



Bright Fields School
Admissions Policy
(BFS-025)

A part of SofiNo Education Group Ltd

Version 2

Policy Owner:	Headteacher, Bright Fields School
Approved By:	Proprietor, SofiNo Education Group Ltd
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Review Cycle:	Annually, or sooner if guidance or legislation changes
Applies To:	Bright Fields School, Retford
Policy Status:	Active

Bright Fields School provides full-time educational placements for children and young people with a range of special educational needs. These include ASC, ADHD or SEMH students with accompanying complex needs, aged 5 to 19 years.

Admission Criteria

- In most cases children and young people will have an Education and Health Care Plan or an Individual Development Plan that details the individual's diagnosis and the type of provision required to meet the needs of the student.
- Children/young people have a need for a specialist provision.
- The type of provision required is unavailable within their local authority.
- Their parents have stated a preference for a specialist school.

Referral process

Referrals will be accepted from Local Authorities and commissioning bodies. Our referrals team will receive a request for a school placement, either by a direct referral, commissioning framework or from a child's parents with the local authority's consent.

The referrals team will request information including, the reason for the referral, child's/young person's EHCP, IDP,IBP, recent reports/reviews from current or previous school including risk assessments, residential/respite placement plans and any other reports that give an up to date picture of the child/young person e.g. Educational Psychologist, Speech and Language Therapist and Occupational Therapist.

Assessment

Assessments will be booked by the referrals coordinators and undertaken by designated members of the senior leadership team at the school. Assessments can take place over several days and in various locations, when required in order to make a full assessment of need. Where possible the potential child/young person will be observed in the school environment and where this is not possible, then observed in the home environment. During the assessment, information will be gathered with the parents/carers/staff from each environment and the young person if possible. The assessment team will complete an initial assessment report, and where appropriate, will complete a matching assessment. This information will be used to provide an accurate cost of placement to the local authority and will reflect the requirements of the EHCP, where one is in place. This will include the assessed staffing ratio and information regarding any additional support required for the placement to commence.

Following a decision that the student's needs can be fully met within the school, a formal placement offer is then sent to the placing authority. Any unsuccessful referrals will be notified, giving a reason for the decision not to proceed and all information held will be deleted.

Following the school receiving written confirmation from the local authority that the offer of placement has been accepted, the pre-admission process will begin.

Transition planning to the School

Once a place has been formally offered and accepted, all relevant stakeholders will agree on a transition plan. This plan will ensure the individual needs are met and the student is supported to make a positive transition into the school.

Admission Process

Each pupil, where appropriate, will receive an admissions pack containing a student's guide to the school. This provides details of the following

- Key personnel
- Daily routines
- Curriculum Offer – Academic and Vocational
- Safeguarding – key personnel and how concerns/disclosures will be managed
- Complaints process

Parents/Carers/those with parental responsibility will also receive an information pack, containing relevant policies, EHCP review process, frequency and format of progress updates and consent forms that need to be signed and returned prior to the placement commencing.

The school's admissions register will be updated to include the new student's details, and their EHCP review will be diarised, based on their most recent review date.

Part Time Timetables

Part time timetables may be used to support learners in improving their attendance and reintegration into education. This is particularly relevant for those pupils who have had limited school attendance, prior to the referral. These will only be used as part of a phased plan to transition the student into full time education as a short-term measure. There will be a structured review timetable put into place, to ensure the goal of full-time attendance is achieved within a specified timeframe

Equality Impact Statement

All relevant persons are required to comply with this policy and must demonstrate sensitivity and competence in relation to Age, Disability, Gender Reassignment, Marriage and Civil partnership, Pregnancy and Maternity, Race, Religion or belief and Sexual Orientation. If you, or any other groups, believe you are disadvantaged by this policy, please contact the Head Teacher directly at the school.