • Provide a clear pathway of gaining a placement at Sketchley School and align needs to provision provided • Ensure a smooth transition from former placement (school or home) to Sketchley School.
<p>2. Scope</p> <p>Sketchley School provides education for up to 80 learners from the age of 7 years to 19 years who have autism and other associated conditions. Learners may experience additional needs associated with medical conditions, sensory impairments, physical and neurological problems. All learners will have an Education Health and Care Plan and a diagnosis of autism/working towards a diagnosis. Learners can join at the beginning of the next key stage, at the start of or during the academic year.</p> <p>Sketchley School welcomes all new children and their families. They wish to ensure that:-</p> <ul style="list-style-type: none"> • Parents/carers are happy with the choice of placement and induction process • The children’s introduction to school is positive • The school feels confident in its capacity to meet the child’s needs. <p>Learners will be admitted:</p> <ol style="list-style-type: none"> If they have an Education & Healthcare Plan or in exceptional circumstances a Statutory Assessment is under way and the pupil has been referred to the school by the Local Authority. The school is able to meet the child’s needs academically, socially and medically. If their special educational needs falls within the following spectrums:- <ul style="list-style-type: none"> • Cognitive difficulties that may be moderate. • Social communication and interaction difficulties that impact on their ability to access a curriculum • Complex medical needs provided the safety of the child can be ensured. <p>The school does not cater for children whose intelligence lies within the lower range and whose primary need is their emotional and behavioural difficulties.</p>

d) with due regard to our legal responsibilities, the SEN Code of Practice, GDPR, data protection and the constraints set out by the Local Authority (e.g. Admissions Criteria and County Transport Policy).

e) after due consideration of the referral papers by the head teacher, deputy head and, where appropriate, teaching staff and governors and if there are places available within the agreed place number or physical capacity set by Aspris Children Services.

Learners join us from a range of Local Authorities within 1 hours commute of the School.

3. Process

There are two main routes for admission to school:

The Local Authority

The Local Authority (LA) is responsible for placing learners in the school and will liaise with the school regarding admissions. They may consult the school on a place for a child. This will happen because they consider that the child's needs could be met by Sketchley School. This can take place at any time during the school year and may arise following a planning meeting or review. If consultations are taking place with the school the child's parents are welcome to visit and this is encouraged.

Parental Preference

Parents may visit school by appointment if they are considering specialist provision for their child. You may visit whether you already reside in Leicestershire or if you are from a different area. We ask that parents keep their child's current school and the Local Authority informed as far as you can.

Who might be involved?

- Assessment and Reviewing Officer from the Local Authority
- Principal Assessment and Reviewing Officer from the Local Authority
- Members of staff from your child's school
- Social Worker
- Portage Service
- SENDIASS - Parents support

During a parental visit there is no pressure to make a decision. Our responsibility is to provide parents with enough information to feel equipped to make a decision. We will answer questions and sometimes more than one visit is required.

If parents decide that they would like to proceed to explore a school place for their child we ask them to inform the Local Authority. Often this is called preferencing. Parents will need to do this as part of the EHCP process.

4. Liaison

The admission process will:

- be clearly outlined to prospective parents / carers which may include making opportunities
- for parents / carers to visit to help them make an informed decision both informally and formally
- be handled as sensitively as possible taking into account both the needs of the learner and their family
- begin to establish the partnership with parents / carers and clarify expectations

- facilitate the exchange of information and ideas between home and school through home visits and induction meetings
- enable parents / carers to become confident partners in their child's education
- be sensitive to the needs of other learners in the class and the resources available
- include close liaison with feeder schools, nurseries and playgroups where appropriate
- Include liaison with the external agencies involved with the learner as appropriate (e.g. SALT, EP, Social Care, OT) and Outreach where involved.

5. Assessments

Prior to placement being confirmed the following stages of admission will be followed

Stage 1: Initial contact

- Parents / carers are encouraged to make an informal visit to the school. This may often be suggested by the Educational Psychologist, LA or the current school. It is intended to provide the parents/carers with the necessary information required to make an informed choice regarding their child's placement.
- Parents / carers may visit the school without their child at this stage. They may be accompanied by a key professional or a friend.
- Parents / carers may wish to indicate to the EP and current school staff their views of Sketchley School as a suitable placement. The Local Authority needs to be informed also usually through the Annual Review process.

Stage 2 - Consultation

- The learners paperwork is sent to Sketchley School via the parent or preferably the LA. This will include a consult review form for Sketchley School to complete.
- The Headteacher or Deputy Head will review the consultation paperwork and return the consult review form to the LA within 15 days. After consideration of the paperwork in consultation with appropriate staff Sketchley School, a decision will be given to either finish the consultation at this point or continue with the admission process.
- If continuing an initial assessment of the learner will be offered to be completed at the learners home or current educational setting by the head or deputy head.

Stage 3 – Initial Assessment

- Following confirmation from the LA to proceed, contact will be made with parents/carers to complete an initial assessment of the learner at their home or current educational setting by the head or deputy head.
- Once this initial assessment is completed a decision will be made from all the information attained as to whether Sketchley School would be a suitable provision for the learner.
- If this is positive it will progress to stage 4, if not then the headteacher or school admin will notify the LA that they feel unable to meet the learner's needs with clear reasons for this action

Stage 4 – Offer of Placement

- A letter of on offer of placement will be sent to the LA stating a proposed start date and cost of the provision required in order to meet the needs of the learner.

Stage 5 - Following Confirmation of Placement

- Sketchley School and the child's parents/carers will establish a liaison programme. The purpose is to share appropriate information about the child and work towards a smooth transition. It will be needs led and on an individual basis.
- There will be opportunities to facilitate a visit to the school for the child if appropriate. This may be with school staff / parents / carer.

- A transition plan will be created between the parents and school which is in the best interests of the learner. This will be bespoke to that learner and be considerate of their needs and history.
- If required an impact risk assessment will be completed to ensure the learners transition into school is a success and does not negatively impact on others

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, 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 settling in period baseline assessments will be completed to inform Individual Educational Plans. These 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 communication via Class DOJO.
- The class teacher will create a risk assessment for the learner in conjunction with the parents/carers. This will be regularly checked and updated.
- At the end of each term parents/carers will receive a termly report.
- 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

The Head Teacher is responsible for ensuring that systems & processes are in place to ensure the operational management of admissions into the school.

School Admin Team will manage consultations and parental visits to the school along with sending out parent packs and transitions into the school.

9. Accountability

The Head Teacher is accountable for ensuring that the school fulfils its legal obligations for consultations and admissions and is compliant with SEND Code of Practice.

Contents Checklist (Local Services may add additional items – this is a core list)

Responsibilities	✓	Health arrangements	✓
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Admissions Impact Risk Assessment	✓	Legal arrangements	✓
Risk Assessment	✓	Welcome and familiarisation processes	✓
Admissions information	✓	Induction and integration processes	✓
Documentation completion, access and storage	✓	Monitoring arrangements	✓

Local Procedure Review History:

Date Reviewed	Reviewer	Summary of revisions